

IT2090 Professional Skills

Mid term 2025 (Practice Questions)

Lecture 1 – PDP

Q1: Which of the following is **not** one of the five core aspects of self-awareness discussed in Lecture 1?

- A. Emotional Intelligence
- B. Financial Acumen
- C. Values
- D. Cognitive Style
- E. Core Self-Evaluation

Q2: According to the lecture, what is *self-awareness* primarily concerned with?

- A. Understanding others through social interaction
- B. Memorizing psychological theories
- C. Seeing oneself clearly and objectively through reflection
- D. Managing stress in team environments
- E. Observing and imitating role models

Q3: Why is it essential to understand the stages of personal development when creating a PDP?

- A. To ensure you avoid professional development courses
- B. To select a mentor in your chosen career path
- C. To evaluate others' progress and offer feedback
- D. To systematically identify personal goals and learning gaps
- E. To analyze team dynamics in workplace scenarios

Q4: Which of the following best explains the difference between physical sciences and social sciences in the context of self-awareness?

- A. Physical sciences are subjective, while social sciences are mathematical
- B. Social sciences rely on lab experiments, while physical sciences do not
- C. Physical sciences study inanimate objects; social sciences study human behavior
- D. Social sciences deal only with economic theories
- E. Physical sciences do not use the scientific method

Q5: A student consistently sets goals but fails to follow through. What is the **most likely** gap in their PDP process?

- A. Excessive use of digital tools
- B. Lack of knowledge about career options
- C. Absence of methods to assess progress and reflect
- D. Unwillingness to attend lectures
- E. Overdependence on peer support

Q6 : Which of the following best evaluates the effectiveness of using a reflective practice model in personal development?

- A. It increases the number of job offers received
- B. It replaces the need for feedback from others
- C. It allows structured self-examination leading to deeper learning and behavioral change
- D. It guarantees academic success in technical subjects
- E. It eliminates emotional bias from all decisions

Q7: You are mentoring a first-year IT student. Based on your knowledge of PDP, how would you design a simple PDP structure for them?

- A. Provide a list of motivational quotes to inspire confidence
- B. Ask them to memorize definitions of cognitive styles
- C. Help them set clear goals, assess current skills, identify learning methods, and reflect on progress
- D. Encourage them to compare their marks with others
- E. Instruct them to focus only on extracurricular activities

Lecture 2

Q1 : What does the term *cognition* primarily refer to?

- A. The way people dream and sleep
- B. A scientific method of measuring intelligence
- C. Mental processes used to understand and interact with the world
- D. An emotional response to external stimuli
- E. Physical processes in the nervous system

Q2: Which psychological test is commonly used to evaluate personality traits?

- A. Myers-Briggs Type Indicator
- B. DISC Assessment
- C. Big Five Personality Test
- D. HEXACO Model
- E. Stanford-Binet IQ Test

Q3: How does **perception** differ from **sensation** in the context of cognitive processes?

- A. Sensation is emotional while perception is physical
- B. Perception involves selecting and interpreting sensory input, whereas sensation is raw input
- C. Sensation is limited to smell and taste; perception includes thought
- D. Perception occurs in the subconscious, sensation in the conscious
- E. Sensation is a social construct; perception is scientific

Q4: Why is understanding one's cognitive style important in personal development planning?

- A. It helps to reduce physical stress during exams
- B. It ensures conformity to organizational rules
- C. It guides individuals in selecting learning strategies and making effective decisions
- D. It eliminates the need for teamwork
- E. It allows a person to manipulate others

Q5 : If a student prefers to experiment, brainstorm, and explore new ideas in uncertain situations, which cognitive style is most likely dominant?

- A. Knowing
- B. Planning
- C. Creating
- D. Evaluating
- E. Reasoning

Q6 : A team member consistently focuses on facts, details, and evidence when making decisions. What potential **drawback** might this cognitive style have in a fast-paced, creative environment?

- A. Resistance to ambiguity and slow decision-making
- B. Tendency to dominate discussions

- C. Lack of motivation and drive
- D. Inability to recall facts
- E. Poor time management

Q7: Which scenario illustrates a **fundamental attribution error** in a workplace setting?

- A. Believing a coworker is late due to poor time management, ignoring traffic delays
- B. Recognizing that a teammate succeeded due to external training support
- C. Taking credit for a successful group project
- D. Attributing one's own failure to poor instructions
- E. Giving a colleague the benefit of the doubt

Q8: An individual believes they have little control over events in their life and often blames external factors for failures. Which concept best evaluates this mindset?

- A. High emotional intelligence
- B. Internal locus of control
- C. External locus of control
- D. Optimistic attribution style
- E. Reflective self-regulation

Q9: You are designing a development plan for a group of students with different cognitive styles. What is the **best** strategy to ensure all members engage meaningfully?

- A. Assign the same learning method to all students
- B. Encourage brainstorming only during final evaluations
- C. Use a variety of activities that cater to knowing, planning, and creating styles
- D. Eliminate reflective practices to save time
- E. Focus solely on individual assignments

Lecture 3

Q1: Which of the following best defines *values* according to the lecture?

- A. Emotional responses shaped by early life experiences
- B. Observable behaviors in professional settings
- C. Principles that help determine right and wrong and guide actions
- D. Religious or political opinions acquired during adulthood

E. Regulations set by educational institutions

Q2: Which of these is **not** listed as a foundational human value in the lecture?

- A. Compassion
- B. Gratitude
- C. Innovation
- D. Integrity
- E. Respect

Q3: What is the term for internalized values becoming criteria for guiding action?

- A. Self-perception
- B. Core competence
- C. Personal standards
- D. Value system
- E. Moral compass

Q4: How do *beliefs* differ from *attitudes* in the context of personal development?

- A. Beliefs are fixed, while attitudes are biologically inherited
- B. Beliefs are broader worldviews, while attitudes are emotional responses to specific situations
- C. Attitudes are internal principles, and beliefs are only visible actions
- D. Beliefs are measurable, while attitudes cannot be identified
- E. Attitudes are culturally inherited, beliefs are not

Q5: Why are focus values more visible in our daily decision-making compared to foundation or future values?

- A. Because they are emotionally irrelevant and easily ignored
- B. Because they are defined by academic institutions
- C. Because they reflect our current priorities and worldviews
- D. Because they are selected through standardized tests
- E. Because they change every month based on external stimuli

Q6: A student highly prioritizes **financial security, discipline, and routine** in their personal and academic life. Which category of values do these likely represent?

- A. Future Values
- B. Cultural Norms
- C. Focus Values
- D. Passive Traits
- E. Foundation Values

Q7: You are mentoring a student who values *adventure*, *creativity*, and *legacy*. According to the lecture, these values are best categorized as:

- A. Focus values
- B. Ethical values
- C. Cultural values
- D. Foundation values
- E. Future values

Q8 : Which of the following combinations most clearly reflects a potential **conflict between values** in a team setting?

- A. Kindness and empathy
- B. Honesty and transparency
- C. Creativity and rule-following
- D. Loyalty and teamwork
- E. Love and communication

Q9: A software engineer refuses to compromise on project quality despite tight deadlines, citing *integrity* and *responsibility* as key drivers. How would you evaluate this behavior in terms of value alignment?

- A. It reflects a mismatch between technical and business goals
- B. It shows an overcommitment to future values
- C. It demonstrates strong alignment with foundation values influencing ethical decisions
- D. It indicates emotional instability in a high-pressure environment
- E. It represents a misunderstanding of team dynamics

Q10: You're developing a training program to help students align their career goals with personal values. Which of the following steps would best initiate this alignment process?

- A. Assign each student a predefined career based on their grades
- B. Conduct a team-building exercise and skip self-assessment

- C. Begin with reflective exercises to identify foundation, focus, and future values
- D. Limit the process to technical skills assessments
- E. Encourage group discussions without individual reflection

Lecture 4

Q1: Which stage in Tuckman's model of team development involves resolving conflicts and establishing norms?

- A. Performing
- B. Forming
- C. Adjourning
- D. Storming
- E. Norming

Q2 : According to Dr. Meredith Belbin, what is a "team role"?

- A. A mandatory position given by management
- B. A technical duty assigned to the most experienced person
- C. A tendency to behave, contribute, and interrelate in a particular way within a team
- D. A casual title held by informal leaders
- E. A designation decided based on academic performance

Q3: Why is the **storming stage** of team development often challenging?

- A. Members lack proper equipment
- B. Goals are already fully aligned
- C. Conflicts may arise as roles and responsibilities are clarified
- D. Team members ignore the team leader
- E. Performance evaluation takes place in this stage

Q4: How do "formal" and "informal" roles differ in a team setting?

- A. Formal roles are only for managers; informal roles are for subordinates
- B. Informal roles are assigned by HR departments
- C. Formal roles are officially assigned, while informal roles emerge through group interaction
- D. Informal roles are based on external expertise
- E. Formal roles always lead to conflict

Q5: You're observing a new software development team. Members are polite but hesitant to share ideas. Based on Tuckman's model, which stage is this team most likely in?

- A. Storming
- B. Adjourning
- C. Norming
- D. Forming
- E. Performing

Q6: A team includes a member who is imaginative, unorthodox, and good at solving complex problems. According to Belbin's theory, which team role does this describe?

- A. Coordinator
- B. Implementer
- C. Team Worker
- D. Plant
- E. Completer-Finisher

Q7: Which combination of Belbin roles could create a **productive but potentially conflicting** dynamic if not managed well?

- A. Team Worker and Resource Investigator
- B. Implementer and Shaper
- C. Monitor Evaluator and Completer-Finisher
- D. Coordinator and Plant
- E. Specialist and Team Worker

Q8: A project team delivered excellent results but had frequent internal disputes. What should be evaluated to improve future team effectiveness?

- A. The color scheme of reports
- B. Team's internet speed
- C. Team roles and communication patterns
- D. Office seating arrangement
- E. Technical tool proficiency only

Q9: You're forming a cross-functional team to develop a new mobile app. Which strategy best ensures role diversity and balanced team dynamics?

- A. Assign team roles based solely on academic grades
- B. Select only introverts for better focus
- C. Include individuals representing different Belbin roles based on strengths and behavioral assessments
- D. Avoid mixing personality types to reduce conflict
- E. Choose people who prefer working alone

Lecture 4A

Q1: What is the definition of *power* in the context of sociology, as per Max Weber?

- A. The right to make financial decisions
- B. The ability to influence outcomes through fear
- C. The probability of carrying out one's will despite resistance
- D. The authority granted by government institutions
- E. The physical ability to dominate in a group setting

Q2: Which type of power is based on admiration and interpersonal attraction?

- A. Reward Power
- B. Coercive Power
- C. Legitimate Power
- D. Referent Power
- E. Structural Power

Q3: A new manager is admired for her ethical leadership and calm demeanor during a crisis. Her team follows her suggestions even without formal authority. Which type of power is she most likely using?

- A. Coercive Power
- B. Reward Power
- C. Referent Power
- D. Legitimate Power
- E. Structural Power

Q4: A software engineer proposes a design change that is immediately accepted by the team due to his deep expertise in system architecture. What type of power is he exercising?

- A. Reward Power
- B. Expert Power
- C. Coercive Power
- D. Legitimate Power
- E. Referent Power

Q5: In what way did Stanley Milgram's obedience experiments contribute to our understanding of organizational behavior?

- A. They confirmed that rewards increase productivity
- B. They revealed the negative impact of technology in teams
- C. They demonstrated how authority figures can influence ethical decision-making
- D. They promoted laissez-faire leadership as most effective
- E. They highlighted the superiority of team-based decision-making

Q6: A senior manager frequently uses reward power to influence employee performance. While results improve, employees start to expect incentives for every task. What is a key risk of overusing reward power?

- A. It may enhance informal communication
- B. It reduces the need for leadership training
- C. It can create dependency and reduce intrinsic motivation
- D. It increases team trust and collaboration
- E. It leads to long-term strategic thinking

Q7: You are designing a leadership workshop for aspiring team leads. Which combination of power types would you encourage to promote ethical and sustainable influence?

- A. Coercive and reward power
- B. Legitimate and structural power
- C. Referent and expert power
- D. Transactional and passive power
- E. Charismatic and coercive power

Lecture 5

Q1: According to Warren Bennis, what is a key function of leadership?

- A. Avoiding change in uncertain environments
- B. Managing people with strict authority
- C. Knowing oneself, communicating vision, building trust, and taking action
- D. Delivering tasks without feedback
- E. Delegating tasks without involvement

Q2: Which leadership theory focuses on **goal-setting, methods, team morale, and individual development**?

- A. Trait Theory
- B. Great Man Theory
- C. Action-Centred Leadership
- D. Laissez-Faire Theory
- E. Situational Leadership

Q3: Which leadership style gives complete freedom to group members with minimal guidance?

- A. Democratic
- B. Authoritarian
- C. Participative
- D. Laissez-Faire
- E. Directive

Q4: How does the *Behaviorist Theory* differ from the *Trait Theory* in explaining leadership?

- A. Trait Theory focuses on team structure, Behaviorist Theory focuses on performance
- B. Trait Theory emphasizes actions; Behaviorist Theory emphasizes power
- C. Behaviorist Theory examines leaders' behavior; Trait Theory focuses on innate qualities
- D. Behaviorist Theory applies only in military settings
- E. Trait Theory assumes leadership is based on context

Q5: What does the metaphor of “*Captain of a ship vs. Rafting in white water*” illustrate about leadership?

- A. All leaders prefer calm environments
- B. Some leaders are more focused on hierarchy
- C. Different business environments require different leadership approaches
- D. Leaders always function best under pressure

E. Calm environments are easier for team development

Q6: You observe a team leader who is high in both “concern for people” and “concern for production.” According to Blake and Mouton's Managerial Grid, what leadership style is being used?

- A. Impoverished Management
- B. Country Club Management
- C. Authority-Compliance
- D. Team Management
- E. Middle-of-the-Road Management

Q7: An IT project manager adapts their leadership style based on the urgency of deadlines and experience levels of team members. Which leadership model is being applied?

- A. Transformational Leadership
- B. Trait-Based Leadership
- C. Situational Leadership
- D. Charismatic Leadership
- E. Bureaucratic Leadership

Q8: In the Iowa Leadership Study, what behavioral outcomes were commonly observed under authoritarian leadership?

- A. Increased collaboration and satisfaction
- B. Greater innovation and creativity
- C. Aggression or dependency among subordinates
- D. High autonomy in decision-making
- E. Low clarity in expectations

Q9: A team leader insists on making all decisions alone. Team members feel undervalued and disengaged. How would you evaluate this leader's style?

- A. The leader is empowering others through participative methods
- B. The leader is using transformational leadership effectively
- C. The leader's autocratic approach may hinder motivation and innovation
- D. The leader demonstrates excellent democratic engagement
- E. The leader is encouraging long-term loyalty through freedom

Q10: You are tasked with improving leadership skills in your student group. Which combination of activities would best support the development of Action-Centred Leadership?

- A. Independent study, memorization drills, weekly quizzes
- B. Team projects, goal-setting workshops, feedback sessions
- C. Competitive ranking systems, isolated tasks, rigid checklists
- D. One-way lectures with minimal student interaction
- E. Repetitive tasks that avoid peer collaboration