A*S*K Fundamentals of Ethics

Practice Test

A 50-item multiple-choice assessment designed to assist in preparation for the A*S*K Fundamentals of Ethics Certification Exam.
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Introduction

A*S*K Certification Exams

The A*S*K Business Institute Certification Exams offered by MBA Research and Curriculum Center provide third-party documentation of learning achievement as well as add value to completion of course work and other learning experiences.

Each A*S*K certificate is based on well-documented performance indicators derived from MBA Research’s continuing research of the business community. These industry-validated performance indicators define skills and requisite knowledge required for ethical decision-making and career success in business, marketing, finance, management, and entrepreneurship.

A*S*K Practice Tests

The optimal method for preparing for any A*S*K certification exam is to base your curriculum and instruction on the National Standards for Business Administration, which are the basis for every MBA Research exam. Sometimes, however, simply adopting the same standards as the A*S*K exams is inadequate, especially if students suffer from test anxiety, are unfamiliar with the language and structure of MBA Research test items, or need extra help in getting ready to take an A*S*K exam. In those cases, using one or more A*S*K practice tests is beneficial.

This particular practice test is designed to assist teachers and students in their preparation for the A*S*K Fundamentals of Ethics Certification Exam. The practice test contains 50 multiple-choice items and is based on the same listing of performance indicators as the official A*S*K exam of the same name. A descriptive test key, including question sources and answer rationale, is also included.

While it is unlikely that any of these test items will appear on the official A*S*K exams, these items serve as a helpful preview of the kinds of questions that students will see when they sit for the official certification exam. For more information on the A*S*K exams, go to www.ASKInstitute.org.
1. To follow the spirit of the law, it is important to understand the __________ of that law.
   A. history
   B. literal meaning
   C. consequences
   D. intention

2. Listening carefully should enable employees to
   A. avoid criticism.
   B. become good speakers.
   C. follow directions.
   D. earn frequent raises.

3. Which benefit of emotional intelligence helps you handle constant change?
   A. Being flexible
   B. Communicating needs effectively
   C. Solving problems
   D. Understanding other people's needs

4. When Rhea realized that she included the wrong facts in a marketing report, she demonstrated integrity by
   A. ignoring the problem so no one would notice.
   B. admitting that she made a mistake and apologizing.
   C. letting her entire team take the blame.
   D. defending her work, even though she knows it is incorrect.

5. What is most likely to occur if you don't have trusting relationships at work?
   A. Improved sales
   B. Negative consequences
   C. Better relationships
   D. Higher profits

6. Making a decision when facing an ethical dilemma will most likely make you
   A. more satisfied.
   B. less content.
   C. unhappy.
   D. anxious.

7. Jana has a meeting with her boss for two hours at 10:00 Monday morning and is leading a videoconference at 4:30 that afternoon. Susan, a potential investor, calls Jana early Monday morning and says that she will be flying in from Portland at 11:30 a.m. After she picks up her rental car, Susan wants to meet with Jana early Monday afternoon. Jana knows that meetings with her boss tend to last longer than expected, and that Susan will have a 45-minute drive from the airport to her office. The investor could really help the company, so Jana feels that it is important to meet with Susan. What should Jana tell this important potential investor about meeting on Monday afternoon?
   A. Suggest that they meet for lunch at 1:15 p.m. at a restaurant located between the airport and her office
   B. Tell Susan that Monday is a very bad day and suggest that they schedule a meeting the following week
   C. Ask Susan to meet her at her office at noon for a lunch meeting
   D. Advise Susan that she can meet her at the airport lounge at 3:15 p.m.

8. To have a high tolerance for ambiguity, what must individuals learn to accept?
   A. Contingency plans are unnecessary.
   B. Failure is not an option.
   C. Outcomes are often uncertain.
   D. Risk is always rewarded.
A*S*K FUNDAMENTALS OF ETHICS PRACTICE TEST

9. If your supervisor gives you negative feedback, and you are unsure how to correct the problem, you should
   A. blame a coworker.
   B. continue to perform as usual.
   C. ask the supervisor for more information.
   D. ask a coworker what to do.

10. Tony has offered to help Keith, a new student, find his classes because Tony remembers feeling confused when he was a new student. What trait is Tony showing toward Keith?
   A. Empathy
   B. Tact
   C. Sympathy
   D. Prejudice

11. When you’re assigned a project, your manager takes the time to clearly explain the instructions to you. As a result, you’re able to finish your project much sooner and with fewer mistakes. Which benefit of open and honest communication are you experiencing?
   A. Increased sales
   B. Increased productivity
   C. Better ideas
   D. A good reputation

12. Which of the following is an effective persuasive technique:
   A. Explain why your coworker is the wrong choice.
   B. Cross your arms to make people feel comfortable.
   C. Speak loudly during your entire conversation.
   D. Look people in the eye when speaking to them.

13. What is an effective negotiating strategy to use when the discussion becomes emotionally heated?
   A. Silence
   B. Bargaining
   C. Good cop/Bad cop
   D. Deadline

14. Which of the following situations is an example of a possible conflict that might result from miscommunication:
   A. Connie is upset because Jacob forwarded the memo to her manager without asking her.
   B. Andy, who is usually calm and objective, answers Lisa’s question rudely.
   C. Kim doesn’t ship an order on time, because she does not have correct information.
   D. Jason is concerned because his manager called three of his coworkers into their office.

15. By giving compliments and praise, celebrating successes, and remaining cheerful and upbeat, you can _________ your teammates.
   A. encourage
   B. take charge of
   C. get to know
   D. critique

16. To keep group members motivated for the long run, team leaders should
   A. avoid giving verbal praise or recognition to team members.
   B. recognize and reward team members for their successes.
   C. warn team members about the consequences of poor work ethic.
   D. maintain a culture of fierce competition among group members.
17. Leaders who share a belief in justice, a desire to do the right thing, and an awareness of the rights of other people can be said to have
   A. integrity.
   B. competence.
   C. emotional intelligence.
   D. credibility.

18. Reagan has decided that she wants to earn a bachelor's degree in marketing. This is an example of a(n)
   A. ambition.
   B. vision.
   C. mission.
   D. goal.

19. If an employee is content with the way things are currently done at work, they are more likely to
   _________ workplace changes.
   A. accept
   B. look forward to
   C. resist
   D. understand

20. Persons who are conceited and domineering because they feel they are better than others have a(n)
    _________ attitude.
    A. mature
    B. superior
    C. inferior
    D. defeatist

21. After looking over her teacher's feedback on a research paper, Eva realized that she should have left
    more time to cite her sources. She vows to do so on the next project. Eva is
    A. determining lessons learned.
    B. communicating with stakeholders.
    C. gathering financial data.
    D. determining what to evaluate.

22. What should you develop during the process of identifying the people who have the skills that are needed
    to complete the project?
    A. Realistic budget
    B. Sponsor list
    C. Job descriptions
    D. Status report

23. Attainable goals are those that can be
    A. reached.
    B. measured.
    C. timed.
    D. pinpointed.

24. When you weigh the pros and cons of a decision, you ask:
    A. "What is my objective?"
    B. "What information do I need to know?"
    C. "What are my options?"
    D. "What are the risks involved?"
25. A store manager is scheduling several part-time employees to work over a long, holiday weekend. To solve potential scheduling conflicts, the manager should first __________ with the employees.
A. socialize
B. communicate
C. bargain
D. identify
Scenario 1 (use for questions 26–30)

Chase, Marina, and Shayn are working on a project together in class. The project involves writing a paper, creating a presentation, and presenting to the class. Chase is a high-achiever who believes that he is one of the smartest students in the class. He thinks Shayn is fairly smart, too, and a talented artist. However, he has noticed that Marina doesn’t participate in class and struggles to keep up with the homework. He thinks that, of the three of them, he is the best writer and speaker, and Shayn is the best artist. Without asking Marina, he starts doing all of the written work and practicing for the presentation. He asks Shayn to create the graphics for the presentation.

When Marina finds out that Chase and Shayn are doing all of the work without her, she asks why they have not included her. Chase tells her that he and Shayn know what they are doing, and that he wants to be sure he gets a good grade, so they need to do the work themselves. At this, Marina becomes angry. She yells at Chase, insulting him and calling him names. She accuses him of being biased against her because she’s female. Chase is offended and tells Marina that he doesn’t want her in the group anymore. Chase does not think that he did anything wrong. He just wants to get a good grade and knows that, by doing all of the work, he and Shayn are helping Marina get a better grade, too.

26. Marina became angry with Chase, yelling at him and insulting him. What would have helped Marina solve this conflict more effectively?
   A. Self-control
   B. Adaptability
   C. Sympathy
   D. Transparency

27. Marina believes that Chase won't let her work on the project because she is female. If that is true, Chase's actions are an example of
   A. stereotypes.
   B. dishonesty.
   C. discrimination.
   D. conflict resolution.

28. Chase knows that he is a strong writer and public speaker, but that he is not gifted at visual arts. Chase has taken the time to
   A. assess his personal strengths and weaknesses.
   B. build teamwork and communication skills.
   C. develop an empathetic mindset.
   D. improve his decision-making skills.

29. How could Chase have treated Marina more fairly?
   A. Asked her to join a different group
   B. Treated her exactly the same way that he treated Shayn
   C. Told a white lie to make her feel better
   D. Set aside his self-interest and judgment

30. Chase and Marina's communication was not effective because they both failed to be
   A. complete.
   B. concise.
   C. correct.
   D. courteous.
Scenario 2 (use for questions 31–35)

It’s midway through the semester, and history class is not going well for Nadia. Although Nadia studies when she can, she still can't seem to raise her grade above a C. Up until this year, Nadia has been the perfect student: straight A's, honor roll each semester, and Student of the Month on multiple occasions. Then her dad got sick.

Nadia’s family is one of the most important parts of her life. Her grandmother, aunt, and two cousins all live with her immediate family, which includes both parents and her three brothers. Her family immigrated from Guatemala three years ago, and they’re very close. It’s a full house, but she couldn’t imagine living any other way.

Before her dad got sick, Nadia babysat her young cousins after school a few days a week while her aunt finished her shift at the bank. This schedule worked well for Nadia—she could earn extra spending money while still having Tuesdays and Thursdays free for her own activities. And since she only watched the kids until 5:30, Nadia had plenty of time to complete her homework.

However, everything changed when her dad got sick. He now requires constant care, which Nadia’s mother has taken on. After using up all of her sick time, her mother left her job to take care of Nadia’s father full time. To help make ends meet, Nadia’s aunt has taken on a part-time job in the evenings. This means Nadia is left to feed, entertain, and put her cousins to bed every night. Her grandmother helps when she can, but Nadia feels responsible for her young cousins. As a result, Nadia has started arriving at school late, and her grades have started to slip.

After a few weeks of late mornings and missing assignments, the school counselor, Mr. Elmhurst, requests a meeting with Nadia. He asks how Nadia is doing. Nadia averts her eyes, turns away from him, shrugs, and says, “Everything is fine.” Mr. Elmhurst pauses and asks, “Nadia, your teachers and I have noticed you haven't really been yourself lately. Is there anything we can do for you? Please be honest.” Nadia looks away again. Mr. Elmhurst is choosing his words carefully because he knows close family relationships are central for Nadia’s family and doesn’t want to unintentionally offend her.

He continues, “Nadia, I know your family is important to you. Your grandma, aunt, and cousins live with you, right? At the Student of the Month banquet last year, you mentioned you babysit your cousins after school. Has anything changed recently? Is everything OK at home?”

Nadia wonders if she should tell Mr. Elmhurst about her increased responsibility. She doesn’t want to blame her father or spread information that isn’t hers to share. She also doesn’t want Mr. Elmhurst to think differently about her family because they’re going through a hardship. Should she just pretend everything’s OK? But maybe letting the school counselor know about her dad’s illness and new home situation could be a good thing. Nadia knows she has a hard time asking for help. Maybe being honest would enable her teachers to create a plan to help her be successful at school again.

31. By reading Nadia’s body language and adjusting his communication style, Mr. Elmhurst is displaying a strong sense of
   A. intelligence quotient.
   B. negotiation skills.
   C. cognitive ability.
   D. social awareness.

32. Nadia acknowledges that she has a difficult time asking for help. In doing so, she has
   A. made a false generalization.
   B. identified a personal strength.
   C. identified a personal weakness.
   D. received feedback from others.
33. Nadia demonstrated responsible behavior by
   A. giving feedback to her family.
   B. arriving at school late.
   C. telling Mr. Elmhurst that everything is fine.
   D. caring for her cousins.

34. How should Nadia respond to Mr. Elmhurst?
   A. She should be open and honest about her experience.
   B. She should repeat that everything is fine at home.
   C. She should leave his office and get back to class.
   D. She should criticize her teachers for her grades.

35. By discussing the importance of family, reflecting on his words, and mentioning Nadia babysitting her cousins, Mr. Elmhurst exhibited
   A. cultural sensitivity.
   B. globalization.
   C. ethnocentrism.
   D. ignorance.
Scenario 3 (use for questions 36–40)

Tad is a new part-time employee assembling electronic parts for a small manufacturer. Tad treats his coworkers well because he strongly believes that a person should respect others. One day, Tad notices that his coworker Trina is very upset, and he asks her what is wrong. She explains, “Because of the mandatory overtime this week, I can’t take my scheduled vacation day to go on a special weekend trip with my family. The company’s mandatory overtime rule requires full-time hourly employees like me to report for work regardless of scheduled time off.”

Tad feels that Trina is being treated unfairly and that the rule should be changed. Tad convinces a few employees to help him confront Mallory, the production supervisor, about the situation. Mallory listens to their concerns. In response, she says, “This week’s production is essential to fulfill an important order for a large buyer. Believe me, I find the mandatory overtime rule difficult to enforce sometimes, but I require all employees to follow it—including Trina. If I fail to enforce it, we won’t meet our production goals and profits will suffer. That’s the rule.”

Tad politely asks, “May I fill in for Trina so that she can still have her time off?”

Mallory is visibly annoyed and says, “No, your production quality and speed cannot match that of our experienced employees such as Trina. This meeting is over.” Tad is hurt and doesn’t understand why Mallory is so upset.

36. Tad decided to confront Mallory because he values
   A. authority.
   B. fairness.
   C. accountability.
   D. trust.

37. Trina decides to take a sick day and go on her vacation anyway. She is free to use her sick time whenever she wants, so she does not feel that she is doing anything wrong. This decision is
   A. honest.
   B. transparent.
   C. irresponsible.
   D. unfair.

38. Which of Mallory's actions fails to demonstrate integrity?
   A. She enforces the mandatory overtime rule.
   B. She does not change the rules.
   C. She discusses Tad's performance in front of others.
   D. She does not listen to her team members' concerns.

39. Why is Mallory less likely to trust Tad in the future?
   A. He sided with a difficult employee.
   B. He encouraged others to break a company rule.
   C. He encouraged others to challenge her authority.
   D. He intentionally showed open disrespect for her.

40. Mallory believes it is ethical to follow the rules at all times. Therefore, it is important to her to
   A. make ethical decisions.
   B. constantly change her understanding of the rules.
   C. punish Trina for complaining about the rules.
   D. enforce the rules consistently.
Scenario 4 (use for questions 41–45)

Eva is a high-achieving student. She is also friendly and helpful, which makes her very well-liked and respected by her classmates. While her classmates look to her as a leader, Eva doesn’t really view herself as a role model and, therefore, doesn’t think too much about her actions.

Eva befriends two students named Lily and Tyler who share her love of dogs. Since Eva has been considering ways she can volunteer in her community, she invites Lily and Tyler to volunteer with her at the local pet shelter on Saturday afternoons. Lily and Tyler excitedly agree to join her.

As volunteers, the students are only permitted to feed, walk, and socialize with the dogs. Shelter employees are responsible for all other care. The group of friends greatly enjoy spending time together and taking the dogs to a nearby park. One day, Eva notices that many of the dogs are ungroomed. She realizes that the shelter is short-staffed and unable to properly groom the dogs. When she asks Lily and Tyler what they think about washing and brushing the dogs next Saturday, they gladly offer to help. Since the shelter supervisor, Austin, is a strict by-the-book kind of guy, Eva asks Lily and Tyler to keep the plan a secret. Eva is certain that Austin will be thankful when he is greeted by a group of freshly washed dogs.

When Saturday arrives, Eva, Lily, and Tyler work as a team to wash, dry, and brush the dogs. Everything goes great until a dog breaks free, runs into Austin’s office, and leaves puddles of water everywhere. Before they can clean up the mess, Austin arrives. He is very angry and exclaims, “These dogs were just treated for fleas. Now we will have to treat them all over again. You three should be ashamed of yourselves. I can’t believe you did this behind my back! This is why I don’t like working with teenagers—You are all so immature! Please don’t come back to volunteer anymore.”

Eva says, “This was my idea, so I alone should be punished, not Lily and Tyler.”

Tyler suggests, “We can pay for the extra flea treatments.”

Lily explains, “We are really sorry. We were just trying to help.” Austin refuses to listen. The group sadly say their goodbyes to the dogs and leave.

41. Which of the following shows Eva’s failure to accept her responsibility as a role model:
   A. She shares her negative attitude of Austin with Tyler and Lily.
   B. She doesn’t accept responsibility for her actions.
   C. She wants to go beyond her responsibilities.
   D. She influences her friends to break a rule.

42. Eva did not consider the long-term impact of her actions before bathing the dogs. Which of the following is the most likely consequence she will face:
   A. Increases to her self-awareness
   B. Negative impact on society
   C. Limits to her personal growth
   D. Damage to her personal relationships

43. Tyler and Lily did not respond appropriately to an ethical dilemma they faced. If they had responded appropriately, they might have
   A. taken the blame for Eva.
   B. argued aggressively with Austin.
   C. stopped volunteering at the shelter.
   D. refused to break the rules.
44. Which of the following shows a failure to treat others with respect:
   A. Eva’s recruitment of Lily and Tyler to help at the shelter
   B. Austin’s strict by-the-book attitude
   C. Austin’s comments to the volunteers
   D. Tyler’s offer to pay for extra flea treatments

45. When Eva, Tyler, and Lily bathed the dogs, they failed to
   A. tell the truth.
   B. abide by the law.
   C. follow rules of conduct.
   D. respect cultural diversity.
Scenario 5 (use for questions 46–50)

Claire, a high school senior, wants to become a chef. Her dream is to own and operate her own restaurant in about 20 years.

Claire works at a local German American restaurant part-time—all day on Saturdays and Sundays and two evenings during the school week. She works at the restaurant to get some experience in the restaurant industry, and she really enjoys talking with her coworkers. The job is also a way for Claire to reach her goal of buying a car. She anticipates that she will need to work at the restaurant for at least 12-15 months to save up enough money to buy a car for herself.

Next weekend, a local college is hosting a famous cook for a world foods seminar, and Claire wants to go. As soon as she heard about it, Claire talked about it with her coworker Dan, who offered to cover her shift so she could attend the seminar. Her manager, Lynn, agreed to let Claire and Dan swap shifts since it would be a good way for Claire to learn new recipes and techniques that she could use at the restaurant.

However, on the day of the seminar, Dan called Claire and said he could no longer cover the shift because of a family emergency. Claire contacted Lynn right away to discuss the situation. Unfortunately, Lynn explained that she needs Claire to work the shift since Dan can’t.

Claire still wants to attend the seminar. After all, she told Lynn a long time ago about her dreams of running her own restaurant. She really wants to learn from this unique opportunity at the college. She considers going to the seminar anyway, but Claire knows she could get in trouble at work—or even lose her job—for doing so.

After considering her options, Claire calls Lynn back to explain how important the seminar is to her. They talk further about the situation and work out a solution to the problem: Claire will attend the first half of the seminar and then work a half-shift at the restaurant during the dinner rush—the busiest time of the day.

46. Claire’s dream to own and operate her own restaurant in 20 years is an example of a(n)
   A. vision.
   B. ethical principle.
   C. mission statement.
   D. hope.

47. Claire plans to buy a car in 12-15 months. This is an example of a(n) __________ goal.
   A. short-term
   B. long-term
   C. learning
   D. updated

48. After finding out that Dan can't work her shift because of a family emergency, Claire has to decide whether to attend the seminar as she originally planned, go to work, or ask Lynn to help her figure out a way to do both. What type of decision does Claire have to make?
   A. Limited
   B. Extensive
   C. Routine
   D. Unproven

49. Claire is an achievement-oriented person who wants to successfully open and run her own restaurant. Which of the following is a common trait of achievement-oriented people:
   A. They are impatient and give up easily.
   B. They don't like to compete against others.
   C. They set high standards for themselves.
   D. They avoid taking risks whenever possible.
50. Lynn exercises a moderate degree of control over her employees. She involves her employees in decision-making and is open to discussing possible solutions to work-related problems with them. Lynn is most likely a(n) ________ manager.

A. democratic  
B. laissez-faire  
C. authoritarian  
D. hands-off
1. D
Intention. The spirit of the law refers to the intent of the law. It is the social and moral consensus of how to interpret the law. The spirit of the law might go beyond the exact wording. The letter of the law refers to the literal meaning of the law, as it is written, word for word. While it is good to know the consequences and histories of laws, that knowledge is not necessary to follow the spirit of the law.
SOURCE: BL:163
SOURCE: LAP-BL-163—Laying Down the Law (Complying With The Spirit and Intent of Laws and Regulations)

2. C
Follow directions. To follow directions or instructions, the person receiving them must listen carefully. Listening is an important skill for everyone, but it is especially important to workers who receive directions from supervisors about their job duties. Good listeners are often effective workers who are less likely to receive criticism and more likely to earn raises. However, listening carefully does not enable workers to avoid all criticism, to earn frequent raises, or to become good speakers themselves.
SOURCE: CO:017
SOURCE: LAP-CO-017—Listen Up! (Demonstrating Active Listening Skills)

3. A
Being flexible. Of all the benefits of emotional intelligence, being flexible is the one that most directly helps a person adapt to a changing world, changing expectations, and changes in personal circumstances. Communicating needs effectively, solving problems, and understanding other people’s needs are other benefits of emotional intelligence, but they don’t directly support a person’s ability to handle constant change.
SOURCE: EI:001
SOURCE: LAP-EI-001—EQ and You (Emotional Intelligence)

4. B
Admitting that she made a mistake and apologizing. Integrity includes being accountable for your actions—even when you make a mistake. Admitting when you are wrong is a part of being honest. When Rhea makes an error, she should own up to it, rather than ignore the problem, let others take the blame, or defend or cover up the mistake.
SOURCE: EI:022
SOURCE: LAP-EI-138—Sincerely Yours (Demonstrating Honesty and Integrity)

5. B
Negative consequences. Negative consequences can occur if you don’t have trusting relationships at work. Without trust, employees may hold grudges against one another, leading to poorer relationships. This leads to decreased sales, decreased efficiency, and decreased profit.
SOURCE: EI:128
SOURCE: LAP-EI-128—Trust in Me (Building Trust in Relationships)

6. A
More satisfied. Making a decision when facing an ethical dilemma—even if it’s tough—will make you happier, more satisfied, and less conflicted. Even if your ultimate decision when facing an ethical dilemma is to do nothing, it’s still important to make the decision instead of allowing the ethical dilemma to control your life. Making a decision is not likely to make you feel unhappy, anxious, or less content.
SOURCE: EI:125
SOURCE: LAP-EI-125—Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)
7. A
Suggest that they meet for lunch at 1:15 p.m. at a restaurant located between the airport and her office. Managing your commitments in a timely manner means that you allow yourself enough time to complete important tasks. An important aspect of allowing yourself enough time to complete tasks is making sure that you "pad" your time in case unexpected situations occur that require immediate attention. In Jana's case, she has several important commitments in one day. It is important for Jana to meet with Susan because she could provide the business with needed financial support. The best way for Jana to handle the situation is to suggest they meet for lunch between the airport and Jana's office at 1:15. This way, if Jana's meeting with her boss goes a few minutes longer than expected, she still has time to arrive for her meeting with Susan on time. Susan will have a rental car, so transportation is not an issue for her. It may not be convenient for Susan to meet with Jana the following week. Because Susan arrives at 11:30 a.m. and has a 45-minute drive from the airport, she could not meet at Jana's office at noon. A late meeting at the airport will not allow Jana enough time to get back to the office to lead her videoconference at 4:30 p.m.

SOURCE: EI:077
SOURCE: LAP-EI-077—Commit to It! (Managing Commitments in a Timely Manner)

8. C
Outcomes are often uncertain. Tolerance for ambiguity is the willingness to take action despite having incomplete information or clear direction. Without having all information or a clear direction, the outcome of an action is uncertain. Individuals with a high tolerance for ambiguity understand that they may fail and that the risks they take may result in an undesirable outcome. They also understand that they may need to make changes if it appears that the original plan is not working; therefore, individuals with a high tolerance of ambiguity realize the importance of contingency plans.

SOURCE: EI:092
SOURCE: LAP-EI-092—Embrace the Unknown (Developing a Tolerance for Ambiguity)

9. C
Ask the supervisor for more information. A good supervisor will not try to confuse employees or make employees guess what to do. You should find out what is expected and make changes rather than continue to perform as usual. It's never appropriate to blame someone else. Asking a coworker for advice is seldom advisable.

SOURCE: EI:003
SOURCE: LAP-EI-903—Grin and Bear It (Using Feedback for Personal Growth)

10. A
Empathy. Tony is showing empathy toward Keith because Tony remembers feeling confused as a new student, just like Keith. Tact is the ability to do or to say the right thing in any circumstances. Sympathy is the ability to recognize another person's feelings or feel sorry for another person who has a problem or has suffered misfortune. Prejudice is opinion or judgment that is based on feeling or hearsay, rather than fact.

SOURCE: EI:030
SOURCE: LAP-EI-030—Have a Heart (Showing Empathy for Others)

11. B
Increased productivity. When people can communicate openly with each other, they will be more productive. When your manager gives you clear instructions, you are able to complete your project more quickly and with fewer mistakes. Increased sales, better ideas, and a good reputation are all benefits of transparency, but they are not illustrated in this example.

SOURCE: EI:129
SOURCE: LAP-EI-129—Can We Talk? (Fostering Open, Honest Communication)
12. D
Look people in the eye when speaking to them. This is an effective persuasive technique because you are using appropriate body language. Crossing your arms will not usually make people feel comfortable. You should speak in a normal tone of voice and speak a little louder to make a point. Explaining why your coworker is the wrong choice uses negativity, which often makes you look mean-spirited or insecure.

SOURCE: EI:012
SOURCE: LAP-EI-912—Win Them Over (Persuading Others)

13. A
Silence. There are several negotiating strategies and some are more effective than others in certain situations. Silence is a good tactic to use when the discussion becomes emotionally heated. Nod your head to signal you are listening, but don’t talk. People are often uncomfortable with silence, so the other person might try to sound more reasonable. As a result, you have a chance to take the power and influence the other person. Bargaining is a give-and-take strategy. Good cop/Bad cop sets up one person as reasonable and the other person as unreasonable. Deadline sets specific deadlines to meet requests.

SOURCE: EI:062
SOURCE: LAP-EI-062—Make It a Win-Win (Negotiation in Business)

14. C
Kim doesn’t ship an order on time, because she does not have correct information. Miscommunication is often the reason for a conflict. When someone has incorrect information, miscommunication occurs. Kim may have misunderstood her customer, or a coworker may have given her the wrong ship date, which is a catalyst for a disagreement. When normally calm and objective Andy rudely answers Lisa’s question, the reason for a possible conflict is inconsistent behavior. When Connie is upset because Jacob forwarded a memo to her manager, the reason for the conflict is unclear boundaries. Exclusion is the reason for conflict when Jason sees his manager call three coworkers into his office.

SOURCE: EI:015
SOURCE: LAP-EI-915—Stop the Madness (Conflict Resolution)

15. A
Encourage. It is a team member’s job to encourage teammates through compliments, praise, and celebrations. Cheerful and upbeat teams experience success. This example does not describe taking charge of your teammates, getting to know your teammates, or critiquing your teammates.

SOURCE: EI:045
SOURCE: LAP-EI-045—Team Up (Participating as a Team Member)

16. B
Recognize and reward team members for their successes. It’s not unusual for people to lose their motivation for a specific task or pursuit over time. To keep groups motivated for the long run, it is important for leaders to recognize and reward team members for their successes so that they don’t become discouraged. Team leaders should not avoid giving verbal praise or recognition to team members, warn team members about the consequences of poor work ethic, or maintain a culture of fierce competition among group members. These activities would not keep team members motivated for the long run.

SOURCE: EI:059
SOURCE: LAP-EI-059—Raise Them Up (Motivating Others)

17. A
Integrity. People with integrity adhere to an established set of personal ethics and sound moral principles; leaders tend to share a belief in justice, a desire to do the right thing, and an awareness of the rights of other people. Competence, emotional intelligence, and credibility are other, separate leadership characteristics. Competence is the ability to do what needs to be done. Emotional intelligence is the ability to recognize and manage emotions in ourselves and in others. Credibility is how much people believe what you say.

SOURCE: EI:009
SOURCE: LAP-EI-909—Lead the Way (Concept of Leadership)
18. D
Goal. A goal is a concrete, specific, and measurable end result that someone hopes to achieve, such as earning a bachelor's degree in marketing. A vision is a broad, long-term mental picture of the ideal future. A mission describes what someone does in the present and why they are doing it. An ambition is a broad, long-term aspiration and something that an individual has a very strong desire to achieve, do, or become.
SOURCE: EI:063
SOURCE: LAP-EI-063—Picture This! (Determining Personal Vision)

19. C
Resist. When people are used to doing things a certain way and are happy with those methods, they usually don't see a need to change and may resist changes. An employee who is content with the way things are is not likely to look forward to changes, accept them, or understand why they are needed.
SOURCE: EI:006
SOURCE: LAP-EI-006—Go With the Flow (Demonstrating Adaptability)

20. B
Superior. Persons with this attitude are often inconsiderate, which causes poor working relationships with others. Mature persons respect themselves and others. Persons with feelings of inferiority think others are better than themselves. A defeatist is a person with a negative attitude.
SOURCE: EI:037
SOURCE: LAP-EI-037—Can You Relate? (Fostering Positive Working Relationships)

21. A
Determining lessons learned. Lessons learned include what went well, what didn't go well, and how to improve in the future during the course of a project. Eva is determining lessons learned when she evaluates her project and realizes that in the future, she will need to spend more time on citing sources. Eva is not communicating with stakeholders, gathering financial data, or determining what to evaluate in this situation.
SOURCE: OP:521
SOURCE: LAP-OP-521—Making the Grade (Evaluating Project Success)

22. C
Job descriptions. A job description is an explanation of all of the responsibilities and tasks associated with a specific job. It is important to develop job descriptions to explain exactly what is involved such as qualifications, education, or experience. Then, match the skills of project members to the job descriptions. If no one in the group is qualified to perform a certain job, having a job description will help when you ask others to volunteer. When identifying the people who have the necessary skills, it is not important to develop a sponsor list, a realistic budget, or a status report.
SOURCE: OP:003
SOURCE: LAP-OP-531—Get What You Need (Identifying Project Resources)

23. A
Reached. Attainable goals can be reached. They are not impossible or improbable. Though they may be measured, timed, or pinpointed, none of these defines "attainable."
SOURCE: PD:018
SOURCE: LAP-PD-918—Go for the Goal (Goal Setting)

24. D
"What are the risks involved?" When you weigh the pros and cons, you ask, "What are the risks involved?" You ask about your objective, the information you need to know, and your options long before you reach the step of weighing the pros and cons.
SOURCE: PD:017
SOURCE: LAP-PD-017—Weigh Your Options (Decision-Making)
25. B
Communicate. Communicating is often the best way to prevent potential problems or solve problems once they occur. In this example, a manager can prevent scheduling conflicts by communicating to the part-time employees the need for them to work over a long, holiday weekend. As a group, the employees and the manager might be able to establish a schedule that will meet the store's needs as well as the needs of the part-time employees. If all concerned talk to each other and have a clear understanding of the situation, they often are able to prevent a scheduling conflict which might occur if the manager arbitrarily sets the schedule. A manager will not be able to solve potential scheduling conflicts by identifying, socializing, or bargaining with employees.
SOURCE: PD:077
SOURCE: LAP-PD-077—No Problem (Demonstrating Problem-Solving Skills)

26. A
Self-control. Self-control is the ability to restrain your emotions and actions appropriately. Marina is not exhibiting self-control because she lashes out and insults Chase, rather than calmly explaining to him how she felt. There is no indication that adaptability, sympathy, or transparency would have helped Marina solve this conflict better.
SOURCE: EI:001
SOURCE: LAP-EI-001—EQ and You (Emotional Intelligence)

27. C
Discrimination. Discrimination is unfair treatment of a person or a group based on the person's or group's characteristics. Chase is discriminating against Marina if he won't let her work on the project because she is female. Chase's actions are not related to dishonesty or conflict resolution. Stereotypes are set images or assumptions about a person, group, or thing. Chase's discriminatory actions could be caused by a stereotype, such as the idea that women aren't as smart as men.
SOURCE: EI:017
SOURCE: LAP-EI-917—Don't Jump to Conclusions! (Recognizing and Overcoming Personal Biases and Stereotypes)

28. A
Assess his personal strengths and weaknesses. It is important to evaluate your strengths and weaknesses so you can best apply your talents and improve upon your weaknesses. Chase knows his strengths (writing and speaking) and asks someone else to work on the areas in which he is weaker (visual arts). In this instance, Chase has not taken the time to build teamwork and communication skills, develop an empathetic mindset, or improve his decision-making skills.
SOURCE: EI:002

29. D
Set aside his self-interest and judgment. Fairness is the ability to make judgments and act without favoritism or self-interest. A person who acts with fairness is impartial, which means that they are not affected by personal bias or prejudice. Chase could have treated Marina fairly by setting aside his own self-interest and refraining from judging her. Treating Marina exactly the same way that he treated Shayn would not necessarily be fair. Sometimes, fairness requires treating people differently according to their needs so that everyone receives a fair outcome. Telling a white lie to make Marina feel better is not an example of fairness because honesty is important to fairness; everyone deserves access to the same information. Asking Marina to join a different group is not fair because it is disrespectful and demonstrates a lack of open-mindedness.
SOURCE: EI:127
SOURCE: LAP-EI-127—Fair or Foul? (Demonstrating Fairness)
30. D
Courteous. When communicating with others, it is important to be respectful and to avoid judgment. Chase and Marina both failed to treat each other courteously, which prevented them from communicating effectively. There is no indication that Chase and Marina failed to be concise, correct, and complete in their communication.
SOURCE: EI:007
SOURCE: LAP-EI-140—More Than Just Talk (Effective Communication)

31. D
Social awareness. By reading Nadia's body language and adjusting his communication style, Mr. Elmhurst is displaying a strong sense of social awareness. Social awareness refers to knowing and understanding the emotions of others by using empathy. Negotiation skills are important to resolve disagreements, but Nadia and Mr. Elmhurst are not in a disagreement. Cognitive ability refers to intelligence, or the ability to learn and understand. Intelligence quotient, or IQ, is a traditional measure of intelligence. Mr. Elmhurst is not primarily displaying a strong sense of cognitive ability or intelligence quotient in this scenario.
SOURCE: EI:001
SOURCE: LAP-EI-001—EQ and You (Emotional Intelligence)

32. C
Identified a personal weakness. Nadia acknowledging that she has a difficult time asking for help is an example of identifying a personal weakness. A personal strength is a skill or task you do well. A false generalization involves basing your idea of a personal strength or weakness on one isolated incident instead of a pattern. Receiving feedback involves getting input from others, which Nadia does not do in this scenario.
SOURCE: EI:002

33. D
Caring for her cousins. Nadia exhibited responsible behavior when she stepped up to care for her cousins when her family needed her help. Nadia demonstrated irresponsible behavior when she started coming to school late. Lying to Mr. Elmhurst and telling him that everything is fine is irresponsible. Nadia did not give feedback to her family in this scenario.
SOURCE: EI:021
SOURCE: LAP-EI-021—Make the Honor Role (Acting Responsibly)

34. A
She should be open and honest about her experience. Nadia can demonstrate integrity by being open and honest about her home experience. Nadia should not lie by telling Mr. Elmhurst that everything is fine at home. It would be rude to leave his office when Mr. Elmhurst asked Nadia a question. Nadia should not transfer responsibility to her teachers for her lower grades.
SOURCE: EI:022
SOURCE: LAP-EI-138—Sincerely Yours (Demonstrating Honesty and Integrity)

35. A
Cultural sensitivity. Mr. Elmhurst exhibited cultural sensitivity by discussing the importance of family, reflecting on the potential impact of his words, and mentioning Nadia babysitting her cousins. Cultural sensitivity is the willingness to adjust your opinions and behaviors so that you value people and ideas from other cultures. Globalization refers to the advances in technology and communication that make the world seem smaller. Ethnocentrism is the belief that your own culture is naturally better than other cultures. Ignorance means lacking knowledge or information about something. Mr. Elmhurst did not exhibit globalization, ethnocentrism, or ignorance in this scenario.
SOURCE: EI:033
SOURCE: LAP-EI-033—Getting To Know You (Cultural Sensitivity)
36. **B**
   Fairness. People tend to behave in accordance with their values—the principles by which they live. Tad decided to confront Mallory because he felt that Trina was being treated unfairly. Therefore, it is clear that Tad values fairness and behaves accordingly. This situation does not indicate that Tad values authority, accountability, or trust.
   SOURCE: EI:126
   SOURCE: LAP-EI-126—Assess Yourself (Assessing Your Personal Behavior and Values)

37. **C**
   Irresponsible. Responsibility is taking ownership of your behavior and the consequences of your behavior. It includes fulfilling one's obligations in a dependable, reliable manner. Trina has an obligation to show up to work for mandatory overtime, even though she wants to go on her vacation. It would be irresponsible to miss her shift. Trina's decision is not transparent, honest, or unfair.
   SOURCE: EI:021
   SOURCE: LAP-EI-021—Make the Honor Role (Acting Responsibly)

38. **C**
   She discusses Tad's performance in front of others. Publicly shaming Tad by comparing his work performance to other employees showed a lack of respect for Tad. People with integrity treat others with respect at all times, even when they are behaving in a difficult manner. Discussing Tad's performance in front of others also showed a disregard for confidentiality, which is an important aspect of integrity in the workplace. Mallory does not need to change the rules in order to demonstrate integrity. A person that fairly enforces a rule is acting with integrity since it promotes trust and creates a stable environment. Mallory did take the time to listen to her team members' concerns.
   SOURCE: EI:022
   SOURCE: LAP-EI-138—Sincerely Yours (Demonstrating Honesty and Integrity)

39. **C**
   He encouraged others to challenge her authority. Tad failed to show loyalty to Mallory and her authority when he asked others to join him in challenging a well-known rule. To develop relationships built on trust, it's important to show loyalty to others. An employee should demonstrate loyalty to their employer and those in positions of authority. Tad encouraged others to question the rule rather than break the rule. There is no indication that Trina is a difficult employee. While Tad showed disrespect for Mallory's authority by challenging the rule that she is responsible for enforcing, it was not an intentional act of disrespect; he was acting out of concern for Trina and what he felt was an unfair rule.
   SOURCE: EI:128
   SOURCE: LAP-EI-128—Trust in Me (Building Trust in Relationships)

40. **D**
   Enforce the rules consistently. It is important to follow ethical principles consistently as a guide for doing what's right. If you don't follow ethics consistently, they are less significant and meaningful. Mallory believes in the importance of following the rules, so she cannot make an exception to the rule for Trina. Mallory does not necessarily constantly change her understanding of the rules. Punishing Trina for complaining about the rules is not related to Mallory's ethical belief in following the rules. Finally, making ethical decisions is also not related to Mallory's ethical belief in following the rules.
   SOURCE: EI:123
   SOURCE: LAP-EI-123—Rules To Live By (Nature of Ethics)
41. D
She influences her friends to break a rule. A role model is a person whose behavior is imitated by others. People look to an individual as a leader, and it is up to him/her to accept that leadership role by behaving in ethical and responsible ways. Since Eva doesn't view herself as a leader, she fails to model ethical behavior to her friends. When Eva asks Tyler and Lily to keep the dog washing plan a secret, she is influencing them to break a rule. Eva shows a willingness to accept responsibility for her actions when she admits the plan was her idea and asks Austin to only punish her. Eva's desire to groom the dogs shows an admirable willingness to go beyond her responsibilities and help out at the shelter. Although she should have asked for permission, this is not related to her responsibility as a role model. While Eva recognized Austin's strict nature, she did not share a negative attitude about him with Tyler and Lily.

SOURCE: EI:009
SOURCE: LAP-EI-909—Lead the Way (Concept of Leadership)

42. D
Damage to her personal relationships. Eva did not consider the long-term impact of her decision to bathe the dogs. Her actions put Tyler and Lily in a negative situation. It is likely that they will be upset with her or will no longer trust her. Eva's actions might not necessarily lead to a negative impact on society or limits to her personal growth. While Eva's self-awareness might increase, it is not because she did not consider the long-term impact of her actions.

SOURCE: EI:137
SOURCE: LAP-EI-137—Choose for the Future (Assessing the Long-Term Value and Impact of Actions on Others)

43. D
Refused to break the rules. Ethical dilemmas are situations in which one must decide whether something is right or wrong. The decision whether or not to break the rules is an ethical dilemma. If Tyler and Lily had responded appropriately, they would have considered the consequences of their actions and known that they shouldn't break the rules. Arguing aggressively with Austin is not an appropriate response. Tyler and Lily didn't necessarily need to stop volunteering at the shelter to respond ethically. They also did not necessarily need to take the blame for Eva because she was responsible.

SOURCE: EI:125
SOURCE: LAP-EI-125—Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)

44. C
Austin's comments to the volunteers. Austin's comments were very harsh and disrespectful. Even though he was upset, he should have refrained from treating the volunteers with disrespect. While the volunteers should be corrected, or even punished for their behavior, they should be treated in a respectful way. Austin's strict by-the-book attitude does not necessarily show a failure to treat others with respect. Eva's recruitment of Lily and Tyler to help at the shelter does not relate to a failure to treat others with respect. Tyler's offer to pay for extra flea treatments does not show a failure to treat others with respect.

SOURCE: EI:036
SOURCE: LAP-EI-036—Everyone's Worthy (Treating Others With Dignity and Respect)

45. C
Follow rules of conduct. Codes of conduct are policies that inform employees and volunteers of their specific responsibilities and place within an organization. When Eva, Tyler, and Lily assumed the responsibility of washing dogs that belonged to shelter workers, they overstepped their permitted role and broke the pet shelter's code of conduct. They did not necessarily fail to abide by the law, to tell the truth, or to respect cultural diversity.

SOURCE: PD:251
SOURCE: LAP-PD-251—Know the Code (Following Rules of Conduct)
46. A
Vision. A vision is a mental picture of the ideal future. Claire has an image of herself owning and operating her own restaurant. An ethical principle is a standard that guides behavior. A mission statement is a statement dealing with the now and how—what an individual is doing right now and how it is helping them achieve their long-term vision. Hope does not apply in this situation.
SOURCE: EI:063
SOURCE: LAP-EI-063—Picture This! (Determining Personal Vision)

47. B
Long-term. A long-term goal takes a year or more to reach. Claire anticipates that it will take her 12-15 months to reach her goal, so it is a long-term goal. A short-term goal takes less than a year to achieve. Claire’s goal is not an example of a learning goal, since it doesn’t involve mastering a new skill. There is no indication that Claire updated her goal.
SOURCE: PD:018
SOURCE: LAP-PD-918—Go for the Goal (Goal Setting)

48. A
Limited. Limited decisions require some consideration. After finding out that Dan can’t work her shift, Claire has to consider her options before making a decision. An extensive decision requires a lot of careful consideration. Deciding what career you would like to begin to prepare for is an example of an extensive decision. Routine decisions, such as deciding what shirt to wear, don’t require much thought or consideration. Unproven is not a type of decision.
SOURCE: PD:017
SOURCE: LAP-PD-017—Weigh Your Options (Decision-Making)

49. C
They set high standards for themselves. Achievement-oriented people are driven to accomplish their goals and to meet or exceed a high standard for success. They like to compete—and outperform—others. They are patient and persistent and take moderate risks when the need arises.
SOURCE: EI:027
SOURCE: LAP-EI-027—High Hopes (Developing an Achievement Orientation)

50. A
Democratic. Democratic managers exercise a moderate degree of control over their employees. They generally believe that people are interested in and enjoy their work. Democratic managers often seek input from employees, encourage employees to participate in decision-making, and discuss possible solutions to work-related problems with employees. Authoritarian managers prefer to exercise a high degree of control over their employees and enjoy being in control. Laissez-faire managers, also known as hands-off managers, exercise very little or no control over their workers.
SOURCE: EI:037
SOURCE: LAP-EI-037—Can You Relate? (Fostering Positive Working Relationships)