SESSION 3-SSG104

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| QN=1 | Which is TRUE about long-term orientation culture |
| a. | United States has a more long-term approach to life and results |
| b. | If you work within a culture that has a long-term orientation, you may need to place greater emphasis on reciprocation of greetings, gifts, and rewards. |
| c. | **Long-term** orientation is often marked by persistence, thrift and frugality |
| d. | All of these |
| ANSWER: | C |

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| QN=2 | Which is TRUE about short-term orientation culture |
| a. | Many countries in Asia value a short-term orientation |
| b. | If you work within a culture that has a short-term orientation, you may need to place greater emphasis on reciprocation of greetings, **gifts, and rewards** |
| c. | Short-term orientation is often marked by persistence, thrift and frugality, and an order to relationships based on age and status |
| d. | All of these |
| ANSWER: | B |

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| QN=3 | “\_\_\_\_\_\_\_enables one individual or group to make the decisions that affect others, and to enforce control” |
| a. | Power-from-within |
| b. | Power-with |
| c. | Power-over |
| d. | Power-from-outside |
| ANSWER: | C |

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| QN=4 | Which type of power can manifest itself when we stand, walk, and speak. |
| a. | Power-from-within |
| b. | Power-with |
| c. | Power-over |
| d. | None of these answers |
| ANSWER: | A |

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| QN=5 | “Arises from our sense of connection, our bonding with other human beings, and with the environment” can be used to describe which type of power. |
| a. | Power-from-within |
| b. | Power-with |
| c. | Power-over |
| d. | None of these answers |
| ANSWER: | B |

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| QN=6 | “The power of a strong individual in a group of equals, the power not to command, but to suggest and be listened to, to begin something and see it happen” can be used to describe which type of power. |
| a. | Power-from-within |
| b. | Power-with |
| c. | Power-over |
| d. | None of these answers |
| ANSWER: | B |

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| QN=7 | Which of the following idioms can be used to describe the relationship between power and oppression. |
| a. | A blessing in disguise |
| b. | The best of both worlds |
| c. | Get out of hand |
| d. | Two sides of the same coin |
| ANSWER: | D |

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| QN=8 | When does a person obtain the expert power? |
| a. | Person A has higher status than person B |
| b. | Person A has **more expertise knowledge** than person B |
| c. | Person A group is bigger than person B |
| d. | Person A has more friend than person B |
| ANSWER: | B |

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| QN=9 | What are the possible behavior responses in the consequences of power? |
| a. | Trustworthiness and betrayal |
| b. | Complaint and compliance |
| c. | **Commitment** and compliance |
| d. | Trustworthiness and resistance |
| ANSWER: | C |

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| QN=10 | Why being socially connected is an important way of dealing with stress? |
| a. | Because it’s easy to isolate yourself when you feel **stressed** |
| b. | Because it helps you to maintain a normal routine |
| c. | Because other people can give you good advices about your problems |
| d. | Because it can help distract you from your problems for a while |
| ANSWER: | A |

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| QN=11 | When subordinates are under conditions of coercive power, which following behavior responses are likely to be used? |
| a. | Tolerance |
| b. | Enthusiasm |
| c. | Acceptance |
| d. | Resistance |
| ANSWER: | D |

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| QN=12 | According to the research on diversity, what makes diverse groups/teams are better at decision-making and problem-solving? |
| a. | Tend to **focus more on facts** |
| b. | Less additional idea |
| c. | More variety of personality |
| d. | Has different belief |
| ANSWER: | A |

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| QN=13 | What is the final best practice for boosting multicultural skills? |
| a. | Developing cultural intelligence |
| b. | Developing cognitive **complexity** |
| c. | Developing cultural competence |
| d. | Developing cross-cultural skills |
| ANSWER: | B |

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| QN=14 | The common story that can be used to reflect individualistic cultures is? |
| a. | Tom and Jerry |
| b. | Spider-man |
| c. | Superman |
| d. | Mickey mouse |
| ANSWER: | C |

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| QN=15 | Which of the following countries represent individualistic cultures? |
| a. | Japan |
| b. | Cuba |
| c. | Vietnam |
| d. | The United States |
| ANSWER: | D |

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| QN=16 | Which of the following can be seen as positive sides of conflict? |
| a. | Help individuals and group members grow and develop self-identities |
| b. | Affect the social climate of the group and inhibit group cohesiveness |
| c. | Making people divert energies away from the performance |
| d. | Influence on stress and the psychophysical consequences of stress |
| ANSWER: | A |

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| QN=17 | Which conflict-handling mode can be used when opponents with equal power are committed to mutually exclusive goals |
| a. | Avoiding |
| b. | Competing |
| c. | Compromising |
| d. | Accommodating |
| ANSWER: | C |

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| QN=18 | Which of the following are the five modes for conflict resolution developed by Kenneth Thomas (1976)? |
| a. | (1) competing, (2) collaborating, (3) compromising, (4) avoiding, and (5) accommodating |
| b. | (1) competing, (2) combination, (3) aggravating, (4) resistance, and (5) ignore |
| c. | (1) competing, (2) combination, (3) compromising, (4) avoiding, and (5) accommodating |
| d. | (1) competing, (2) collaborating, (3) aggravating, (4) resistance, and (5) ignore |
| ANSWER: | C |

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| QN=19 | What is the quickest and easiest solution to reduce conflict? |
| a. | Physical separation |
| b. | Use of rules and regulations |
| c. | Third-party consultation |
| d. | Confrontation and negotiation |
| ANSWER: | A |

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| QN=20 | In the Leader Trait Research which trait includes strong analytical abilities? |
| a. | Self-confidence |
| b. | Leadership motivation |
| c. | Drive |
| d. | Cognitive ability |
| ANSWER: | D |

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| QN=21 | Which conflict-handling mode can be used when an issue is trivial, or when more important issues are pressing |
| a. | Avoiding |
| b. | Competing |
| c. | Compromising |
| d. | Accommodating |
| ANSWER: | A |

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| QN=22 | Which conflict-handling mode can be used when issues are more important to others than yourself—to satisfy others and maintain cooperation |
| a. | Avoiding |
| b. | Competing |
| c. | Compromising |
| d. | Accommodating |
| ANSWER: | D |

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| QN=23 | Status can be defined as: |
| a. | A person’s perceived level of importance or significance within a  particular context. |
| b. | A result of power, with its roots in global colonialism and conquests |
| c. | An action can deny certain groups jobs that pay living wages, can establish unequal. can deny affordable housing, and the list goes on |
| d. | None of these above |
| ANSWER: | A |

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| QN=24 | Which power of the following exists when person B submits to person A because B feels that A has a right to exert power in a certain domain? |
| a. | Expert Power |
| b. | Legitimate Power |
| c. | Reward Power |
| d. | Coercive Power |
| ANSWER: | B |

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| QN=25 | Authority is another name of: |
| a. | Expert Power |
| b. | Legitimate Power |
| c. | Reward Power |
| d. | Coercive Power |
| ANSWER: | B |

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| QN=26 | Coercive power is also referred to as: |
| a. | Respect power |
| b. | Team power |
| c. | Discipline power |
| d. | Punish power |
| ANSWER: | D |

| QN=27 | What is an example of Expert Power? |
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| a. | **Professors** presumably have power in the classroom because of their mastery of a particular subject matter. |
| b. | A supervisor has a right to assign work. |
| c. | Salary and promotion among most blue-collar workers is based on a labor contract, not a performance appraisal. |
| d. | In many organizations, supervisors and managers really do not control very many rewards. |
| ANSWER: | A |

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| QN=28 | Reward Power exists when: |
| a. | person A has power over person B because A can administer some form of punishment to B. |
| b. | person A gains power because A has knowledge or expertise relevant to B. |
| c. | when person B submits to person A because B feels that A has a right to exert power in a certain domain |
| d. | when person A has power over person B because A controls **rewards** that B wants. |
| ANSWER: | D |

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| QN=29 | Last stage in the model of the Conflict Process |
| a. | Frustration |
| b. | Conceptualization |
| c. | Behavior |
| d. | Outcome |
| ANSWER: | D |

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| QN=30 | Of all the bases of power available to man, the power to hurt others is possibly the most often used, most often condemned and most difficult to control. |
| a. | Reward Power |
| b. | Coercive power |
| c. | Referent Power |
| d. | Legitimate Power |
| ANSWER: | B |

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| QN= 31 | Which of the four key cultural differences could be considered offensive by some? |
| a. | Direct versus indirect **communication** |
| b. | Accents and fluency |
| c. | Differing attitudes toward hierarchy |
| d. | Conflicting decision-making norms |
| ANSWER: | A |

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| QN=32 | When one language is dominated in the group, what could happen to the person who can't speak it? |
| a. | Less competent in a group |
| b. | Feel left out |
| c. | Be seen as contributing less |
| d. | All the above |
| ANSWER: | D |

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| QN=33 | Which of the following provides a great advantage to the leader in their relationships with teammates? |
| a. | Authority to control teammates |
| b. | Superior status |
| c. | Cultural intelligence |
| d. | Explicit in communication |
| ANSWER: | C |

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| QN=34 | Which of the following intervention technique should be used sparingly? |
| a. | Adaptation |
| b. | Structural |
| c. | Managerial |
| d. | Voluntary or involuntary removal |
| ANSWER: | C |

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| QN=35 | When conflicts arise, what intervention technique should be used as a last resort? |
| a. | Adaptation |
| b. | Structural |
| c. | Managerial |
| d. | Voluntary or involuntary removal |
| ANSWER: | D |

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| QN=36 | Which traits are taking on increasing importance in the business world today? |
| a. | Multiculturalism and cultural **intelligence** |
| b. | Verbal and nonverbal communication |
| c. | Cultural intelligence and language |
| d. | Style, pace, language and nonverbal communication |
| ANSWER: | A |

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| QN=37 | When do the Conflicts of misperceived differences arise? |
| a. | Reinforcing or weakening each other’s impact |
| b. | **Interpret** each other’s actions or emotions erroneously |
| c. | Differ over how to reach goals or pursue values |
| d. | Hold totally different values or rank the same values in a significantly different order |
| ANSWER: | B |

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| QN=38 | What makes Relationship conflicts become hard to cope with? |
| a. | Intimidate personal ego |
| b. | Increased sense of self-worth |
| c. | Misconception |
| d. | People frequently aren’t admitted for what they are |
| ANSWER: | D |

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| QN=39 | Which behavior people often DON’T display when they  are being deceptive |
| a. | Reduction in eye contact while engaged in a conversation |
| b. | Awkward pauses in conversation |
| c. | Decreased rate of speech |
| d. | Increased **smiling** |
| ANSWER: | D |

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| QN=40 | The word “power” literally means: |
| a. | “To be able to” |
| b. | “The influence” |
| c. | “The strength” |
| d. | None of these answers |
| ANSWER: | A |

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| QN=41 | Pay raises, promotions, desirable job assignments, more responsibility, new equipment are example of: |
| a. | Reward power |
| b. | Legitimate |
| c. | Expert Power |
| d. | Coercive Power |
| ANSWER: | A |

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| QN=42 | To use THIS power: Punish in private , Inform subordinates of rules and penalties or this power can be used without jeopardizing personal integrity |
| a. | Reward power |
| b. | Legitimate power |
| c. | Evaluation criteria |
| d. | Coercive power |
| ANSWER: | D |

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| QN=43 | \_\_\_\_cultures focus on the needs of the nation, community, family, or group of workers |
| a. | Collectivist |
| b. | Individualistic |
| c. | Low-Power Distance |
| d. | High-Power Distance |
| ANSWER: | A |

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| QN=44 | These conflicts, which relate to questions about what choices to make in a given situation, rest on differing views of the facts |
| a. | conflicts of **substance** |
| b. | Conflicts of process |
| c. | Conflicts of misperceived differences |
| d. | None of these |
| ANSWER: | A |

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| QN=45 | First stage in the model of the Conflict Process |
| a. | Frustration |
| b. | Conceptualization |
| c. | Behavior |
| d. | Outcome |
| ANSWER: | A |