|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Those who view their work as a necessary but personally unfulfilling way to make money are said to view work as a   |  |  |  | | --- | --- | --- | |  | a. | contract. | |  | b. | job. | |  | c. | calling. | |  | d. | career. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. Russell does not like his work, but he knows that he has no choice but to go to work. He needs the paycheck each week to pay his monthly bills and save for retirement. He views his work as a   |  |  |  | | --- | --- | --- | |  | a. | job. | |  | b. | career. | |  | c. | calling. | |  | d. | position. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. Those who view their work as a career are especially likely to be concerned about opportunities for   |  |  |  | | --- | --- | --- | |  | a. | outsourcing. | |  | b. | creating action plans. | |  | c. | transformational leadership. | |  | d. | increasingly better employment positions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. Layla works hard at her job mainly because she hopes to be promoted to a higher management position. Layla seems to view her work as a   |  |  |  | | --- | --- | --- | |  | a. | calling. | |  | b. | job. | |  | c. | contract. | |  | d. | career. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. People report the greatest satisfaction with their work and their lives if they   |  |  |  | | --- | --- | --- | |  | a. | work only part-time. | |  | b. | view their work as a calling. | |  | c. | are strongly motivated by high wages. | |  | d. | are supervised by managers with a directive style. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. Those who view their work as a job report \_\_\_\_\_\_\_\_ work satisfaction than those who view their work as a calling, and those who view their work as a career report \_\_\_\_\_\_\_\_ work satisfaction than those who view their work as a calling.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; more | |  | c. | more; more | |  | d. | less; less |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. Dr. Burke is a physician who finds meaning in his work. This means that he is more likely to   |  |  |  | | --- | --- | --- | |  | a. | be actively disengaged in his career. | |  | b. | avoid burnout and enjoy his career. | |  | c. | not be engaged in his work. | |  | d. | experience dissatisfaction in his work. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. Flow is characterized by a \_\_\_\_\_\_\_\_ awareness of self and a \_\_\_\_\_\_\_\_ awareness of the passing of time.   |  |  |  | | --- | --- | --- | |  | a. | heightened; diminished | |  | b. | diminished; heightened | |  | c. | heightened; heightened | |  | d. | diminished; diminished |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. Csikszentmihalyi formulated the concept of \_\_\_\_\_\_\_\_ after studying dancers, chess players, surgeons, and others from around the world who were completely involved in their work.   |  |  |  | | --- | --- | --- | |  | a. | transformational leadership | |  | b. | strengths-based leadership | |  | c. | 360-degree feedback | |  | d. | flow |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. Jackson, a skilled and creative artist, loses track of time as he devotes all his energy to working on each painting. His experience best illustrates the concept of   |  |  |  | | --- | --- | --- | |  | a. | flow. | |  | b. | task leadership. | |  | c. | human factors psychology. | |  | d. | mind-wandering. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. Penelope so enjoys solving difficult mathematical problems that she does nothing but work on them over the weekend. Penelope’s experience best illustrates the concept of   |  |  |  | | --- | --- | --- | |  | a. | task leadership. | |  | b. | managing by objectives. | |  | c. | charisma. | |  | d. | flow. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. People who experience flow are driven less by \_\_\_\_\_\_\_\_ than by \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | their calling; their career | |  | b. | external rewards; intrinsic rewards | |  | c. | their career; their job | |  | d. | intrinsic rewards; external rewards |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. Zach is interested in computers and loves to take them apart to see how they work. He also likes to play around with computer code. He finds himself engulfed in projects involving computers and completely loses a sense of time. Zach is motivated by \_\_\_\_\_\_\_\_ and has found \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | extrinsic motivation; flow | |  | b. | personal achievement; satisfaction | |  | c. | intrinsic motivation; flow | |  | d. | appraisal; engagement |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. Research has found that \_\_\_\_\_\_\_\_ actually enhances performance.   |  |  |  | | --- | --- | --- | |  | a. | extrinsic motivation | |  | b. | intrinsic motivation | |  | c. | monetary rewards | |  | d. | satisfaction with income |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15. Which of the following is NOT a question you can ask yourself to help you find flow?   |  |  |  | | --- | --- | --- | |  | a. | What activities give me pleasure? | |  | b. | What sorts of challenges do I relish? | |  | c. | What activities leave me wondering, “When will this be over?” | |  | d. | What sorts of tasks do I learn easily? |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. Alonzo is trying to determine the type of work that will provide him with flow. Which of the following questions should he NOT ask to help him decide?   |  |  |  | | --- | --- | --- | |  | a. | What activities give me pleasure? | |  | b. | What sorts of challenges do I relish? | |  | c. | What activities do I find difficult to learn? | |  | d. | What activities leave me wondering, “When can I do this again?” |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. Which of the following is NOT an interest identified by the career interest questionnaire located at O\*NET?   |  |  |  | | --- | --- | --- | |  | a. | realistic | |  | b. | investigative | |  | c. | artistic | |  | d. | spiritual |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18. Michael loves to write novels. This represents the \_\_\_\_\_\_\_\_ interest type.   |  |  |  | | --- | --- | --- | |  | a. | realistic | |  | b. | investigative | |  | c. | artistic | |  | d. | conventional |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. Lorelei works from home as a financial consultant and is very conscientious. The idea of a person-environment fit suggests that Lorelei is   |  |  |  | | --- | --- | --- | |  | a. | likely to dislike her job. | |  | b. | currently looking for an office job. | |  | c. | not likely to earn much money. | |  | d. | likely to earn a good income as a financial consultant. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. Angela is training to be an actress at the local theater and has so far been told that she is a very good actress. Her personality matches the needs and demands of her job. She is likely high in \_\_\_\_\_\_\_\_ and her job requires \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | conscientiousness; conscientiousness | |  | b. | openness; openness | |  | c. | openness; conscientiousness | |  | d. | conscientiousness; openness |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. Work activities that are specifically suited to your strengths are most likely to be those associated with the experience of   |  |  |  | | --- | --- | --- | |  | a. | flow. | |  | b. | 360-degree feedback. | |  | c. | implementation intentions. | |  | d. | external rewards. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. A career-counseling science aims to match people’s careers to their personality, that is, to be sure that they are experiencing a   |  |  |  | | --- | --- | --- | |  | a. | good person-environment fit. | |  | b. | knowledge work experience. | |  | c. | career change. | |  | d. | flow experience. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. A study that followed 400,000 high school students over time found that their subsequent income success was best predicted by the extent to which their vocations were well-matched to their   |  |  |  | | --- | --- | --- | |  | a. | ability levels. | |  | b. | personality traits. | |  | c. | physical appearance. | |  | d. | personal interests. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. Rodney has always been interested in caring for animals. He spends a lot of time outdoors and frequently comes off with birds or raccoons that have been injured by a fall or attacked by another animal. As an adult, he is likely to do well as a veterinarian because   |  |  |  | | --- | --- | --- | |  | a. | he has scored high on O\*NET’s enterprising interest type. | |  | b. | he has developed special skills. | |  | c. | interests predict both performance and persistence. | |  | d. | his interests coincide with his community’s needs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. Work in developed nations has expanded along which of the following paths?   |  |  |  | | --- | --- | --- | |  | a. | manufacturing à laborer à farming | |  | b. | agriculture à knowledge work à science | |  | c. | farming à laborer à social science | |  | d. | farming à manufacturing à knowledge work |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. Carter’s grandfather worked on a farm. His father worked in a factory. Most likely Carter will   |  |  |  | | --- | --- | --- | |  | a. | be a farmer. | |  | b. | work in a factory. | |  | c. | have a manufacturing job. | |  | d. | have a career related to knowledge work. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. The trend in hiring temporary employees or workers telecommuting from off-site workplaces is referred to as   |  |  |  | | --- | --- | --- | |  | a. | outsourcing. | |  | b. | manufacturing. | |  | c. | reorganization. | |  | d. | knowledge work. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. Harlow is a freelance editor working from her home on college textbooks. This trend in workers telecommuting from off-site workplaces is referred to as   |  |  |  | | --- | --- | --- | |  | a. | outsourcing. | |  | b. | manufacturing. | |  | c. | reorganization. | |  | d. | knowledge work. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. The psychological contract is defined as the   |  |  |  | | --- | --- | --- | |  | a. | advent of knowledge work as the major source of employment. | |  | b. | sense of mutual obligation between workers and employers. | |  | c. | efforts of leaders to motivate workers and increase worker satisfaction. | |  | d. | need to optimize worker placement. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. Which of the following represents the idea of trust and understanding between workers and their employers?   |  |  |  | | --- | --- | --- | |  | a. | a psychological contract | |  | b. | flow | |  | c. | appraisal | |  | d. | the person-environment fit |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. Baldwin owns a small furniture manufacturing company. He knows that his workers will do their jobs well, and they know that he will reward them appropriately. Which of the following statements is true of Baldwin and his workers?   |  |  |  | | --- | --- | --- | |  | a. | They have formed a psychological contract. | |  | b. | Baldwin’s task leadership has proven effective. | |  | c. | The charisma displayed by Baldwin is working well. | |  | d. | Most but not all of the workers are engaged. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. Which profession is most directly involved in the application of psychology’s principles to optimizing human behavior in the workplace?   |  |  |  | | --- | --- | --- | |  | a. | social psychology | |  | b. | personality psychology | |  | c. | developmental psychology | |  | d. | industrial-organizational psychology |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. Developing assessment tools for selecting and placing employees is of most direct relevance to   |  |  |  | | --- | --- | --- | |  | a. | clinical psychology. | |  | b. | organizational psychology. | |  | c. | human factors psychology. | |  | d. | personnel psychology. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. Dr. McDonald designs training programs to increase employees’ success at their jobs. Her work best illustrates that of a(n) \_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | personnel | |  | b. | organizational | |  | c. | human factors | |  | d. | clinical |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. Jerry’s job is to identify the needs of the organization, as well as those of its employees; design training programs for employees; and measure both employee and organizational performance. Jerry is most likely a(n)   |  |  |  | | --- | --- | --- | |  | a. | personnel psychologist. | |  | b. | human factors psychologist. | |  | c. | industrial-organizational psychologist. | |  | d. | conventional psychologist. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. Organizational psychologists are most likely to be involved in   |  |  |  | | --- | --- | --- | |  | a. | matching job applicants with specific work assignments. | |  | b. | modifying work environments in order to improve employee engagement. | |  | c. | contributing to the design of user-friendly industrial machines. | |  | d. | designing training programs to prepare unemployed persons for existing jobs. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. Dr. Tafic studies how management styles affect the motivation and productivity of workers. He is most likely a(n)   |  |  |  | | --- | --- | --- | |  | a. | organizational psychologist. | |  | b. | personnel psychologist. | |  | c. | human factors psychologist. | |  | d. | performance psychologist. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. Human factors psychologists are most likely to be involved in   |  |  |  | | --- | --- | --- | |  | a. | designing training programs to prepare unemployed persons for existing jobs. | |  | b. | exploring how machines can be optimally designed to fit human abilities. | |  | c. | assessing the impact of supervisors’ management styles on business productivity. | |  | d. | matching people’s strengths with specific job assignments. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. Designing aircraft instrument displays so pilots can easily and accurately monitor flight data would be of most direct interest to   |  |  |  | | --- | --- | --- | |  | a. | personnel psychology. | |  | b. | organizational psychology. | |  | c. | human factors psychology. | |  | d. | clinical psychology. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. Dr. Carpenter is a psychologist who works on developing systems technologies. He is a \_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | personnel | |  | b. | organizational | |  | c. | human factors | |  | d. | career |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41. Personnel psychologists are most likely to be involved in   |  |  |  | | --- | --- | --- | |  | a. | analyzing job content. | |  | b. | designing optimum work environments. | |  | c. | developing systems technologies. | |  | d. | facilitating organizational change. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. The psychologist who performed data-driven research that enabled AT&T to identify likely-to-succeed representatives was   |  |  |  | | --- | --- | --- | |  | a. | Mary Tenopyr. | |  | b. | Marcus Buckingham. | |  | c. | Donald Clifton. | |  | d. | Mihaly Csikszentmihalyi. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. Dr. Thompson develops interview questions that will effectively predict job applicants’ success in specific work positions. Her work best illustrates that of a(n) \_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | personnel | |  | b. | organizational | |  | c. | human factors | |  | d. | clinical |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. Personnel selection research indicates that for all but the less-skilled jobs, the quality of a job applicant’s on-the-job performance is best predicted by the applicant’s   |  |  |  | | --- | --- | --- | |  | a. | implementation intentions. | |  | b. | general mental ability. | |  | c. | leadership style. | |  | d. | optimism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45. Unstructured interviews provide a \_\_\_\_\_\_\_\_ predictor of on-the-job performance than aptitude tests and a \_\_\_\_\_\_\_\_ predictor of on-the-job performance than job knowledge tests.   |  |  |  | | --- | --- | --- | |  | a. | better; worse | |  | b. | worse; better | |  | c. | better; better | |  | d. | worse; worse |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. Overrating one’s ability to predict people’s futures is called the   |  |  |  | | --- | --- | --- | |  | a. | interviewer illusion. | |  | b. | unstructured interview. | |  | c. | structured interview. | |  | d. | leniency error. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. Human Resources Officer Lazar has been responsible for hiring ship personnel for the last 15 years. She usually does not check their references because she believes in her ability to predict their future work performance based on her interview with them. Officer Lazar’s confidence best illustrates   |  |  |  | | --- | --- | --- | |  | a. | 360-degree feedback. | |  | b. | the experience of flow. | |  | c. | transformational leadership. | |  | d. | the interviewer illusion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. When meeting job applicants, employers often discount the influence of varying situations on applicants’ behaviors and presume that what they observe applicants do and say reflects the applicants’ enduring personality traits. This most clearly contributes to   |  |  |  | | --- | --- | --- | |  | a. | 360-degree feedback. | |  | b. | the interviewer illusion. | |  | c. | strengths-based leadership. | |  | d. | the experience of flow. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. Which of the following is NOT one of the factors that explain interviewers’ overconfidence?   |  |  |  | | --- | --- | --- | |  | a. | the interviewer’s review of previous job performance | |  | b. | the interviewer’s preconceptions | |  | c. | the interviewee’s disclosure of their good intentions | |  | d. | the interviewer’s comparison of the interviewee with those interviewed before and after them |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. If interviewers instantly like a job applicant because of his or her good looks, they may judge the person’s complimentary remarks as indicating “polite manners” rather than “manipulative flattery.” This best illustrates the impact of \_\_\_\_\_\_\_\_ on the interpretation of interviewees’ responses.   |  |  |  | | --- | --- | --- | |  | a. | transformational leadership | |  | b. | interviewers’ preconceptions | |  | c. | 360-degree feedback | |  | d. | strengths-based leadership |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51. To predict effectively the job success of various applicants for a specific work position, psychologists would recommend the development of   |  |  |  | | --- | --- | --- | |  | a. | flow. | |  | b. | task leadership. | |  | c. | structured interviews. | |  | d. | human factors psychology. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52. An interview process in which all applicants are asked the same job-relevant questions and then rated on established scales is referred to as   |  |  |  | | --- | --- | --- | |  | a. | flow. | |  | b. | human factors. | |  | c. | a structured interview. | |  | d. | an interviewer illusion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 53. Dr. Nohner analyzes a job, scripts interview questions, and trains interviewers to ask the same questions, in the same order, to all applicants, rating each applicant on an established scale. Her work best illustrates that of a(n) \_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | personnel | |  | b. | organizational | |  | c. | human factors | |  | d. | clinical |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54. You attend a job interview that you have been extremely excited about. The interviewer is asking specific questions from a form and writing down your answers. What kind of interview is this?   |  |  |  | | --- | --- | --- | |  | a. | casual conversation | |  | b. | unstructured interview | |  | c. | predictive interview | |  | d. | structured interview |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 55. Scales and checklists on which supervisors indicate the extent to which a worker is productive, follows correct procedures, and attends to customers’ needs are designed primarily for the purpose of improving   |  |  |  | | --- | --- | --- | |  | a. | unstructured interviews. | |  | b. | social leadership. | |  | c. | performance appraisal. | |  | d. | a directive style of management. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 56. Your friend tells you that she was evaluated at her job today. She said that her supervisor had a form that she used to check specific behaviors, such as arriving to work on time and attending to customer needs. The supervisor was using a \_\_\_\_\_\_\_\_ to evaluate your friend.   |  |  |  | | --- | --- | --- | |  | a. | checklist | |  | b. | graphic rating scale | |  | c. | behavior rating scale | |  | d. | structured interview |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 57. When a supervisor rates a worker’s dependability and productivity on a scale of one to five, for example, she is using a   |  |  |  | | --- | --- | --- | |  | a. | checklist. | |  | b. | graphic rating scale. | |  | c. | behavior rating scale. | |  | d. | structured interview. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58. The office manager at your company is evaluating your performance as an editorial assistant. She is rating your productivity and dependability on a five-point scale, which is referred to as a   |  |  |  | | --- | --- | --- | |  | a. | checklist. | |  | b. | graphic rating scale. | |  | c. | behavior rating scale. | |  | d. | structured interview. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 59. \_\_\_\_\_\_\_\_ rate workers on characteristics such as dependability, whereas \_\_\_\_\_\_\_\_ rate workers on specific job performance behaviors.   |  |  |  | | --- | --- | --- | |  | a. | Graphic rating scales; behavior rating scales | |  | b. | Checklists; graphic rating scales | |  | c. | Checklists; behavior rating scales | |  | d. | Behavior rating scales; checklists |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60. Candace is a plant supervisor and is tasked with rating her employees on whether they follow procedures, for example. Candace is using a   |  |  |  | | --- | --- | --- | |  | a. | behavior rating scale. | |  | b. | a checklist. | |  | c. | a graphic rating scale. | |  | d. | 360-degree feedback. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 61. When you rate yourself, your manager, and other colleagues on performance, and then they rate your performance, most likely you have participated in   |  |  |  | | --- | --- | --- | |  | a. | a checklist. | |  | b. | a graphic rating scale. | |  | c. | 360-degree feedback. | |  | d. | a behavior rating scale. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 62. Full and clear communication regarding Kelsey’s effectiveness as a customer service manager is enhanced by the performance appraisals she periodically receives from fellow managers, subordinates, customers, and her supervisor. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | experiencing flow. | |  | b. | structured interviews. | |  | c. | 360-degree feedback. | |  | d. | task leadership. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63. The practice of 360-degree feedback is especially likely to involve   |  |  |  | | --- | --- | --- | |  | a. | a democratic management style. | |  | b. | the experience of flow. | |  | c. | checklists and behavior rating scales. | |  | d. | transformational leadership. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64. Chickie always has a smile on her face and she is always willing to listen to her fellow workers’ problems. As a result, her supervisor and co-workers often appraise her performance more positively than is actually warranted. This best illustrates evaluators’ vulnerability to   |  |  |  | | --- | --- | --- | |  | a. | human factors psychology. | |  | b. | the interviewer illusion. | |  | c. | the experience of flow. | |  | d. | halo errors. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 65. Lucas tends to rate Reggie high on all aspects of his work performance because Reggie is a good friend. Lucas is committing   |  |  |  | | --- | --- | --- | |  | a. | a severity error. | |  | b. | a leniency error. | |  | c. | 360-degree feedback. | |  | d. | a halo error. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 66. Constance tends to rate Aviva poorly on performance scales because Aviva has frequently disagreed with her organizational decisions. Constance is committing   |  |  |  | | --- | --- | --- | |  | a. | a severity error. | |  | b. | a leniency error. | |  | c. | 360-degree feedback. | |  | d. | a halo error. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 67. You have noticed that everyone at work complains about how the manager evaluates their performance. They repeatedly say that he is unfair and rates them negatively. He may be making   |  |  |  | | --- | --- | --- | |  | a. | halo errors. | |  | b. | severity errors. | |  | c. | leniency errors. | |  | d. | recency errors. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68. When performance appraisal is based only on the employee’s latest behavior, which may not be indicative of her overall performance, the employer is committing   |  |  |  | | --- | --- | --- | |  | a. | a severity error. | |  | b. | a recency error. | |  | c. | 360-degree feedback. | |  | d. | a halo error. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 69. Which of the following is NOT a way in which Robert Owen demonstrated transformational leadership?   |  |  |  | | --- | --- | --- | |  | a. | He developed a nursery school for children | |  | b. | He created assisted listening technology | |  | c. | He offered Sundays off from work | |  | d. | He provided health care to workers |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 70. Organizational psychologists are most likely to be involved in   |  |  |  | | --- | --- | --- | |  | a. | matching people’s strengths with specific job assignments. | |  | b. | modifying work environments to improve employee engagement. | |  | c. | contributing to the design of user-friendly industrial machines. | |  | d. | designing training programs to prepare unemployed persons for existing jobs. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 71. Satisfied employees’ positive moods at work have most clearly been found to enhance   |  |  |  | | --- | --- | --- | |  | a. | a directive leadership style. | |  | b. | 360-degree feedback. | |  | c. | creativity and persistence. | |  | d. | strengths-based leadership. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 72. A business setting in which workers have regular opportunities to do what they do best and perceive that they are part of something significant is one that promotes   |  |  |  | | --- | --- | --- | |  | a. | 360-degree feedback. | |  | b. | implementation intentions. | |  | c. | employee engagement. | |  | d. | unstructured interviews. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 73. Engaged employees are likely to   |  |  |  | | --- | --- | --- | |  | a. | practice human factors psychology. | |  | b. | view their work as a job rather than a calling. | |  | c. | prefer working for managers with a directive management style. | |  | d. | know what is expected of them at their workplace. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 74. Gabriel feels fully committed to the company he works for because their goals of good customer service match his own personal sense of occupational calling. Gabriel’s attitude best illustrates   |  |  |  | | --- | --- | --- | |  | a. | a directive leadership style. | |  | b. | charisma. | |  | c. | operant conditioning. | |  | d. | employee engagement. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 75. Employees who work with commitment and energy and feel connected to their company can be described as \_\_\_\_\_\_\_\_ employees.   |  |  |  | | --- | --- | --- | |  | a. | engaged | |  | b. | not engaged | |  | c. | disengaged | |  | d. | actively disengaged |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 76. When Nick goes to work, he works with passion and energy and truly feels connected to his organization. Nick can be described as a(n) \_\_\_\_\_\_\_\_ employee.   |  |  |  | | --- | --- | --- | |  | a. | engaged | |  | b. | not engaged | |  | c. | disengaged | |  | d. | actively disengaged |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 77. Employees who put in work time but invest little passion or energy in their work are described as   |  |  |  | | --- | --- | --- | |  | a. | resilient. | |  | b. | outsourced. | |  | c. | not engaged. | |  | d. | actively disengaged. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 78. Orson shows up to work every day and on time, but he is bored with his job. Orson would be described as   |  |  |  | | --- | --- | --- | |  | a. | engaged. | |  | b. | not engaged. | |  | c. | actively disengaged. | |  | d. | conscientious. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 79. Employees who are unhappy and undermine their colleagues’ accomplishments are described as   |  |  |  | | --- | --- | --- | |  | a. | resilient. | |  | b. | outsourced. | |  | c. | not engaged. | |  | d. | actively disengaged. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 80. Charmaine hates her job and her co-workers. She deliberately messes up the work of her co-workers and tries to harm the outcome of their work efforts. She can be said to be a(n) \_\_\_\_\_\_\_\_ employee.   |  |  |  | | --- | --- | --- | |  | a. | engaged | |  | b. | not engaged | |  | c. | disengaged | |  | d. | actively disengaged |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 81. When examining the relationship between employee engagement and business success, a follow-up longitudinal study of 142,000 workers concluded that   |  |  |  | | --- | --- | --- | |  | a. | the success of the business hindered employee positive attitudes. | |  | b. | there was no relationship between employee attitudes and business success. | |  | c. | employee attitudes could not predict future business success. | |  | d. | over time, employee attitudes predicted future business success. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 82. Amanda is great at motivating and influencing other people to contribute to the success of the group. Amanda is demonstrating \_\_\_\_\_\_\_\_ leadership.   |  |  |  | | --- | --- | --- | |  | a. | effective | |  | b. | engaged | |  | c. | social | |  | d. | directive |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 83. Those who motivate and influence others to enable their group’s success and who engage others’ interests and loyalty are called   |  |  |  | | --- | --- | --- | |  | a. | leaders. | |  | b. | personnel. | |  | c. | psychologists. | |  | d. | managers. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 84. Kiril is the plant supervisor for a company that manufactures computers. He makes sure that each employee is assigned to a task that meets their interests. He is also very good at motivating his employees to do the best job they know how. Kiril is a(n)   |  |  |  | | --- | --- | --- | |  | a. | engaged employee. | |  | b. | leader. | |  | c. | human factors psychologist. | |  | d. | company interviewer. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 85. The end of the calendar year is quickly approaching. What are you likely to do this time of year?   |  |  |  | | --- | --- | --- | |  | a. | get a new job | |  | b. | set goals | |  | c. | enroll in a new class | |  | d. | learn a new skill |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 86. A specification of when, where, and how to achieve the subgoals necessary for completion of a major task is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | psychological contact. | |  | b. | state of flow. | |  | c. | action plan. | |  | d. | engagement. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 87. Action plans that break larger goals into subgoals and specify where, when, and how to achieve those subgoals, also known as \_\_\_\_\_\_\_\_, increase the likelihood of completing the larger goal successfully.   |  |  |  | | --- | --- | --- | |  | a. | charisma | |  | b. | flow | |  | c. | implementation intentions | |  | d. | transformational leadership |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 88. The on-time completion of major work projects is most clearly facilitated by   |  |  |  | | --- | --- | --- | |  | a. | reducing flow. | |  | b. | scripting structured interviews. | |  | c. | receiving 360-degree feedback. | |  | d. | stating implementation intentions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 89. You have a list of things you would like to accomplish, such as earn an A in your psychology class, pass the next psychology exam, complete a bachelor’s degree in psychology, and get accepted to a psychology graduate program. What should you focus on first?   |  |  |  | | --- | --- | --- | |  | a. | earning an A in the class | |  | b. | passing the next exam | |  | c. | earning your degree | |  | d. | acceptance into graduate school |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 90. Leaders who set target dates for the completion of specific measurable goals best illustrate   |  |  |  | | --- | --- | --- | |  | a. | transformational leadership. | |  | b. | managing by objectives. | |  | c. | 360-degree feedback. | |  | d. | the experience of flow. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 91. Sebastian is the lead lawyer for a person accused of embezzling from their firm. To be sure his team can mount a proper defense Sebastian prepares an action plan, setting dates by which they must complete certain tasks. Sebastian is   |  |  |  | | --- | --- | --- | |  | a. | engaging in social leadership. | |  | b. | managing by objective. | |  | c. | experiencing participative management. | |  | d. | creating a checklist. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 92. Leaders with the ability to motivate people to cooperate toward a common goal are said to demonstrate   |  |  |  | | --- | --- | --- | |  | a. | flow. | |  | b. | charisma. | |  | c. | 360-degree feedback. | |  | d. | human factors psychology. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 93. Dwayne has the ability to influence others while making them comfortable. He is able to inspire other people’s loyalty and focus their enthusiasm. Dwayne is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | charisma. | |  | b. | flow. | |  | c. | social leadership. | |  | d. | task leadership. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 94. A military general is to a \_\_\_\_\_\_\_\_ style of leadership as a band leader is to \_\_\_\_\_\_\_\_ style.   |  |  |  | | --- | --- | --- | |  | a. | transformational; task | |  | b. | social; task | |  | c. | directive; democratic | |  | d. | democratic; directive |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 95. A directive style is to \_\_\_\_\_\_\_\_ as a democratic style is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | management leadership; goal-oriented leadership | |  | b. | charisma; task leadership | |  | c. | task leadership; social leadership | |  | d. | flow; charisma |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 96. Managers who excel at task leadership typically   |  |  |  | | --- | --- | --- | |  | a. | demonstrate charisma. | |  | b. | use a directive style. | |  | c. | discourage performance appraisals. | |  | d. | use a democratic style. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 97. Julian is a production supervisor who dictates workplace rules and makes assignments without giving employees an opportunity to voice their preferences or concerns. Julian best illustrates   |  |  |  | | --- | --- | --- | |  | a. | charisma. | |  | b. | transformational leadership. | |  | c. | engagement. | |  | d. | a directive leadership style. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 98. Managers with a task-leadership style would be most likely to   |  |  |  | | --- | --- | --- | |  | a. | mediate a conflict between two argumentative employees. | |  | b. | give employees a high degree of freedom to develop their own work procedures. | |  | c. | remind employees of the exact deadlines for the completion of work projects. | |  | d. | avoid closely monitoring the productivity of individual employees. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 99. A group-oriented manager who explains decisions, helps group members solve their conflicts, and builds teams that work well together most clearly demonstrates   |  |  |  | | --- | --- | --- | |  | a. | managing by objectives. | |  | b. | the experience of flow. | |  | c. | social leadership. | |  | d. | a directive management style. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 100. Enzio is an excellent manager, assigning employees to tasks where they are most effective. He also welcomes employees’ opinions. He appears to be high in   |  |  |  | | --- | --- | --- | |  | a. | social leadership. | |  | b. | task leadership. | |  | c. | participative management. | |  | d. | providing positive reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 101. Motivating workers to identify with and commit themselves to a group mission best illustrates   |  |  |  | | --- | --- | --- | |  | a. | strengths-based leadership. | |  | b. | 360-degree feedback. | |  | c. | a directive management style. | |  | d. | transformational leadership. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 102. Nikita is the manager of a human resources department. She has high standards with the goal of maintaining and improving employee morale, which she communicates to her department in such a way that her co-workers are glad to share her vision. Nikita is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | transformational leadership. | |  | b. | task leadership. | |  | c. | participative management. | |  | d. | providing positive reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 103. Women are more likely than men to exhibit the qualities associated with   |  |  |  | | --- | --- | --- | |  | a. | a voice effect. | |  | b. | recency errors. | |  | c. | transformational leadership. | |  | d. | a directive management style. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 104. Effective managers often demonstrate \_\_\_\_\_\_\_\_ levels of task leadership and \_\_\_\_\_\_\_\_ levels of social leadership.   |  |  |  | | --- | --- | --- | |  | a. | high; low | |  | b. | low; high | |  | c. | low; low | |  | d. | high; high |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 105. Studies in India, Taiwan, and Iran suggest that effective leaders are those who   |  |  |  | | --- | --- | --- | |  | a. | tend to be more directive. | |  | b. | focus primarily on the task at hand. | |  | c. | exhibit a high degree of both task and social leadership. | |  | d. | tend to ignore their workers’ personal needs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 106. By praising their employees’ positive behaviors, managers often encourage their workers to continue laboring productively. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement. | |  | b. | 360-degree feedback. | |  | c. | a democratic management style. | |  | d. | experiencing flow. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 107. Simona is a department manager who tends to focus on criticizing her employees for their mistakes while ignoring their accomplishments. Simona is not applying a basic principle of   |  |  |  | | --- | --- | --- | |  | a. | 360-degree feedback. | |  | b. | operant conditioning. | |  | c. | task leadership. | |  | d. | human factors psychology. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 108. A work environment that satisfies employees’ need \_\_\_\_\_\_\_\_ can be energizing to them.   |  |  |  | | --- | --- | --- | |  | a. | for direction | |  | b. | to belong | |  | c. | for attention | |  | d. | for very specific orders |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 109. Emilia aims to be an effective leader and knows that \_\_\_\_\_\_ can be energizing to employees.   |  |  |  | | --- | --- | --- | |  | a. | the use of negative punishments | |  | b. | helping them feel like they belong | |  | c. | a directive leadership style | |  | d. | following specific orders |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 110. Francisco has become good friends with several of his fellow employees. In fact, they often go out together. How will Francisco’s friendships affect him at work?   |  |  |  | | --- | --- | --- | |  | a. | He will not get much work done because he is too busy making friends. | |  | b. | He will talk too much to his co-workers while at work. | |  | c. | He will experience depression at work because he does not have friends outside his workplace. | |  | d. | He will be energized at work because he feels that he belongs there.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 111. If given a chance to express their own opinions during a decision-making process, people will   |  |  |  | | --- | --- | --- | |  | a. | seek reinforcement. | |  | b. | respond more positively to the decision. | |  | c. | be more likely to follow orders. | |  | d. | decrease productivity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 112. Oscar and his co-workers always get to vote on company decisions. Which of the following is NOT associated with this form of participative management?   |  |  |  | | --- | --- | --- | |  | a. | Oscar and his co-workers will be creative at work. | |  | b. | Oscar and his co-workers will be committed to their job. | |  | c. | Oscar and his co-workers will feel belittled by the company that they work for. | |  | d. | Oscar and his co-workers will be pleased with company decisions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 113. Which of the following is NOT true regarding cultural influences on leadership styles?   |  |  |  | | --- | --- | --- | |  | a. | Some cultures encourage collective sharing of resources and rewards. | |  | b. | Culture shapes leadership and what makes for leadership success. | |  | c. | Some cultures highlight traditional gender roles. | |  | d. | Cultural influences ensure that no leader behaviors are universally effective. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 114. Regardless of culture, research has found that successful leaders   |  |  |  | | --- | --- | --- | |  | a. | punish employee deficiencies. | |  | b. | encourage employee privacy. | |  | c. | fulfill expectations. | |  | d. | promote employee independence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 115. You just started a supervisory position at a company. What is one thing that you can do to increase employee engagement, customer satisfaction, and profitability?   |  |  |  | | --- | --- | --- | |  | a. | punish employee deficiencies | |  | b. | identify and enhance employee strengths | |  | c. | promote employee independence | |  | d. | encourage employee privacy |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 116. Which type of leadership supports happier, more creative, more productive employees with less turnover and absenteeism?   |  |  |  | | --- | --- | --- | |  | a. | strengths-based leadership | |  | b. | human factors leadership | |  | c. | structured leadership | |  | d. | task leadership |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 117. Expecting every faculty member at a university to teach the same number of courses and engage in the same amount of research would   |  |  |  | | --- | --- | --- | |  | a. | interfere with the practice of 360-degree feedback. | |  | b. | help to promote social leadership. | |  | c. | fail to adequately develop the unique strengths of each professor. | |  | d. | facilitate the professors’ experience of flow. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 118. Hiring job applicants who have the qualities best suited for success in the job for which they are applying illustrates   |  |  |  | | --- | --- | --- | |  | a. | human factors psychology. | |  | b. | 360-degree feedback. | |  | c. | strengths-based leadership. | |  | d. | employee engagement |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 119. After discovering that their company’s best software developers are highly analytical, personnel psychologists focused their employment ads for additional software developers less on applicants’ experience and more on their ability to engage in logical problem solving. This best illustrates their commitment to   |  |  |  | | --- | --- | --- | |  | a. | 360-degree feedback. | |  | b. | social leadership. | |  | c. | structured interviews. | |  | d. | strengths-based leadership.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 120. Designing the storage area of a cruise ship so that it allows for the efficient handling of supplies best illustrates a task that might be the responsibility of   |  |  |  | | --- | --- | --- | |  | a. | personnel psychologists. | |  | b. | organizational psychologists. | |  | c. | clinical psychologists. | |  | d. | human factors psychologists. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 121. Human factors psychologists would be most likely to aid in the design of   |  |  |  | | --- | --- | --- | |  | a. | computer keyboards. | |  | b. | weight-reduction programs. | |  | c. | protective clothing. | |  | d. | classroom management techniques. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 122. Which type of psychologist is responsible for many of the assistive listening technological advances?   |  |  |  | | --- | --- | --- | |  | a. | organizational psychologist | |  | b. | personnel psychologist | |  | c. | industrial-organizational psychologist | |  | d. | human factors psychologist |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 123. Barrett is an audiologist who has suggested that his clients try the loop systems available in many theaters. The development of these loop systems is an example of the type of work done by   |  |  |  | | --- | --- | --- | |  | a. | organizational psychologists. | |  | b. | human factors psychologists. | |  | c. | personnel psychologists. | |  | d. | social psychologists. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 124. An engineer who understands how to design and use a home theater system may find it hard to mentally simulate what it’s like not to know how to operate the system. The engineer’s difficulty illustrates   |  |  |  | | --- | --- | --- | |  | a. | assistive listening**.** | |  | b. | 360-degree feedback. | |  | c. | the curse of knowledge. | |  | d. | the interviewer illusion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 125. As a computer programmer, Lucy has no problem understanding how to set up her home computer. However, when her daughter asks her to explain how to set up her cell phone, Lucy has trouble explaining the process to her daughter. Lucy is a victim of   |  |  |  | | --- | --- | --- | |  | a. | disengagement. | |  | b. | the curse of knowledge. | |  | c. | poor design. | |  | d. | lack of flow. |  |  |  | | --- | --- | | *ANSWER:* | b | |