

File: ch02, Chapter 2: Individual Differences, Values, and Diversity

True/False

1. In OB, the term *individual differences* is used to refer to the ways in which people are similar and how they vary in their thinking, feeling, and behavior.

Ans: True

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Level: Easy

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Individual Differences

2. In studying individual differences, we attempt to identify where behavioral tendencies are similar and where they are different.

Ans: True

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Level: Medium

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Individual Differences

3. Self-esteem has no drawbacks; high self-esteem only boosts performance and satisfaction.

Ans: False

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Level: Medium

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Components of Self

4. Self-esteem is an individual's belief about the likelihood of success in completing a particular task.

Ans: False

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Level: Easy

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Components of Self

5. As a determinant of personality, heredity consists of those factors that are determined at conception, including physical characteristics, gender, and personality factors.

Ans: True

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Level: Medium

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Components of Self

6. Environment sets the limits on just how much an individual's personality characteristics can be developed; heredity determines development within these limits.

Ans: False

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Level: Hard

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Nature versus Nurture

7. According to research by Rich Arvey and colleagues, family experiences are more important than experiences at work in shaping women's leadership development.

Ans: False

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Level: Medium

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Nature versus Nurture

8. Personality represents the overall combination of characteristics that capture the unique nature of a person as he or she reacts and interacts with others.

Ans: True

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Level: Easy

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personality

9. The “Big Five” personality traits include extraversion, agreeableness, conscientiousness, emotional stability, and creativity.

Ans: False

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Big Five Personality Trait

10. Extraversion, a “Big Five” personality dimension, is associated with being imaginative, curious, and broad-minded.

Ans: False

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Big Five Personality Trait

11. In terms of job performance, research has shown that conscientiousness predicts job performance across five occupational groups of professions—engineers, police, managers, salespersons, and skilled and semiskilled employees.

Ans: True

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Big Five Personality Trait

12. Problem-solving style is a measure representing social traits.

Ans: True

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

13. In assessing a person's problem-solving style, information gathering involves making judgments about how to deal with and interpret information.

Ans: False

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

14. In solving problems, sensation-type individuals prefer routine and order whereas intuitive-type individuals prefer the "big picture."

Ans: True

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

15. Thinking-type individuals use reason and intellect to deal with problems and they downplay emotions.

Ans: True

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

16. Problem-solving styles are most frequently measured by the Myers-Briggs Type Indicator (MBTI), which asks individuals how they usually act or feel in specific situations.

Ans: True

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Level: Easy

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

17. Personal conception traits represent the way individuals tend to think about their social and physical setting as well as their major beliefs and personal orientation concerning a range of issues.

Ans: True

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

18. People with an intuitive-thinking style of problem solving tend to be speculative, objective, impersonal, and idealistic.

Ans: True

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

19. People with an external locus of control believe that they control their own fate or destiny.

Ans: False

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

20. Positive and innovative changes in organizations have a greater degree of positive effects on proactive individuals.

Ans: True

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

21. People with an internal locus of control exhibit greater self-control, are more cautious, engage in less risky behavior, and are less anxious.

Ans: True

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

22. A person high in dogmatism tends to adhere rigidly to conventional values and to obey recognized authority.

Ans: False

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

23. Highly authoritarian individuals are so susceptible to authority that in their eagerness to comply they may behave unethically.

Ans: True

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

24. A low-Machiavellian personality approaches situations logically and thoughtfully and is even capable of lying to achieve personal goals.

Ans: False

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

25. High self-monitoring individuals cannot disguise their behaviors — “what you see is what you get.”

Ans: False

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

26. Individuals with a Type A orientation are characterized as being more easy going and less competitive than Type B.

Ans: False

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Emotional Adjustment Traits

27. Individuals with a Type B orientation are characterized by impatience, desire for achievement, and perfectionism.

Ans: False

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Emotional Adjustment Traits

28. Stress is a state of tension experienced by individuals facing extraordinary demands, constraints, or opportunities.

Ans: True

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Level: Easy

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Personality and Stress

29. Eustress has a negative impact on both attitudes and performance.

Ans: False

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Level: Hard

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Sources of Stress

30. Job burnout manifests itself as a loss of interest in and satisfaction with a job due to stressful working conditions.

Ans: True

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Sources of Stress

31. To make a plan of action and follow it is an example of an emotion-focused coping strategy.

Ans: False

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Managing Stress

32. Personal wellness requires attention to such factors as smoking, weight, diet, alcohol use, and physical fitness.

Ans: True

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Level: Easy

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Managing Stress

33. Values are broad preferences concerning appropriate courses of action or outcomes.

Ans: True

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Level: Easy

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Values

34. Values rarely influence an individual's attitudes and behaviors.

Ans: False

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Values

35. Both terminal and instrumental values differ across groups, and these differences can encourage conflict or agreement when the groups have to deal with each other.

Ans: True

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Sources of Values

36. Bruce Meglino's classification of human values includes the values of achievement, helping and concern for others, honesty, and fairness.

Ans: True

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Sources of Values

37. Meglino's value schema includes theoretical, economic, aesthetic, social, political, and religious values.

Ans: False

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Level: Hard

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Sources of Values

38. In Meglino's value schema, the value of honesty refers to being impartial and doing what is fair for all concerned.

Ans: False

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Level: Hard

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Sources of Values

39. Value congruence occurs when individuals express positive feelings upon encountering others who exhibit values similar to their own.

Ans: True

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Level: Easy

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Sources of Values

40. When values differ, or are incongruent, conflicts over such things as goals and the means to achieve them may result.

Ans: True

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Level: Easy

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Sources of Values

41. When examining value congruence between leaders and followers, researchers using Meglino's value schema reported greater follower satisfaction with a leader when there was value congruence in terms of achievement, helping, honesty and fairness values.

Ans: True

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Sources of Values

42. Culture is the learned, shared way of doing things in a particular society.

Ans: True

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Level: Easy

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

43. People are born into a society that teaches their members its culture.

Ans: True

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Level: Easy

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

44. The way individuals think about such matters as achievement, material gain, wealth, risk and change may influence how they approach work and their relationships with organizations.

Ans: True

Page: 40

Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

45. According to Hofstede's framework, value differences across national cultures can be evaluated in terms of power distance, uncertainty avoidance, individualism-collectivism, masculinity-femininity, and long-term/short-term orientation.

Ans: True

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

46. According to Hofstede's framework of national culture, uncertainty avoidance reflects the degree to which people are likely to respect hierarchy and rank in organizations.

Ans: False

Page: 40

Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

47. In Hofstede's framework of national culture, individualism-collectivism reflects the degree to which organizations emphasize competition and assertiveness versus interpersonal sensitivity and concerns for relationships.

Ans: False

Page: 40

Level: Hard

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

48. South Korea is low on Hofstede's long-term orientation and the U.S. is a more long-term oriented country.

Ans: False

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Level: Hard

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

49. When using the Hofstede framework of national culture, it is important to remember that the five dimensions are independent.

Ans: False

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Values

50. High power distance and collectivism are often found together, as are low power distance and individualism.

Ans: True

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

51. Workforce diversity has increased in the U.S. and decreased in the rest of the world.

Ans: False

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Level: Easy

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Importance of Diversity

52. Research shows that companies with a higher percentage of female board directors and corporate officers, on average, financially outperform companies with the lowest percentages by significant margins.

Ans: True

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Importance of Diversity

53. The leaking pipeline describes how women have not reached the highest levels of organizations.

Ans: True

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

54. In the workplace, sexual orientation and ablebodiedness are protected from discrimination by Title VII of the Civil Rights Act of 1964.

Ans: False

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

55. In recent years, there has been a shift from a focus on diversity to a focus on inclusion.

Ans: True

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Challenges in Managing Diversity

56. The primary generational point of conflict is work ethic.

Ans: True

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

57. Even though recent studies report that there is no significant difference in performance between workers with disabilities and those without, nearly three quarters of people with severe disabilities are reported to be unemployed.

Ans: True

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

58. Sexual orientation is protected by the EEOC.

Ans: False

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Level: Easy

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

59. Valuing diversity assumes that groups will retain their own characteristics.

Ans: True

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Challenges in Managing Diversity

Multiple Choice

60. _____ and _____ are two related aspects of the self-concept.

- a) Self-esteem; self-monitoring
- b) Self-esteem; self-assessment
- c) Self-esteem; self-efficacy
- d) Self-monitoring; self-assessment
- e) Self-monitoring; self-efficacy

Ans: c

Pages: 26-27

Level: Hard

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Components of Self

61. _____ means being aware of our own behaviors, preferences, styles, biases, personalities, and so on.

- a) Self-awareness
- b) Awareness of others
- c) Self-concept
- d) Self-esteem
- e) Self-efficacy

Ans: a

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Level: Easy

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Self Awareness and Awareness of Others

62. _____ means being aware of the behaviors, preferences, styles, biases, personalities, and so on of others.

- a) Self-awareness
- b) Awareness of others
- c) Self-concept
- d) Self-esteem

e) Self-efficacy

Ans: b

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Level: Easy

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Self Awareness and Awareness of Others

63. Which of the following statements provides an inaccurate description of people with high self-esteem?

- a) They see themselves as capable, worthwhile, and acceptable.
- b) They tend to have few doubts about themselves.
- c) They seldom experience a boost in job performance.
- d) When under pressure, they may become boastful and act egotistically.
- e) They may be overconfident at times.

Ans: c

Pages: 26-27

Level: Medium

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Components of Self

64. Firstborns in families tend to be _____.

- a) loners
- b) quiet
- c) shy
- d) impatient
- e) enterprising

Ans: e

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Level: Medium

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Nature versus Nurture

65. _____ combines a set of physical and mental characteristics that reflect how a person looks, thinks, acts, and feels.

- a) Cognition
- b) Personality

- c) Perception
- d) Aptitude
- e) Ability

Ans: b

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Level: Easy

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personality

66. Which traits are associated with the “Big Five” personality dimension of extraversion?

- a) Outgoing, sociable, and assertive
- b) Good-natured, trusting, and cooperative
- c) Responsible, dependable, and persistent
- d) Unworried, secure, and relaxed
- e) Imaginative, curious, and broad-minded

Ans: a

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Big Five Personality Traits

67. The “Big Five” personality dimension of agreeableness refers to which of the following sets of personality traits?

- a) Outgoing, sociable, and assertive
- b) Good-natured, trusting, and cooperative
- c) Responsible, dependable, and persistent
- d) Unworried, secure, and relaxed
- e) Imaginative, curious, and broad-minded

Ans: b

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Big Five Personality Traits

68. Conscientiousness is a “Big Five” personality dimension that involves the traits of being _____.

- a) outgoing, sociable, and assertive
- b) good-natured, trusting, and cooperative
- c) responsible, dependable, and persistent
- d) unworried, secure, and relaxed
- e) imaginative, curious, and broad-minded

Ans: c

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Big Five Personality Traits

69. Which of the following personality traits is NOT included in the “Big Five”?

- a) Extraversion
- b) Agreeableness
- c) Conscientiousness
- d) Self-concept
- e) Emotional stability

Ans: d

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Level: Easy

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Big Five Personality Traits

70. _____ traits are surface-level traits that reflect the way a person appears to others when interacting in various social settings.

- a) Standard
- b) Statutory
- c) Situational
- d) Social
- e) Demographic

Ans: d

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

71. Problem-solving style reflects the way a person goes about _____ and _____ information in solving problems and making decisions.

- a) interpreting; evaluating
- b) interpreting; communicating
- c) gathering; collecting
- d) evaluating; analyzing
- e) gathering; evaluating

Ans: e

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

72. _____ individuals prefer routine and order, and emphasize well-defined details in gathering information; they would rather work with known facts than look for possibilities.

- a) Thinking-type
- b) Feeling-type
- c) Intuitive-type
- d) Sensation-type
- e) Cognitive-type

Ans: d

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

73. _____ individuals prefer the “big picture”, like solving new problems, dislike routine, and would rather look for possibilities than work with facts.

- a) Thinking-type
- b) Feeling-type
- c) Intuitive-type

- d) Cognitive-type
- e) Sensation-type

Ans: c

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

74. _____ individuals are oriented toward conformity and try to accommodate themselves to other people.

- a) Cognitive-type
- b) Sensation-type
- c) Intuitive-type
- d) Feeling-type
- e) Thinking-type

Ans: d

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

75. _____ individuals use reason and intellect to deal with problems and downplay emotions.

- a) Thinking-type
- b) Feeling-type
- c) Intuitive-type
- d) Cognitive-type
- e) Sensation-type

Ans: a

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

76. Which of the following statements about problem-solving styles is NOT accurate?
- a) Information gathering involves getting and organizing data for use.
 - b) Sensation-type individuals and intuitive-type individuals represent two forms of information gathering.
 - c) Evaluation involves making judgments about how to deal with information once it has been collected.
 - d) Two forms of evaluation are feeling and thinking.
 - e) Problem-solving styles are most frequently measured by the Morrison-Bellarmino Type Index.

Ans: e

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

77. Which of the following statements about locus of control is correct?
- a) People with an external locus of control tend to be more introverted.
 - b) People with an internal locus of control tend to be more extroverted.
 - c) People with an internal locus of control tend to perform better on tasks requiring complex information processing and learning.
 - d) People with an external locus of control are more oriented toward their own feelings.
 - e) Many managerial and professional jobs require behavior that is consistent with an external locus of control.

Ans: c

Pages: 31-32

Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

78. Individuals with a sensation-feeling style of problem solving tend to be good at which of the following?
- a) Empathizing
 - b) Observing
 - c) Imagining
 - d) Inquiring
 - e) Filing

Ans: a

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

79. Research has shown that proactive personality is positively related to all of the following EXCEPT:

- a) job performance.
- b) creativity.
- c) leadership.
- d) salary.
- e) career success.

Ans: d

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

80. A person high in _____ is concerned with toughness and power and opposes the use of subjective feelings.

- a) authoritarianism
- b) Machiavellianism
- c) internal locus of control
- d) dogmatism
- e) external locus of control

Ans: a

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

81. An individual high in _____ sees the world as a threatening place.

- a) self-monitoring

- b) Machiavellianism
- c) authoritarianism
- d) locus of control
- e) dogmatism

Ans: e

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

82. A person with a(n) _____ personality regards legitimate authority as absolute and accepts or rejects others according to how much they agree with accepted authority.

- a) dogmatic
- b) authoritarian
- c) external locus of control
- d) Machiavellian
- e) type A

Ans: a

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

83. Which of the following is LEAST likely to be observed in a high-Mach personality?

- a) Capable of lying to achieve personal goals
- b) Approaches situations logically
- c) Rarely swayed by loyalty
- d) Rarely skilled at influencing others
- e) Rarely swayed by the opinions of others

Ans: d

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

84. Which of the following statements does NOT accurately describe high self-monitors?

- a) High self-monitors are sensitive to external cues.
- b) High self-monitors tend to behave differently in different situations.
- c) High self-monitors present a very different appearance from their true self.
- d) High self-monitors ignore the behavior of others.
- e) High self-monitors are flexible and especially good at responding to situational contingencies.

Ans: d

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal Conception Traits

85. The _____ traits measure how much an individual experiences emotional distress or displays unacceptable acts.

- a) cognitive strength
- b) statutory adjustment
- c) emotional adjustment
- d) social desirability
- e) personal conception

Ans: c

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Emotional Adjustment Traits

86. Which of the following statements does NOT describe the Type A personality?

- a) Type A people tend to work fast
- b) Type A people tend to be abrupt
- c) Type A people tend to be laid back
- d) Type A people tend to be irritable
- e) Type A people tend to be aggressive

Ans: c

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Emotional Adjustment Traits

87. Common work-related stressors include all of the following EXCEPT:

- a) ethical dilemmas.
- b) interpersonal problems.
- c) economic difficulties.
- d) career development problems.
- e) task demands.

Ans: c

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Sources of Stress

88. Which of the following is NOT a common work-related stressor?

- a) Being asked to do too much
- b) Being asked to do too little
- c) Not knowing what you are expected to do
- d) The birth of a child
- e) Being bothered by noise and lack of privacy

Ans: d

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Level: Hard

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Sources of Stress

89. _____ stress has a positive impact on both attitudes and performance.

- a) Efficient
- b) Statutory
- c) Natural
- d) Constructive
- e) Affluent

Ans: d

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Level: Easy

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Outcomes of Stress

90. _____, also known as distress, is dysfunctional.

- a) Job burnout
- b) Eustress
- c) Constructive stress
- d) Abnormal stress
- e) Destructive stress

Ans: e

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Outcomes of Stress

91. When people lose interest in and satisfaction with a job due to stressful working conditions, they are likely to experience _____.

- a) constructive stress
- b) Type A behavior
- c) job burnout
- d) Type B behavior
- e) eustress

Ans: c

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Outcomes of Stress

92. Which of the following is an example of a problem-focused coping strategy?

- a) Look for the silver lining
- b) Try to look on the bright side
- c) Stand your ground and fight for what you want
- d) Try to forget the whole thing
- e) Accept sympathy from someone

Ans: c

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Level: Easy

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Managing Stress

93. Managers should be alert to key symptoms of excessive stress in themselves and their employees. Which of the following is a key stress symptom?

- a) Changes from punctuality to tardiness
- b) Changes from diligent work to careless work
- c) Changes from a positive attitude to a negative attitude
- d) Changes from cooperation to hostility
- e) All of the above

Ans: e

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Outcomes of Stress

94. _____ is the best first-line strategy in the battle against stress.

- a) Stress prevention
- b) Stress avoidance
- c) Personal wellness
- d) EAPs
- e) Stress management

Ans: a

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Level: Easy

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Managing Stress

95. When learning to say no, an individual should do which of the following?

- a) Focus on what matters most
- b) Weigh the yes-to-stress ratio
- c) Take guilt out of the equation
- d) Sleep on it
- e) All of the above

Ans: e

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Level: Easy

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Managing Stress

96. _____ involves the pursuit of one's job and career goals with the support of a personal health promotion program.

- a) Quality of work life programs
- b) Stress prevention programs
- c) Eustress management programs
- d) Employee assistance programs
- e) Personal wellness

Ans: e

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Managing Stress

97. Peoples' _____ develop as a product of the learning and experience they encounter in the cultural setting in which they live.

- a) wants
- b) needs
- c) perceptions
- d) cognitions
- e) values

Ans: e

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Values

98. Which of the following is NOT an example of a terminal value?

- a) Broad-mindedness
- b) An exciting life
- c) A world at peace
- d) Family security

e) Pleasure

Ans: a

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

99. All of the following are terminal values EXCEPT:

- a) a sense of accomplishment.
- b) a world of beauty.
- c) mature love.
- d) forgiving.
- e) freedom.

Ans: d

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

100. Which of the following is NOT an example of instrumental values?

- a) Courage
- b) Love
- c) Wisdom
- d) Logic
- e) Independence

Ans: c

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

101. All of the following are instrumental values EXCEPT:

- a) self-control.
- b) self-respect.
- c) honesty.
- d) ambition.

e) imagination.

Ans: b

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

102. Which of the following is NOT one of the “work setting” values specifically identified by Meglino and associates?

- a) Achievement
- b) Economic values
- c) Helping and concern for others
- d) Honesty
- d) Fairness

Ans: b

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

103. Which of the following is an incorrect description of the workplace values schema developed by Bruce Meglino and his associates?

- a) Getting things done and working hard to accomplish difficult things in life
- b) Being concerned for other people and helping others
- c) Telling the truth and doing what you feel is right
- d) Discovering truth through reasoning and systematic thinking
- e) Being impartial and doing what is fair for all concerned

Ans: d

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Level: Hard

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

104. _____ occurs when individuals express positive feelings upon encountering others who exhibit values similar to their own.

- a) Personal consistency

- b) Theoretical consistency
- c) Personal congruence
- d) Value performance
- e) Value congruence

Ans: e

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Level: Easy

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

105. Which of the following statements is TRUE concerning dimensions of national culture?

- a) U.S. is a more long-term oriented country
- b) Japan's culture is considered to be feminine
- c) U.S. has a highly individualistic culture
- d) Hong Kong is considered to have a high uncertainty avoidance culture
- e) Mexico is considered to have an individualistic culture

Ans: c

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Level: Hard

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

106. _____ refers to policies and practices that seek to include people within a workforce who are considered to be, in a way, different from those in the prevailing constituency.

- a) Workforce diversity
- b) Cultural variance
- c) Employee divergence
- d) Inclusiveness
- e) Employee multiculturalism

Ans: a

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Level: Easy

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Importance of Diversity

107. What phrase was coined to describe how women have not reached the highest levels of organizations?

- a) Multiculturalism
- b) Inclusivity
- c) Leaking pipeline
- d) Reverse discrimination
- e) Double bind

Ans: c

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Level: Easy

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

108. Which of the following has been cited as a recommendation for changing structures and perceptions to address the leaking pipeline?

- a) Provide mentoring for all high potential female managers
- b) Create organizational cultures more satisfying to women
- c) Measure performance through results
- d) Actively monitor satisfaction levels of women
- e) All of the above

Ans: e

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

109. Title VII covers all of the following issues EXCEPT:

- a) recruiting.
- b) promotion.
- c) job training.
- d) union membership.
- e) wages.

Ans: d

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Level: Difficult

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

110. In recent years, the workplace has experienced a shift from a focus on diversity to a focus on _____.

- a) multiculturalism
- b) inclusion
- c) social identity
- d) affirmative action
- e) EEO

Ans: b

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Level: Easy

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Challenges in Managing Diversity

111. Baby Boomers believe that Millennials _____.

- a) are very hard working
- b) are too entitled
- c) are earning their stripes quickly
- d) value structure
- e) value professional dress

Ans: b

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Level: Easy

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

112. Estimates indicate that _____ Americans have one or more physical or mental disabilities.

- a) 10 million
- b) 20 million
- c) 30 million
- d) 40 million

e) 50 million

Ans: e

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

113. Which of the following statements concerning sexual orientation is TRUE?

a) Sexual orientation is protected by the EEOC.

b) The first U.S. corporation to add sexual orientation to its nondiscrimination policy was Apple Computers.

c) A 2010 Harris poll shows that 78 percent of heterosexual adults in the U.S. agree that how an employee performs at his or her job should be the standard for judging an employee, not one's sexual orientation.

d) Few companies are extending rights to gay workers.

e) Attitudes towards gays in the workplace are not changing significantly.

Ans: c

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

114. _____ in organizations emphasizes appreciation of differences in creating a setting where everyone feels valued and accepted.

a) Employee appreciation

b) Valuing diversity

c) Diversity divergence

d) Employee valuation

e) Employee tolerance

Ans: b

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Challenges in Managing Diversity

Fill in the blank

115. _____ is the view individuals have of themselves as physical, social, and spiritual or moral beings.

Ans: Self-concept

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Level: Easy

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Components of Self

116. _____ means being aware of our own behaviors, preferences, styles, biases, personalities, and so on.

Ans: Self-awareness

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Level: Easy

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Self Awareness and Awareness of Others

117. What are two related aspects of the self-concept?

Ans: Self-esteem and self-efficacy

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Level: Easy

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Components of Self

118. _____ consists of those factors that are determined at conception, including physical characteristics, gender, and personality factors.

Ans: Heredity

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Level: Medium

Learning Objective 1: Discuss individual differences and why they are important.

Section Reference: Nature versus Nurture

119. Carl Jung's work on problem-solving style reflects the way a person _____ and _____ information.

Ans: gathers; evaluates

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social Traits

120. _____ represent the way individuals tend to think about their social and physical settings as well as their major beliefs and personal orientation concerning a range of issues.

Ans: Personal conception traits

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal conception Traits

121. People who believe that the events in their lives are controlled primarily by themselves are said to have a(n) _____ locus of control.

Ans: internal

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Level: Easy

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal conception Traits

122. _____ refers to the tendency to adhere rigidly to conventional values and to obey recognized authority.

Ans: Authoritarianism

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal conception Traits

123. Someone who views and manipulates others purely for personal gain has a(n) _____ personality.

Ans: Machiavellian

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal conception Traits

124. _____ reflects a person's ability to adjust his or her behavior to external, situational (environmental) factors.

Ans: Self-monitoring

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Level: Hard

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Personal conception Traits

125. Individuals with a(n) _____ orientation are characterized by impatience, desire for achievement, and perfectionism.

Ans: Type A

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Emotional Adjustment Traits

126. _____ is a tension experienced by individuals facing extraordinary demands, constraints, or opportunities.

Ans: Stress

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Personality and Stress

127. _____ refer to the wide variety of things that cause stress for individuals.

Ans: Stressors

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Sources of Stress

128. A(n) _____ results when forces in an individual's personal life affect them at work.

Ans: spillover effect

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Level: Easy

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Sources of Stress

129. _____ involves the pursuit of one's job and career goals with the support of a personal health promotion program.

Ans: Personal wellness

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Level: Easy

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Managing Stress

130. _____ are broad preferences concerning appropriate courses of action or outcomes.

Ans: Values

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Level: Hard

Learning Objective 4: Outline the sources of values, personal values, and cultural values.
Section Reference: Values

131. _____ reflect a person’s preferences concerning the “ends” to be achieved.

Ans: Terminal values

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

132. A person’s preferences about the “means” for achieving desired ends are known as _____.

Ans: instrumental values

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

133. _____ is the learned, shared way of doing things in a particular society.

Ans: Culture

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

134. The five dimensions of national culture identified by Geert Hofstede are _____, _____, _____, _____, and _____.

Ans: power distance; uncertainty avoidance; individualism-collectivism; masculinity-femininity; long-term/short-term orientation

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

135. In Hofstede's national culture framework, _____ reflects the degree to which people are likely to prefer structured versus unstructured organizational situations.

Ans: uncertainty avoidance

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

136. According to Hofstede's national culture framework, _____ reflects the degree to which organizations emphasize competition and assertiveness versus interpersonal sensitivity and concerns for relationships.

Ans: masculinity-femininity

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

137. _____ is a phrase coined to describe how women have not reached the highest levels of organizations.

Ans: Leaking pipeline

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

138. _____ prohibits employers from discriminating against any individual with respect to compensation, terms, or conditions of employment because of race, color, religion, sex, or national origin.

Ans: Title VII of the Civil Rights Act of 1964

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Level: Hard

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

139. _____ diversity is a result of Millennials, Gen Xers, and Baby Boomers in the workplace.

Ans: Generational

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Level: Medium

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

140. A(n) _____ is a phenomenon whereby an individual is rejected as a result of an attribute that is deeply discredited by his or her society.

Ans: stigma

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Level: Easy

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity

Essay

141. Define and provide examples for each of the following: social traits, personal conception traits, and emotional adjustment traits.

Suggested Answer: Social traits are surface-level traits that reflect the way a person appears to others when interacting in various social settings. Problem-solving style is a prominent example of a social trait. Personal conception traits represent the ways individuals tend to think about their physical and social settings as well as their major beliefs and personal orientation concerning a range of issues. Locus of control, proactive personality, authoritarianism/dogmatism, Machiavellianism, and self-monitoring are common personal conception traits. Emotional adjustment traits measure how much an individual experiences emotional distress or displays

unacceptable acts. Type A and Type B personality orientations are common examples of emotional adjustment traits.

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Level: Medium

Learning Objective 2: Describe the Big Five Personality traits, as well as social, personal, and emotional adjustment traits.

Section Reference: Social traits; Personal conception traits, and Emotional adjustment traits

142. Differentiate between constructive stress and destructive stress. Discuss coping mechanisms.

Suggested Answer: Stress is a state of tension experienced by individuals facing extraordinary demands, constraints, or opportunities. Constructive stress, or eustress, acts in a positive way for the individual and the organization. Moderate levels of stress are constructive. Destructive stress, or distress is dysfunctional for both the individual and the organization. Too little or too much stress can be destructive, but the emphasis is most commonly placed on the effects of too much stress. The two major coping mechanisms are those which regulate emotions (emotion-focused coping) and those which manage the problem that is causing the distress (problem-focused coping).

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Level: Medium

Learning Objective 3: Identify sources of stress, outcomes of stress, and ways to manage stress.

Section Reference: Outcomes of Stress

143. Identify and define the five dimensions that Geert Hofstede uses to describe differences in national cultures. Describe the implications of each dimension for organizations and their members. Also provide examples of countries that fall at opposite ends of Hofstede's dimensions.

Suggested Answer: Hofstede's five dimensions of national culture are: (a) power distance — the willingness of a culture to accept status and power differences among its members, (b) uncertainty avoidance — a cultural tendency toward discomfort with risk and ambiguity; (c) individualism-collectivism — the tendency of a culture to emphasize individual or group interests; (d) masculinity-femininity — the tendency of a culture to value stereotypical masculine or feminine traits; and (e) long-term/short-term orientation — the tendency of a culture to emphasize values associated with the future, such as thrift and persistence, or values that focus largely on the present. The implications of each dimension for organizations and their members are: (a) power distance — reflects the degree to which people are likely to respect hierarchy and rank in organizations, (b) uncertainty avoidance — reflects the degree to which people prefer structured versus unstructured organizational situations; (c) individualism-collectivism — reflects the degree to which people prefer working as individuals or working together in groups; (d) masculinity-femininity — reflects the degree to which organizations emphasize competition

and assertiveness versus interpersonal sensitivity and concern for relationships; and (e) long-term/short-term orientation — reflects the degree to which people and organizations adopt long-term or short-term performance horizons. Examples of countries that are opposites on each dimension are: (a) power distance — Sweden is a relatively low power distance culture and Indonesia is a high power distance culture ; (b) uncertainty avoidance — Hong Kong is a low uncertainty avoidance culture and France is a high uncertainty avoidance culture; (c) individualism-collectivism — the United States is an individualistic culture and Mexico is a more collectivist culture; (d) masculinity-femininity — Japan is a masculine culture and Thailand is a more feminine culture; and (e) long-term/short-term orientation — South Korea has a long-term orientation and the United States is oriented more toward the short term.

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Level: Hard

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Cultural Values

144. Explain Rokeach's categories of values and provide examples of each.

Suggested Answer: Michael Rokeach classified values into two categories – terminal and instrumental. Terminal values reflect a person's preferences concerning the ends to be achieved. They are the goals an individual would like to achieve during his or her lifetime. Examples of terminal values are a comfortable life, wisdom, mature love, and happiness. Instrumental values reflect the means for achieving desired ends. They represent how you might go about achieving your important end states, depending on the relative importance you attach to the instrumental values. Examples of instrumental values are ambitious, broad-mindedness, responsible, and self-control.

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Level: Medium

Learning Objective 4: Outline the sources of values, personal values, and cultural values.

Section Reference: Personal Values

145. Discuss the types of diversity reflected in the workplace today and how organizations can value and support diversity.

Suggested Answer: Diversity can be considered from many perspectives, including demographic (gender, race/ethnicity, age), disability, economic, religion, sexual orientation, marital status, parental status, etc. Organizations can commit to the creation of environments that welcome and embrace inclusion. This might include a strong commitment to inclusion for the board and top management, providing influential mentors to provide guidance, providing opportunities for networking with influential colleagues, providing role models, exposing diverse populations through high visibility assignments, building an inclusive culture that values differences, and working to acknowledge and reduce subtle stereotypes and stigmas.

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Level: Easy

Learning Objective 5: Explain why diversity is important in the workplace, the types of diversity, and the challenges in managing diversity.

Section Reference: Types of Diversity