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| 1. Work is LEAST likely to be experienced as a positive and fulfilling activity for those who   |  |  |  | | --- | --- | --- | |  | a. | receive annual performance reviews. | |  | b. | frequently experience flow. | |  | c. | view their work as a job. | |  | d. | are self-employed.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 2. Esteban is unhappy working as a waiter in the local restaurant but it’s the only job he could get, and he needs the money to keep his family afloat. He views his work as a   |  |  |  | | --- | --- | --- | |  | a. | job. | |  | b. | career. | |  | c. | calling. | |  | d. | position.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 3. Those who view their work as an opportunity for advancement to a higher-level job are said to consider their work as a   |  |  |  | | --- | --- | --- | |  | a. | job. | |  | b. | source of flow. | |  | c. | an intrinsic reward. | |  | d. | career.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 4. Daksha is working as an assistant buyer in the dress department of the local department store. She hopes that her performance will eventually lead to promotion as a buyer. For Daksha, her work is a   |  |  |  | | --- | --- | --- | |  | a. | job. | |  | b. | career. | |  | c. | calling. | |  | d. | position.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 5. Those who view their work as a fulfilling and socially useful activity are said to view work as a   |  |  |  | | --- | --- | --- | |  | a. | job. | |  | b. | calling. | |  | c. | career. | |  | d. | contract.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 6. Kumar is a pro bono lawyer who finds great satisfaction in helping those who cannot afford a lawyer. Kumar is likely to view being a lawyer as   |  |  |  | | --- | --- | --- | |  | a. | a job. | |  | b. | a career. | |  | c. | a calling. | |  | d. | destiny.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 7. The highest level of satisfaction with their work is most likely to be reported by those who view their work as a(n)   |  |  |  | | --- | --- | --- | |  | a. | calling. | |  | b. | career. | |  | c. | job. | |  | d. | enterprise.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 8. Those who view their work as a calling report \_\_\_\_\_\_\_\_ work satisfaction than those who view their work as a job and \_\_\_\_\_\_\_\_ work satisfaction than those who view their work as a career.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; more | |  | c. | more; more | |  | d. | less; less  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 9. Who came up with the concept of flow while studying artists who spent hours wrapped up in a project?   |  |  |  | | --- | --- | --- | |  | a. | Mamow | |  | b. | Allen | |  | c. | Csikszentmihalyi | |  | d. | Dorfman  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 10. A diminished awareness of self and a diminished awareness of the passing of time are characteristic of a person   |  |  |  | | --- | --- | --- | |  | a. | who is able to spend more time with her family. | |  | b. | given external rewards. | |  | c. | who has a career. | |  | d. | experiencing flow.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 11. Aubrey is working on a class assignment and is so completely absorbed by her work that she has lost track of time and forgotten to eat lunch. Aubrey is experiencing   |  |  |  | | --- | --- | --- | |  | a. | flow. | |  | b. | openness. | |  | c. | conscientiousness. | |  | d. | satisfaction.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 12. Luke has a job as a researcher in his chosen field. He becomes so completely engrossed in his research that he completely loses track of time. Luke’s experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | managing by objectives. | |  | b. | task leadership. | |  | c. | human factors psychology. | |  | d. | flow.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 13. You are most likely to experience flow if you are   |  |  |  | | --- | --- | --- | |  | a. | externally motivated to perform the task. | |  | b. | completing a new task. | |  | c. | completing a task you have done repeatedly in the past. | |  | d. | intrinsically motivated for the task.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 14. Michelle loves to dance. She is taking dance classes at the local dance studio and often practices for hours on end while at home. She tends to lose track of time while she is practicing because she loves it so much. Michelle is experiencing flow and is likely motivated by   |  |  |  | | --- | --- | --- | |  | a. | intrinsic motivation. | |  | b. | personal achievement. | |  | c. | praise from her mother. | |  | d. | extrinsic motivation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 15. Allegra’s days seem to pass very quickly because she loves her work as a high school music teacher. She has frequently been voted teacher of the year by students. Allegra clearly   |  |  |  | | --- | --- | --- | |  | a. | is charismatic. | |  | b. | has found her flow. | |  | c. | is a social leader. | |  | d. | has high work values.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 16. Which of the following is NOT an interest type assessed by the U.S. Department of Labor Occupational Information Network?   |  |  |  | | --- | --- | --- | |  | a. | realistic | |  | b. | investigative | |  | c. | conventional | |  | d. | interpersonal  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 17. Fabian is a real estate salesman who enjoys finding the right house for clients. Which interest type would the career interest questionnaire most likely apply to Fabian?   |  |  |  | | --- | --- | --- | |  | a. | realistic | |  | b. | enterprising | |  | c. | artistic | |  | d. | conventional  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 18. Based on the career interest questionnaire, which interest type would be the best match for being an elementary school teacher?   |  |  |  | | --- | --- | --- | |  | a. | realistic | |  | b. | social | |  | c. | artistic | |  | d. | conventional  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 19. Arjun works for a nonprofit organization that provides food for low-income families. He really enjoys his work. Which interest type would the career interest questionnaire most likely apply to Arjun?   |  |  |  | | --- | --- | --- | |  | a. | realistic | |  | b. | social | |  | c. | artistic | |  | d. | conventional  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 20. Dr. Gordon evaluates people’s values, personalities, and, especially, interests. He then tells them about vocations with a good person-environment fit. His specialty is   |  |  |  | | --- | --- | --- | |  | a. | worker productivity. | |  | b. | designing optimum worker environments. | |  | c. | career counseling. | |  | d. | developing system technologies.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 21. A good person-environment fit means that the person   |  |  |  | | --- | --- | --- | |  | a. | has a job that matches their personality. | |  | b. | has knowledge work experience. | |  | c. | has a sense of mutual obligation with his employer. | |  | d. | is experiencing flow.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 22. Poor person-environment fit can result in all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | frustration. | |  | b. | increased earnings. | |  | c. | lack of productivity. | |  | d. | hostile work behavior.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 23. In developed countries, work has expanded, from   |  |  |  | | --- | --- | --- | |  | a. | knowledge work to farming to manufacturing. | |  | b. | farming to manufacturing to knowledge work. | |  | c. | manufacturing to farming to knowledge work. | |  | d. | farming to knowledge work to manufacturing.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 24. One form of outsourcing is   |  |  |  | | --- | --- | --- | |  | a. | the sense of mutual obligation between workers and employers. | |  | b. | the use of temporary employees and consultants. | |  | c. | a disciplined method of collecting information. | |  | d. | the use of 360-degree feedback.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 25. Vivian has been hired as a cook for a restaurant chain and is scheduled to be at one location for a month. After that, she is scheduled to work at a different location. This trend in temporary employees is referred to as   |  |  |  | | --- | --- | --- | |  | a. | outsourcing. | |  | b. | manufacturing. | |  | c. | reorganization. | |  | d. | knowledge work.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 26. The sense of mutual obligations between workers and employers is referred to as   |  |  |  | | --- | --- | --- | |  | a. | a psychological contract. | |  | b. | flow. | |  | c. | enterprising. | |  | d. | a person-environment fit.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 27. Which profession is most likely to be concerned with the effect of supervisors’ management styles on worker motivation and productivity?   |  |  |  | | --- | --- | --- | |  | a. | developmental psychology | |  | b. | social psychology | |  | c. | industrial-organizational psychology | |  | d. | cognitive psychology  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 28. Dr. Wright applies psychological principles to employee recruitment and placement. His work best illustrates that of a(n) \_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | clinical | |  | b. | personnel | |  | c. | organizational | |  | d. | human factors  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 29. Sarah is a psychological consultant. The test she develops evaluates the honesty and ability to inspire productivity of management applicants. Her work best illustrates that of a(n)   |  |  |  | | --- | --- | --- | |  | a. | clinical psychologist. | |  | b. | human factors psychologist. | |  | c. | organizational psychologist. | |  | d. | personnel psychologist.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 30. Matching people with existing jobs is to \_\_\_\_\_\_\_\_ psychology as modifying jobs and supervision is to \_\_\_\_\_\_\_\_ psychology.   |  |  |  | | --- | --- | --- | |  | a. | human factors; organizational | |  | b. | organizational; human factors | |  | c. | personnel; organizational | |  | d. | organizational; personnel  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 31. Improving employee morale and business profitability by developing a new chain of command between subdivisions of a large manufacturing company best illustrates the work of a(n)   |  |  |  | | --- | --- | --- | |  | a. | personnel psychologist. | |  | b. | human factors psychologist. | |  | c. | organizational psychologist. | |  | d. | clinical psychologist.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 32. Dr. Reber studies whether the organization of a local manufacturing company contributes to worker motivation and productivity. Dr. Reber is a(n)   |  |  |  | | --- | --- | --- | |  | a. | organizational psychologist. | |  | b. | personnel psychologist. | |  | c. | human factors psychologist. | |  | d. | performance psychologist.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 33. Human factors psychology is a distinct field that is allied with   |  |  |  | | --- | --- | --- | |  | a. | clinical psychology. | |  | b. | personnel psychology. | |  | c. | social psychology. | |  | d. | industrial-organizational psychology.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 34. \_\_\_\_\_\_\_\_ psychologists contribute to human safety and improved designs in the workplace.   |  |  |  | | --- | --- | --- | |  | a. | Personnel | |  | b. | Organizational | |  | c. | Industrial-organizational | |  | d. | Human factors  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 35. Advik designs convection ovens so people can roast meats and vegetables faster and more evenly. Advik’s work is an aspect of   |  |  |  | | --- | --- | --- | |  | a. | personnel psychology. | |  | b. | organizational psychology. | |  | c. | human factors psychology. | |  | d. | clinical psychology.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 36. Dr. Chewning is studying the best ways for workers to communicate during the COVID-19 pandemic. Dr. Chewning is a(n) \_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | personnel | |  | b. | organizational | |  | c. | human factors | |  | d. | career  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 37. Industrial-organizational psychologists are likely to help with all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | work-family conflicts. | |  | b. | addressing organizational spirit. | |  | c. | promoting teamwork. | |  | d. | human safety.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 38. Organizations may seek to enhance the well-being and productivity of their neurodiverse workers, which includes all of the following EXCEPT workers   |  |  |  | | --- | --- | --- | |  | a. | on the autism spectrum. | |  | b. | struggling with ADHD. | |  | c. | with a learning disorder. | |  | d. | with average intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 39. Personnel 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. | assessing the effect of supervisors’ management styles on business productivity.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 40. Mary Tenopyr was a new AT&T human resources executive who was assigned to solve the problem of customer-services representatives failing at a high rate. She did so by developing a new selection method that involved   |  |  |  | | --- | --- | --- | |  | a. | asking new applicants to respond to various test questions. | |  | b. | following up by assessing which applicants excelled at the job. | |  | c. | identifying the test questions that best predicted success. | |  | d. | all of these procedures.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 41. Which of the following is generally the poorest predictor of future job performance?   |  |  |  | | --- | --- | --- | |  | a. | aptitude tests | |  | b. | job knowledge tests | |  | c. | simulated job performance tests | |  | d. | evaluations from informal interviews  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 42. Maya is applying for a job as a host at a local restaurant. She is so friendly and energetic during the interviews that the company’s executives decided to hire her without carefully checking her résumé and past work accomplishments. The executives should most clearly be informed about   |  |  |  | | --- | --- | --- | |  | a. | human factors psychology. | |  | b. | social leadership. | |  | c. | the interviewer illusion. | |  | d. | the experience of flow.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 43. Interviewers are disposed to judge job applicants more favorably when informed that the applicants   |  |  |  | | --- | --- | --- | |  | a. | are applying for their very first career position. | |  | b. | have been prescreened by other company personnel. | |  | c. | are nervous and worried about making a good impression. | |  | d. | have a strong desire to work hard if paid well.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 44. Structured interviews have more \_\_\_\_\_\_\_\_ than unstructured interviews.   |  |  |  | | --- | --- | --- | |  | a. | democratic style | |  | b. | leniency errors | |  | c. | predictive accuracy | |  | d. | 360-degree feedback  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 45. Rating scales used to record the dependability and productivity of workers are most clearly designed to facilitate   |  |  |  | | --- | --- | --- | |  | a. | flow. | |  | b. | structured interviews. | |  | c. | social leadership. | |  | d. | performance appraisal.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 46. Claudine has just received her work evaluation and sees that specific behaviors, such as “is always willing to work overtime,” have been assessed. Her boss has likely evaluated her performance using a   |  |  |  | | --- | --- | --- | |  | a. | checklist. | |  | b. | graphic rating scale. | |  | c. | behavior rating scale. | |  | d. | structured interview.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 47. Renata manages a sportswear department of a local general merchandise store. Using a five-point scale, she is rating her workers’ dependability, productivity, and so forth. She is using   |  |  |  | | --- | --- | --- | |  | a. | a checklist. | |  | b. | strengths-based leadership. | |  | c. | a graphic rating scale. | |  | d. | a behavior rating scale.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 48. When a supervisor checks scaled behaviors that describe a worker’s performance, the supervisor is using a   |  |  |  | | --- | --- | --- | |  | a. | behavior rating scale. | |  | b. | a checklist. | |  | c. | a graphic rating scale. | |  | d. | 360-degree feedback.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 49. Mandi is completing a review of her employees’ performance based on specific behaviors, such as “follows directions.” She is completing a   |  |  |  | | --- | --- | --- | |  | a. | checklist. | |  | b. | graphic rating scale. | |  | c. | behavior rating scale. | |  | d. | selection criterion.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 50. The practice of 360-degree feedback is most clearly designed to improve   |  |  |  | | --- | --- | --- | |  | a. | social leadership. | |  | b. | the experience of flow. | |  | c. | unstructured interviews. | |  | d. | performance appraisal.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 51. An employee’s high level of friendliness can lead a supervisor to judge the employee as a more reliable worker than is actually the case. This is said to illustrate   |  |  |  | | --- | --- | --- | |  | a. | 360-degree feedback. | |  | b. | a halo error. | |  | c. | a voice effect. | |  | d. | a curse of knowledge.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 52. Zachary is a plant manager in a furniture factory. He notices that Gabriel, the shift manager, tends to rate all his employees favorably. It may be that Gabriel is making   |  |  |  | | --- | --- | --- | |  | a. | halo errors. | |  | b. | severity errors. | |  | c. | leniency errors. | |  | d. | recency errors.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 53. Performance appraisal scales that specify in detail the precise behaviors that are indicative of poor, adequate, good, and excellent worker performance are most likely to inhibit   |  |  |  | | --- | --- | --- | |  | a. | severity errors. | |  | b. | the experience of flow. | |  | c. | structured interviews. | |  | d. | 360-degree feedback.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 54. Daniel rarely misses work. However, he felt really poorly last week and so missed a few days at work. As a result, his supervisor evaluated his performance less positively than was warranted. This best illustrates the supervisor’s vulnerability to   |  |  |  | | --- | --- | --- | |  | a. | the interviewer illusion. | |  | b. | leniency errors. | |  | c. | recency errors. | |  | d. | the halo effect.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 55. Modifying management practices and work assignments to increase employee engagement best illustrates the professional concerns of   |  |  |  | | --- | --- | --- | |  | a. | human factors psychologists. | |  | b. | clinical psychologists. | |  | c. | personnel psychologists. | |  | d. | organizational psychologists.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 56. The cotton-mill manager who demonstrated transformational leadership by reforming factory working conditions was   |  |  |  | | --- | --- | --- | |  | a. | Mary Tenopyr. | |  | b. | Robert Owen. | |  | c. | Mihaly Csikszentmihalyi. | |  | d. | James Harter.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 57. A high level of worker involvement, enthusiasm, and identification with his or her business organization is most clearly an indication of   |  |  |  | | --- | --- | --- | |  | a. | 360-degree feedback. | |  | b. | transformational leadership. | |  | c. | strengths-based leadership. | |  | d. | employee engagement.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 58. Workers who know what is expected of them at their workplace and have regular opportunities to do what they do best   |  |  |  | | --- | --- | --- | |  | a. | have set working hours. | |  | b. | have manufacturing jobs. | |  | c. | are charismatic. | |  | d. | are said to be engaged.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. Business units with high levels of employee engagement experience somewhat   |  |  |  | | --- | --- | --- | |  | a. | more organizational productivity and less employee turnover. | |  | b. | less organizational productivity and more employee turnover. | |  | c. | more organizational productivity and more employee turnover. | |  | d. | less organizational productivity and less employee turnover.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 60. The extent of workers’ involvement, enthusiasm, and identification with their organizations is referred to as   |  |  |  | | --- | --- | --- | |  | a. | successful selection. | |  | b. | business success. | |  | c. | employee engagement. | |  | d. | participative management.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 61. Those who work with passion and feel a strong connection with their place of employment are best described as \_\_\_\_\_\_\_\_ employees.   |  |  |  | | --- | --- | --- | |  | a. | engaged | |  | b. | not engaged | |  | c. | disengaged | |  | d. | actively disengaged  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 62. Jackson loves his work and the people he works with, so he can’t wait to get to the office every day. Jackson would be described as   |  |  |  | | --- | --- | --- | |  | a. | engaged. | |  | b. | not engaged. | |  | c. | actively disengaged. | |  | d. | conscientious.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 63. Not engaged employees are described as those who   |  |  |  | | --- | --- | --- | |  | a. | exhibit task leadership, setting standards and organizing work. | |  | b. | unhappy with their work and undermine what their colleagues accomplish. | |  | c. | put in work time but invest little passion or energy in their work. | |  | d. | work with commitment and energy and feel connected to their company.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 64. Dwayne doesn’t really like his job. He goes to work every day and rarely misses a day but hates what he does. What type of employee is he?   |  |  |  | | --- | --- | --- | |  | a. | engaged | |  | b. | not engaged | |  | c. | actively disengaged | |  | d. | conscientious  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 65. Actively disengaged employees are described as those who   |  |  |  | | --- | --- | --- | |  | a. | exhibit task leadership, setting standards and organizing work. | |  | b. | are unhappy with their work and undermine what their colleagues accomplish. | |  | c. | put in work time but invest little passion or energy in their work. | |  | d. | work with commitment and energy and feel connected to their company.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 66. Amador hates his job and his company management so much that he does everything he can to undermine what his co-workers are trying to accomplish. Amador could best be described as   |  |  |  | | --- | --- | --- | |  | a. | actively disengaged. | |  | b. | experiencing a state of flow. | |  | c. | viewing work as a calling. | |  | d. | illustrating charisma.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 67. One massive study of 6.4 million people in 159 countries found that \_\_\_\_\_\_\_\_ percent of workers reported being engaged.   |  |  |  | | --- | --- | --- | |  | a. | 10 | |  | b. | 15 | |  | c. | 45 | |  | d. | 80  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 68. Leadership is generally defined as   |  |  |  | | --- | --- | --- | |  | a. | the ability to motivate and influence others to contribute to their group’s success. | |  | b. | setting standards, organizing work, and focusing attention on goals. | |  | c. | building teamwork, mediating conflict, and offering support. | |  | d. | breaking large goals into smaller steps and deciding when, where, and how to achieve those steps.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 69. Esmeralda is in the fifth grade. She answered 20 questions out of 40 correctly on a history test. If Esmeralda’s parents want to effectively encourage higher levels of achievement in their daughter, they should tell her   |  |  |  | | --- | --- | --- | |  | a. | “What’s important is that you do your best always.” | |  | b. | “Try to raise your next test score 5 points by reading about one historical event every day.” | |  | c. | “Test performance is often unrelated to how much you actually learned.” | |  | d. | “If you don’t perform better on your next test, you won’t be allowed to watch television before bedtime.”  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 70. Through a task’s ups and downs, people best sustain their mood and motivation when they focus on   |  |  |  | | --- | --- | --- | |  | a. | strengths-based leadership. | |  | b. | 360-degree feedback. | |  | c. | immediate goals. | |  | d. | outsourcing.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 71. You have decided that you would like to pursue a doctorate degree in human factors psychology. You have found out that you need a high grade-point average, undergraduate research experience, a high score on the GRE, and several letters of recommendations from professors. You are currently a sophomore, you are taking four classes, and you work part-time. To prepare for this goal now, you should   |  |  |  | | --- | --- | --- | |  | a. | be specific about what you plan to do with a doctorate degree in human factors psychology. | |  | b. | find a full-time job so that you can begin saving for graduate school. | |  | c. | be specific about why you need to achieve each of the requirements to be accepted into the doctorate program. | |  | d. | create an action plan that breaks down the large goal of graduate school into smaller steps to get there.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 72. Managing by objectives is most clearly designed to facilitate the process of   |  |  |  | | --- | --- | --- | |  | a. | choosing a career. | |  | b. | setting work goals. | |  | c. | assessing job skills. | |  | d. | scripting employment interviews.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 73. Steve is extremely charismatic. This has been found to increase   |  |  |  | | --- | --- | --- | |  | a. | training ability. | |  | b. | organizational style. | |  | c. | leadership. | |  | d. | employee engagement.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 74. Effective leaders of large corporations as well as smaller work teams have been found to exude a charisma that involves   |  |  |  | | --- | --- | --- | |  | a. | using a directive management style. | |  | b. | understanding human factors psychology. | |  | c. | motivating people to cooperate toward a common goal. | |  | d. | viewing one’s work as a career.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 75. Leadership styles will vary, depending on the   |  |  |  | | --- | --- | --- | |  | a. | characteristics of employees. | |  | b. | motivational factors of employees and the qualities of the leader. | |  | c. | demands of the situation and the characteristics of employees. | |  | d. | qualities of the leader and the demands of the situation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 76. Managers who set standards and keep a group focused on its goals are said to excel in   |  |  |  | | --- | --- | --- | |  | a. | task leadership. | |  | b. | 360-degree feedback. | |  | c. | a democratic management style. | |  | d. | human factors psychology.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 77. Mateo is vice president in charge of advertising for a large company. He tends to set standards, organize his department’s work, and keep his employees focused on the department’s goals. Mateo best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the experience of flow. | |  | b. | social leadership. | |  | c. | task leadership. | |  | d. | managing by objectives.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 78. Many experiments show that social leadership facilitates   |  |  |  | | --- | --- | --- | |  | a. | worker morale. | |  | b. | 360-degree feedback. | |  | c. | a directive management style. | |  | d. | strength-based leadership.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 79. Managers with a social leadership style would be most likely to   |  |  |  | | --- | --- | --- | |  | a. | discourage employees from critically discussing controversial company policies. | |  | b. | inform employees of the exact deadlines for the completion of work projects. | |  | c. | mediate a personal dispute between two argumentative employees. | |  | d. | provide employees with relatively easy work assignments.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 80. Emma is vice president in charge of production. She welcomes employees’ opinions and encourages them to help develop workplace rules and production goals. Emma best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the experience of flow. | |  | b. | a democratic leadership style. | |  | c. | operant conditioning. | |  | d. | managing by objectives.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 81. Task leadership is to \_\_\_\_\_\_\_\_ as social leadership is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | personnel psychology; organizational psychology | |  | b. | charisma; flow | |  | c. | a directive style; a democratic style | |  | d. | flow; charisma  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 82. Employee engagement is most likely to be facilitated by   |  |  |  | | --- | --- | --- | |  | a. | transformational leadership. | |  | b. | unstructured interviews. | |  | c. | halo errors. | |  | d. | human factors psychology.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 83. Chief executives who inspire their colleagues to “transcend their own self-interests for the sake of the collective” demonstrate   |  |  |  | | --- | --- | --- | |  | a. | flow. | |  | b. | a directive style. | |  | c. | transformational leadership. | |  | d. | 360-degree feedback.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 84. Research in India, Taiwan, and Iran has shown that leaders who exhibit a higher degree of both task and social leadership are   |  |  |  | | --- | --- | --- | |  | a. | best able to satisfy employees’ need to belong. | |  | b. | focus on an action plan. | |  | c. | effective managers. | |  | d. | tend to ignore their workers’ personal needs.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 85. Encouraging employee productivity through recognition and reward illustrates effective use of   |  |  |  | | --- | --- | --- | |  | a. | flow. | |  | b. | implementation intentions. | |  | c. | operant conditioning. | |  | d. | strengths-based leadership.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 86. Harlow is a department manager who increases the productivity of her department by personally congratulating employees for exceeding their monthly goal. Harlow is most clearly making effective use of   |  |  |  | | --- | --- | --- | |  | a. | the experience of flow. | |  | b. | outsourcing. | |  | c. | human factors psychology. | |  | d. | operant conditioning.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 87. Employees who enjoy high-quality colleague relationships also engage in their work with more vigor. This best illustrates the value of a work environment that satisfies employees’   |  |  |  | | --- | --- | --- | |  | a. | implementation intentions. | |  | b. | need to belong. | |  | c. | directive style. | |  | d. | charisma.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 88. According to Gallup researchers, 30 percent of workers who have a close friend at work are more likely to be engaged with their work. These results demonstrate that   |  |  |  | | --- | --- | --- | |  | a. | flow and charisma are needed for effective leadership. | |  | b. | fulfilling the need to belong is needed for employee engagement. | |  | c. | participative management is needed for employee engagement. | |  | d. | positive reinforcement is needed for employee engagement.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 89. Arcanjo works for a company where the employees as a group own 100 percent of the company. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement. | |  | b. | directive leadership style. | |  | c. | social leadership. | |  | d. | participative management.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 90. In its first research phase, \_\_\_\_\_\_\_\_ has examined cultural variations in leadership in 61 different countries.   |  |  |  | | --- | --- | --- | |  | a. | the Gallup Organization | |  | b. | Project GLOBE | |  | c. | the Fleetwood Group | |  | d. | the Fortune Company  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 91. Which of the following is a universally effective leadership technique?   |  |  |  | | --- | --- | --- | |  | a. | task leadership | |  | b. | social leadership | |  | c. | strengths-based leadership | |  | d. | transformational leadership  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 92. After studying how the different values of collectivist and individualist societies affect leadership, you have concluded that   |  |  |  | | --- | --- | --- | |  | a. | organizations in collectivist societies tend to have better leadership success. | |  | b. | organizations in individualist societies tend to have better leadership success. | |  | c. | there are no universally effective leadership strategies. | |  | d. | cultures shape leadership and what makes for successful leadership.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. Compared with ineffective managers, those who excel invest a \_\_\_\_\_\_\_ proportion of their time and effort trying to remedy their employees’ deficiencies and a \_\_\_\_\_\_\_ proportion of their time and effort trying to enhance their employees’ talents.   |  |  |  | | --- | --- | --- | |  | a. | larger; larger | |  | b. | smaller; smaller | |  | c. | larger; smaller | |  | d. | smaller; larger  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 94. A person who spends a decent amount of time identifying and sharpening existing skills   |  |  |  | | --- | --- | --- | |  | a. | is most likely a satisfied and successful employee. | |  | b. | views his or her work as a job. | |  | c. | has a directive rather than a democratic leadership style. | |  | d. | is motivated more by external rewards than by internal rewards.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 95. A performance evaluation program revealed that the most effective salespeople in a large company are sincere and energetic in their work. This led the company’s psychological consultants to develop a simulation that would assess the extent to which applicants for company sales positions communicate in a forthright and animated manner. This most clearly illustrates the consultants’ commitment to   |  |  |  | | --- | --- | --- | |  | a. | structured interviews. | |  | b. | human factors psychology. | |  | c. | strengths-based leadership. | |  | d. | 360-degree feedback.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 96. Psychologists who help design machines so that they make use of our natural perceptions are called   |  |  |  | | --- | --- | --- | |  | a. | clinical psychologists. | |  | b. | personnel psychologists. | |  | c. | human factors psychologists. | |  | d. | organizational psychologists.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 97. Who would be most involved in designing user-friendly programming controls for a virtual reality system?   |  |  |  | | --- | --- | --- | |  | a. | organizational psychologists | |  | b. | human factors psychologists | |  | c. | personnel psychologists | |  | d. | social psychologists  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 98. Designing microwave ovens in ways that maximize efficiency would be of most direct interest to   |  |  |  | | --- | --- | --- | |  | a. | personnel psychologists. | |  | b. | organizational psychologists. | |  | c. | evolutionary psychologists. | |  | d. | human factors psychologists.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 99. In an effort to reduce traffic accidents, human factors psychologists would try to reduce all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | distractions while driving. | |  | b. | fatigue while driving. | |  | c. | the need for driving. | |  | d. | inattention while driving.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 100. People who know how to operate a computer software program often have difficulty imagining what it is like not to know how to operate the program. Their difficulty best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the curse of knowledge. | |  | b. | the interviewer illusion. | |  | c. | employee disengagement. | |  | d. | the leniency error.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |