

Practice Questions for MOS 2181 Exam #1

1. Advocates of the human relations movement outlined various problems with bureaucracy. Which of the following was not one of those problems?
 - a. Bureaucracy encourages employees to work to their maximum potential, to the point of fatigue and exhaustion.
 - b. Bureaucracy threatens innovation.
 - c. The strong specialization advocated by bureaucracy causes employees to lose sight of the overall goals of the organization.
 - d. Strict specialization is incompatible with human needs for growth and achievement.
 - e. Bureaucracy makes employees resistant to change.

2. Kotter outlined the behaviour patterns of successful managers, which include:
 - a. Routine communication, networking, and agenda setting
 - b. Sensing problems, performing mental tasks rapidly, and synthesizing data
 - c. Handling paperwork, planning, staffing, controlling
 - d. Agenda setting, networking, agenda implementation
 - e. Monitor, disseminator, spokesperson

3. Which of the following is an example of an internal locus of control?
 - a. Ellen feels that people get ahead in life if they have connections with those in power.
 - b. Bob knows his brother will win the lottery someday because he is a very lucky guy.
 - c. Janet knows that with effort and dedication she can complete her university degree.
 - d. Joe believes that Sally got the promotion over him because she flirts with their boss.
 - e. All of the above.

4. All of the following are true of self-efficacy except:
 - a. self-efficacy is a sense of personal control and mastery over one's environment.
 - b. self-efficacy can be affected by verbal persuasion from others.
 - c. self-efficacy can be increased by observing others perform in similar situations.
 - d. self-efficacy is decreased when individuals experience anxiety.
 - e. self-efficacy is consistent across time and situations.

5. The actor-observer effect posits that:
 - a. People are likely to make dispositional attributions about their own behaviour, while others are likely to make situational attributions about that same behaviour.
 - b. People are likely to make situational attributions about their own behaviour, while others are likely to make dispositional attributions about that same behaviour.
 - c. People tend to blame their own lateness for work on their personality traits, like disorganization.
 - d. People tend to take credit for their successes.
 - e. People tend to deny responsibility for their failures.

6. Sally applied for a position to sell phones at Cell Phone Inc. and had to complete multiple selection tools. Most likely, Sally would report high face validity when given:
 - a. An exercise that requires her to work with real customers buying phones in a store setting.
 - b. A knowledge test that asks questions about each brand of cell phone available on the market.
 - c. An interview question that asks which algebra and calculus courses Sally took in high school.
 - d. Both (a) and (b)
 - e. All of the above.

7. People from cultures with a long-term orientation are most likely to:
 - a. Be uncomfortable in ambiguous situations.
 - b. Downplay power distance.
 - c. Have a preference for privacy.
 - d. Stress equal gender roles.
 - e. Focus on persistence and perseverance.

8. The idea that job satisfaction stems from the difference between the job outcomes that are wanted and the outcomes that are perceived to be obtained is called:
 - a. Mood and emotion
 - b. Discrepancy
 - c. Fairness
 - d. Interactional fairness
 - e. Procedural fairness

9. Sam did not receive a promotion this year, but Sally did. The fairness of this outcome refers to:
 - a. distributive justice.
 - b. interpersonal justice.
 - c. informational justice.
 - d. procedural justice.
 - e. promotional justice.

10. Employees are likely to remain with the organization when they have high levels of:
 - a. Normative and affective commitment
 - b. Continuance commitment
 - c. Affective commitment
 - d. Affective, continuance, or normative commitment
 - e. Normative commitment

11. Andy has enough food to eat and a safe place to sleep. However, he does not feel that his needs for self-actualization, love, and esteem have been fulfilled. According to Maslow's hierarchy of needs, Andy should be most motivated to fulfill his:
 - a. physiological needs.
 - b. esteem needs.
 - c. self-actualization needs.
 - d. safety needs.
 - e. love and belonging needs.

12. Koji values having his own office at work. Koji feels very strongly that the harder he works, the better he will perform at his job. However, Koji knows that getting his own office is not based on his performance. According to expectancy theory, Koji's valence, instrumentality, and expectancy, respectively, would be:
 - a. high, high, high
 - b. high, high, low
 - c. high, low, high
 - d. low, high, high
 - e. low, low, high

13. As discussed in your text, the study of goal-setting in truck drivers showed that drivers performed best when they were:
 - a. told to "do your best".
 - b. told not to set goals.
 - c. given specific goals.
 - d. provided with monetary incentives.
 - e. trained to perform better.

14. Which of the following statements about the job characteristics model is false?
 - a. individuals in the same job are equally likely to be motivated.
 - b. a low score on even one core job dimension can result in low motivating potential.
 - c. characteristics of the job facilitate motivation.
 - d. high meaningfulness, responsibility, and knowledge of results can lead to increased motivation.
 - e. job characteristics lead to experiencing meaningfulness and responsibility at work.

15. Lynne works the hours of 6am-3pm, while Elaine works the hours of 9am-6pm. Their organization simply requires that both Lynne and Elaine are present between the hours of 9am-3pm. This schedule of work hours is known as:
 - a. flextime.
 - b. compressed work week.
 - c. shift work.
 - d. telecommuting.
 - e. job sharing.

Answers

1. **(a) Bureaucracy encourages employees to work to their maximum potential, to the point of fatigue and exhaustion.** In fact, advocates of the human relations movement suggested that bureaucracy actually encourages minimally acceptable performance. For example, telling employees that “you must sew 10 garments a day” leads to employees only sewing 10 garments a day, even if they could produce more. *See Lecture 1 and page 14 in the text.*
2. **(d) agenda setting, networking, agenda implementation.** Kotter studied the behaviour patterns of a number of successful general managers and arrived at the following similarities: agenda setting (developing agendas, particularly those concerned with people issues); networking (establishing wide networks that provide managers with information relevant to their agendas); and agenda implementation (using networks to implement agendas). *See page 17 in the text.*
3. **(c) Janet knows that with effort and dedication she can complete her university degree.** Locus of control is a set of beliefs about whether one’s behaviour is controlled mainly by internal or external forces. High internals believe that they control their own behaviour (through hard work). High externals believe that external forces determine their behaviour (like luck, fate, powerful people, special connections). *See page 48 in the text.*
4. **(e) self-efficacy is consistent across time and situations.** Self-efficacy is part of social cognitive theory and is the beliefs people have about their ability to successfully perform a specific task. Self-efficacy is influenced by one’s experiences with the task in the past, observation of others performing, verbal persuasion, and one’s physiological state. Generally, high levels of stress and anxiety are not beneficial for developing self-efficacy. Self-efficacy is task-specific—people can have different self-efficacy beliefs for different tasks. The term is not to be confused with general self-efficacy (GSE), which is a general trait that is consistent across situations. *See Lecture 2 and pages 62-63 in the text.*
5. **(b) People are likely to make situational attributions about their own behaviour, while others are likely to make dispositional attributions about that same behaviour.** The actor-observer effect suggests that actors and observers tend to view the causes of the actor’s behaviour differently. Because people are aware of their own environmental constraints and advantages, they are more likely to make situational attributions. So, for example, we may be more likely to blame traffic for us being late for work, while our boss views us as disorganized when we’re late for work. *See Lecture 2 and page 90 in the text.*
6. **(d) both (a) and (b).** Face validity is the appearance that items in a test are appropriate for the intended use of the test, based on the judgments of individuals who take a test. This form of validity is very important to organizations. Candidates who do not perceive tests to be fair may increase their chances of filing a lawsuit against the organization. Candidates generally view tests as being fair when they are job-related. Here, the interview questions about calculus courses would not be fair for a retail job. The other tests would be considered appropriate for the job. *See Lecture 2.*
7. **(e) Focus on persistence and perseverance.** Long-term/short-term orientation was the fifth cultural dimension identified through Hofstede’s work. Cultures with a long-term orientation stress persistence, perseverance, thrift, and close attention to status. Cultures with a short-term orientation stress personal steadiness and stability. *See Lecture 3 and page 123 in the text.*
8. **(b) discrepancy.** Discrepancy theory posits that job satisfaction stems from the discrepancy between the job outcomes wanted and the outcomes that are perceived to be attained. Pay satisfaction tends to be high when there is just a small gap between the pay received and perceptions of how much should be received. *See Lecture 3 and page 128 in the text.*

9. **(a) distributive justice.** Distributive justice is fairness with which the outcomes or results are distributed among members of an organization. The outcome discussed here is Sally's promotion. *See Lecture 3 and page 128 in the text.*
10. **(d) affective, continuance, or normative commitment.** Remaining with the organization is a characteristic of all of affective, normative, and continuance commitment. In fact, the decision to remain with the organization is part of the definition of organizational commitment. *See Lecture 3.*
11. **(e) love and belonging needs.** According to Maslow's need hierarchy theory, a need must be unmet to be motivating and people are motivated by the lowest level need that is unmet. The order of needs from lowest to highest is: physiological, safety, love, esteem, and self-actualization. Because Andy's physiological and safety needs have already been met, he will be most motivated by need for love. *See Lecture 4 and pages 159-160 in the text.*
12. **(c) high, low, high.** Koji's valence is high: he values having his own office. Koji's instrumentality is low: he thinks that receiving his own office is highly unrelated to job performance. Koji's expectancy is high: he feels that there is a clear relationship between the harder you try and the better you do. So, the answer is high, low, high. *See Lecture 4 and pages 164-167 in the text.*
13. **(c) given specific goals.** Drivers performed best when given specific goals. They performed much better with specific goals than with "do your best" instructions. They were not given rewards or special training. *See page 173 in the text.*
14. **(a) individuals in the same job are equally likely to be motivated.** Although the job characteristics theory is mainly focused on the work environment as a motivator, it does say that motivation depends on a personality variable called growth need strength. Thus, some individual differences are proposed in the job characteristics theory. *See Lecture 4 and page 205 in the text.*
15. **(a) flextime.** Flextime is a schedule of work hours that permits employees flexibility in when they arrive at and leave work. Generally, there are core time hours during which all employees must be present (e.g., 9am-3pm). *See Lecture 4 and page 212 in the text.*