

## 6

1. Motivation is a critical consideration because job performance is a function of motivation and ability.  
True False
2. Instrumentality represents the belief that exerting a high level of effort will result in the successful performance of some task.  
True False
3. Valences can be positive, negative, or zero.  
True False
4. Research suggests that women are more likely than men to view money as representing achievement, respect, and freedom.  
True False
5. The effects of specific and difficult goals are almost twice as strong on simple tasks as on complex tasks.  
True False
6. According to the text, one study showed that occupational equity is the most powerful driver of citizenship behaviours and job equity is the most powerful driver of employee withdrawal.  
True False
7. People who feel a sense of internal self-confidence tend to outperform those who doubt their capabilities.  
True False
8. Employees who feel a sense of equity are more emotionally attached to their firms and feel a stronger sense of obligation to remain.  
True False
9. Profit sharing tends to have a stronger motivational effect on employee effort than individual incentives.  
True False
10. Merit pay and profit sharing offer little in the way of difficult and specific goals.  
True False
11. Motivation is not one thing but rather a set of distinct forces.  
True False
12. Goal-setting theory argues that employee behaviour is directed toward certain outcomes and away from others.  
True False
13. Self-actualization is defined as the belief that a person has the capabilities needed to execute the behaviours required for task success.  
True False
14. Expectancy represents the belief that successful performance will result in some outcome.  
True False
15. Valence can be defined as cognitive groupings or clusters of outcomes that are viewed as having critical psychological or physiological consequences.  
True False

16. Motivation that is controlled by some contingency that depends on task performance is intrinsic motivation.  
True False
17. Instrumentality represents the belief that successful performance will result in some outcome.  
True False
18. A difficult goal is one that stretches an employee to perform at his/her maximum level while still staying within the boundaries of his/her ability.  
True False
19. A sense of self-determination is a strong driver of extrinsic motivation.  
True False
20. Self-determination in goal setting theory refers to progress updates on work goals.  
True False
21. When goal commitment is high, assigning specific and difficult goals will have significant benefits for task performance.  
True False
22. The symbolic value of money can be summarized in at least four dimensions.  
True False
23. Research shows that feelings of underreward inequity are among the strongest predictors of constructive behaviours.  
True False
24. Cognitive distortion allows you to restore balance mentally by altering your behaviour in certain ways.  
True False
25. Meaningfulness reflects energy rooted in the belief that work tasks contribute to some larger purpose.  
True False
26. Self-determination captures the value of a work goal or purpose, relative to a person's own ideals and passions.  
True False
27. Competence brings with it a sense of pride and mastery that is itself intrinsically motivating.  
True False
28. "Learned helplessness" reflects the sense that it does not matter what a person does, nothing will make a difference.  
True False
29. The motivating force with the strongest performance effect is perceptions of equity.  
True False
30. Merit pay represents the most common element of organizational compensation plans, yet the pay increase for top performers is only modestly greater than the pay increase for poor performers.  
True False
31. The set of energetic forces that originates both within and outside an employee is known as
  - A. organizational commitment
  - B. job satisfaction
  - C. job performance
  - D. motivation
  - E. leadership

32. Motivation determines which of the following about effort?
- A. Perception
  - B. Feedback
  - C. Persistence
  - D. Pushback
  - E. None of the answer choices are correct
33. Job performance is largely a function of:
- A. motivation and emotions
  - B. emotions and ability
  - C. ability and expectations
  - D. motivation and ability
  - E. expectations and emotions
34. Which theory focuses most specifically on describing the cognitive process that employees go through to make choices among different voluntary responses?
- A. Equity
  - B. Extrinsic
  - C. Expectancy
  - D. Goal setting
  - E. Psychological empowerment
35. The belief that exerting a high level of effort will result in the successful performance of some task is known as
- A. instrumentality
  - B. valence
  - C. equity
  - D. expectancy
  - E. none of these
36. Expectancy is a subjective probability ranging from
- A. 0 to 1
  - B. 1 to 5
  - C. 10 to 20
  - D. -1 to + 1
  - E. .5 to 1.5
37. Expectancy is represented by which of these linkages?
- A.  $P \rightarrow E$
  - B.  $E \rightarrow P$
  - C.  $P \rightarrow V$
  - D.  $V \rightarrow P$
  - E.  $P \rightarrow O$
38. The belief that a person has the capabilities needed to execute the behaviours required for task success is known as
- A. instrumentality
  - B. valence
  - C. equity
  - D. complexity
  - E. self-efficacy

39. Sharon is considering her efficacy level for making Thanksgiving dinner for 12 people. Sharon watched her Mother successfully make Thanksgiving dinner for 20 people for 10 years is known as
- past accomplishments
  - vicarious experiences
  - verbal persuasion
  - emotional cues
  - instrumentality
40. Maria is considering her efficacy level for making Thanksgiving dinner for 30 people. If she is encouraged by friends and coworkers that she can complete the holiday meal successfully, that is known as
- past accomplishments
  - vicarious experiences
  - verbal persuasion
  - equity distress
  - instrumentality
41. Thomas is considering his efficacy level for making Christmas dinner for 24 people. Thomas takes pride in his cooking skills and is always enthusiastic about cooking and entertaining dinner guests. Thomas's efficacy is dictated by which of these?
- Past accomplishments
  - Vicarious experiences
  - Verbal persuasion
  - Emotional cues
  - Instrumentality
42. The efficacy of an individual can be dictated by all of these except:
- past accomplishments
  - vicarious experiences
  - verbal persuasion
  - the valence of rewards
  - emotional cues
43. The belief that successful performance will result in some outcome(s) is known as
- instrumentality
  - valence
  - complexity
  - expectancy
  - self-efficacy
44. Kelly believes that if she successfully earns her MBA, she'll be promoted to a midlevel executive manager position. She is therefore motivated to earn an MBA because of
- past accomplishments
  - vicarious experiences
  - verbal persuasion
  - emotional cues
  - instrumentality
45. Kendra is more motivated when successful performance helps her attain attractive outcomes, such as bonuses, while helping her avoid unattractive outcomes such as terminations. Kendra's motivation is known dependent on
- past accomplishments
  - valence
  - expectancy
  - emotional cues
  - instrumentality

46. Instrumentality is represented by which of these linkages?
- A.  $P \rightarrow E$
  - B.  $E \rightarrow P$
  - C.  $P \rightarrow V$
  - D.  $V \rightarrow P$
  - E.  $P \rightarrow O$
47. According to a survey of more than 10,000 employees, \_\_\_\_\_ percent viewed seniority as the key determinant of pay and \_\_\_\_\_ percent viewed successful performance as the key driver.
- A. 60; 35
  - B. 25; 75
  - C. 40; 60
  - D. 20; 40
  - E. 90; 10
48. According to a survey of more than 10,000 employees, 60 percent viewed \_\_\_\_\_ as the key determinant of pay and 35 percent viewed \_\_\_\_\_ as the key driver.
- A. ability; knowledge
  - B. knowledge; performance
  - C. seniority; performance
  - D. performance; seniority
  - E. ability; emotional intelligence
49. The anticipated value of the outcomes associated with performance is known as
- A. instrumentality
  - B. valence
  - C. equity
  - D. expectancy
  - E. self-efficacy
50. The cognitive groupings or clusters of outcomes that are viewed as having critical psychological or physiological consequences are known as
- A. instrumentality
  - B. valence
  - C. equity
  - D. expectancy
  - E. needs
51. Motivation that is controlled by some contingency that depends on task performance is known as \_\_\_\_\_ motivation.
- A. self
  - B. extrinsic
  - C. intrinsic
  - D. expectant
  - E. efficacious
52. Motivation that is felt when task performance serves as its own reward is known as \_\_\_\_\_ motivation.
- A. instrumental
  - B. extrinsic
  - C. intrinsic
  - D. expectant
  - E. efficacious

53. As described in the text, the meaning of money has which of the following facet(s)?
- A. Efficacy
  - B. Expectancy
  - C. Freedom
  - D. Instrumentality
  - E. All of these
54. Concepts like difficulty and specificity are key aspects of which of the following theories?
- A. Equity
  - B. Extrinsic
  - C. Expectancy
  - D. Goal setting
  - E. Psychological empowerment
55. The internalized goals that people use to monitor their own task progress are known as \_\_\_\_\_ goals.
- A. organizational
  - B. self-set
  - C. comparison other
  - D. extrinsic
  - E. psychological empowerment
56. Which of these refers to the learning plans and problem-solving approaches used to achieve successful performance?
- A. Expectancy
  - B. Emotional cues
  - C. Vicarious experiences
  - D. Goal setting
  - E. Task strategies
57. Which of the following factors alter the strength of the relationship between goal setting and task performance?
- A. Task complexity, Goal complexity, Feedback
  - B. Task simplicity, Goal complexity, Feedback
  - C. Task simplicity, Goal commitment, Feedback
  - D. Task complexity, Goal commitment, Feedback
  - E. Task complexity, Goal commitment, Pushback
58. Philip is looking to beat the top scorer in his organizational behaviour class. However, the instructor would not reveal the points Philip has attained so far including the tests, class participation, and peer evaluation. Which of the following moderator may help Philip?
- A. Goal commitment
  - B. Task complexity
  - C. Feedback
  - D. Goal Complexity
  - E. None of the answer choices is correct
59. Samantha has no idea how complicated the information and actions are in taking the Graduate Management Admissions Test. Samantha is looking to understand
- A. Goal commitment
  - B. Task complexity
  - C. Feedback
  - D. Goal Complexity
  - E. None of the answer choices is correct

60. In a worldwide survey of 3 332 teens, what factor was revealed by 78% as a key motivator?
- A. status symbols
  - B. pay
  - C. personal fulfillment
  - D. workplace perks
  - E. vacation
61. "S" in the S.M.A.R.T. goals stands for
- A. systematic
  - B. specific
  - C. self-set
  - D. scientific
  - E. serious
62. "M" in the S.M.A.R.T. goals stands for
- A. measurable
  - B. monetary
  - C. methodical
  - D. model
  - E. major
63. "A" in the S.M.A.R.T. goals stands for
- A. affordable
  - B. ability
  - C. achievable
  - D. aspire
  - E. assess
64. "R" in the S.M.A.R.T. goals stands for
- A. robust
  - B. resolved
  - C. requirements
  - D. results-based
  - E. realist
65. "T" in the S.M.A.R.T. goals stands for
- A. time-sensitive
  - B. task-driven
  - C. tenacious
  - D. tempered
  - E. team-oriented
66. Which theory acknowledges that motivation doesn't just depend on your own beliefs and circumstances, but also what happens to other people?
- A. Equity
  - B. Extrinsic
  - C. Expectancy
  - D. Goal setting
  - E. Psychological empowerment
67. According to the OB Internationally section in the text, employees in which continent prefer to be given individual goals?
- A. Asia
  - B. Africa
  - C. South America
  - D. North America
  - E. Europe

68. The person who seems to provide an intuitive frame of reference for judging equity is known as
- Equity resolver
  - Comparison other
  - Cognitive distortion creator
  - Goals monitor
  - None of these
69. Don feels an internal tension that he is not getting the same rewards as his colleague. He believes that this situation can only be alleviated by restoring balance to the comparison ratios. This is known as
- equity distress
  - comparison other
  - cognitive distortion
  - expectancy
  - goal commitment
70. Laurie feels she is being underrewarded relative to her peers and could take which of the following actions to reduce her equity distress?
- Change the comparison other
  - Grow outcomes by stealing from company
  - Shrink inputs by lowering intensity of effort
  - Shrink inputs by lowering persistence of effort
  - All of the answer choices are potential responses
71. Sara feels she is being overrewarded relative to her peers and could take which of the following actions to reduce her equity distress?
- Grow inputs through more quality work
  - Grow inputs through some "cognitive distortion"
  - Change her comparison other
  - Give something back
  - All of these
72. In equity theory, rethinking your inputs to restore mental balance without altering your behaviour in any way is known as
- equity distress
  - instrumentality
  - cognitive distortion
  - internal comparisons
  - external comparisons
73. Comparing our "lot in life" to someone in the same company is known as using a(n)
- equity distress
  - emotional cue
  - cognitive distortion
  - internal comparisons
  - external comparisons
74. Which of the following is not considered to be an individual-focused compensation plan?
- piece-rate
  - merit pay
  - lump-sum bonus
  - recognition award
  - gain sharing
75. According to research, \_\_\_\_\_ equity is the most powerful driver of citizenship behaviours.
- company
  - job
  - occupational
  - age
  - educational

76. Which of the following is not a comparison type from which to judge equity with different comparison others?
- A. company
  - B. occupational
  - C. experience
  - D. age
  - E. educational
77. A form of intrinsic motivation rooted in the belief that work tasks contribute to some larger purpose is known as
- A. self efficacy
  - B. goal commitment
  - C. goal setting
  - D. vicarious experience
  - E. psychological empowerment
78. The dimensions of psychological empowerment include all of these except
- A. meaningfulness
  - B. self-determination
  - C. competence
  - D. impact
  - E. needs
79. Stefana has loved working with the local Red Cross chapter for the last four summers. Because of its charitable nature, she probably views the job as high in
- A. meaningfulness
  - B. self-determination
  - C. competence
  - D. expectancy
  - E. all of the answer choices are correct
80. April delegates work tasks to her employees rather than micro-managing them and she trusts her employees to come up with their own approach to certain tasks. April is attempting to instill a sense of \_\_\_\_\_ in her employees.
- A. meaningfulness
  - B. self-determination
  - C. competence
  - D. expectancy
  - E. all of the answer choices are correct
81. David is a commercial financial analyst but wants to become a commercial lender, so he engages in self-directed learning, seeks out feedback from his managers, and manages his own workload. David is attempting to build his own \_\_\_\_\_ at his job.
- A. meaningfulness
  - B. valence
  - C. competence
  - D. impact
  - E. all of the answer choices are correct
82. Allan, the new Business School Dean, has done a good job moving the Business School forward toward accreditation of its program. Allan has had \_\_\_\_\_ in school.
- A. meaningfulness
  - B. self-determination
  - C. competence
  - D. impact
  - E. all of the answer choices are correct

83. Motivation has a \_\_\_\_\_ effect on job performance.
- A. strong positive
  - B. moderate positive
  - C. weak positive
  - D. moderate negative
  - E. strong negative
84. Equity has a \_\_\_\_\_ effect on citizenship behaviour and a \_\_\_\_\_ effect on counterproductive behaviour.
- A. strong positive; strong negative
  - B. moderate positive; moderate negative
  - C. no; moderate positive
  - D. moderate negative; strong negative
  - E. strong negative; moderate positive
85. Equity has a \_\_\_\_\_ effect on organizational commitment.
- A. strong positive
  - B. weak positive
  - C. moderate negative
  - D. moderate positive
  - E. strong negative
- 86.** Which of the following managerial techniques provide a forum for assigning difficult and specific goals?
- A. Merit pay and Furloughs
  - B. Gainsharing and Merit Pay
  - C. Lump sum bonuses and Merit Pay
  - D. Furloughs and Gainsharing
  - E. Gainsharing and Lump sum bonuses
- 87.** When a manager is lenient in their performance evaluations so everyone "goes home happy," this manager is reducing
- A. self-efficacy and departmentation
  - B. instrumentality and self-efficacy
  - C. equity and self-efficacy
  - D. departmentation and instrumentality
  - E. instrumentality and equity

88. Wendy, Cindy, and Mindy work at Teach Business International (TBI), a for-profit educational institution. Last month, Mindy and Cindy, newly hired on temporary teaching position, were asked by their supervisor to prepare material for teaching their courses online. Having never taught online, Mindy and Cindy are considering their efficacy. Mindy has been talking to several individuals including Wendy who have been teaching online for several years. Wendy takes pride in her teaching and always approaches her teaching with total enthusiasm. Giving her tips for effective online teaching and other do's and don'ts, Wendy suggests to Mindy that she strongly believes that exerting high level of effort will result in the successful performance in her online teaching. Cindy believes that successfully teaching the online courses will be her ticket to getting the permanent teaching position at TBI but is very nervous about the online experiment. In the coffee room, colleagues gave her a lot of support and backing that she can successfully complete the online teaching assignment. This support and encouragement seems to have helped Cindy.

Wendy's self efficacy source appears to be

**Scenario: Teach Business International**

- A. past accomplishments
  - B. vicarious experiences
  - C. verbal persuasion
  - D. emotional cues
  - E. instrumentality
89. Wendy, Cindy, and Mindy work at Teach Business International (TBI), a for-profit educational institution. Last month, Mindy and Cindy, newly hired on temporary teaching position, were asked by their supervisor to prepare material for teaching their courses online. Having never taught online, Mindy and Cindy are considering their efficacy. Mindy has been talking to several individuals including Wendy who have been teaching online for several years. Wendy takes pride in her teaching and always approaches her teaching with total enthusiasm. Giving her tips for effective online teaching and other do's and don'ts, Wendy suggests to Mindy that she strongly believes that exerting high level of effort will result in the successful performance in her online teaching. Cindy believes that successfully teaching the online courses will be her ticket to getting the permanent teaching position at TBI but is very nervous about the online experiment. In the coffee room, colleagues gave her a lot of support and backing that she can successfully complete the online teaching assignment. This support and encouragement seems to have helped Cindy.

Mindy's self efficacy source appears to be

**Scenario: Teach Business International**

- A. past accomplishments
- B. vicarious experiences
- C. verbal persuasion
- D. emotional cues
- E. instrumentality

90. Wendy, Cindy, and Mindy work at Teach Business International (TBI), a for-profit educational institution. Last month, Mindy and Cindy, newly hired on temporary teaching position, were asked by their supervisor to prepare material for teaching their courses online. Having never taught online, Mindy and Cindy are considering their efficacy. Mindy has been talking to several individuals including Wendy who have been teaching online for several years. Wendy takes pride in her teaching and always approaches her teaching with total enthusiasm. Giving her tips for effective online teaching and other do's and don'ts, Wendy suggests to Mindy that she strongly believes that exerting high level of effort will result in the successful performance in her online teaching. Cindy believes that successfully teaching the online courses will be her ticket to getting the permanent teaching position at TBI but is very nervous about the online experiment. In the coffee room, colleagues gave her a lot of support and backing that she can successfully complete the online teaching assignment. This support and encouragement seems to have helped Cindy.

Wendy's belief about exerting high level of effort describes which of these?

**Scenario: Teach Business International**

- A. Valence
  - B. Equity
  - C. Expectancy
  - D. Instrumentality
  - E. None of these
91. Wendy, Cindy, and Mindy work at Teach Business International (TBI), a for-profit educational institution. Last month, Mindy and Cindy, newly hired on temporary teaching position, were asked by their supervisor to prepare material for teaching their courses online. Having never taught online, Mindy and Cindy are considering their efficacy. Mindy has been talking to several individuals including Wendy who have been teaching online for several years. Wendy takes pride in her teaching and always approaches her teaching with total enthusiasm. Giving her tips for effective online teaching and other do's and don'ts, Wendy suggests to Mindy that she strongly believes that exerting high level of effort will result in the successful performance in her online teaching. Cindy believes that successfully teaching the online courses will be her ticket to getting the permanent teaching position at TBI but is very nervous about the online experiment. In the coffee room, colleagues gave her a lot of support and backing that she can successfully complete the online teaching assignment. This support and encouragement seems to have helped Cindy.

Cindy's self efficacy source appears to be

**Scenario: Teach Business International**

- A. past accomplishments
- B. vicarious experiences
- C. verbal persuasion
- D. emotional cues
- E. instrumentality

92. Wendy, Cindy, and Mindy work at Teach Business International (TBI), a for-profit educational institution. Last month, Mindy and Cindy, newly hired on temporary teaching position, were asked by their supervisor to prepare material for teaching their courses online. Having never taught online, Mindy and Cindy are considering their efficacy. Mindy has been talking to several individuals including Wendy who have been teaching online for several years. Wendy takes pride in her teaching and always approaches her teaching with total enthusiasm. Giving her tips for effective online teaching and other do's and don'ts, Wendy suggests to Mindy that she strongly believes that exerting high level of effort will result in the successful performance in her online teaching. Cindy believes that successfully teaching the online courses will be her ticket to getting the permanent teaching position at TBI but is very nervous about the online experiment. In the coffee room, colleagues gave her a lot of support and backing that she can successfully complete the online teaching assignment. This support and encouragement seems to have helped Cindy.

Cindy's belief about successfully teaching describes which of these?

**Scenario: Teach Business International**

- A. Valence
  - B. Equity
  - C. Expectancy
  - D. Instrumentality
  - E. None of these
93. Aaron and Tom work for Toddler Toys, Inc. (TTI). Both have been at TTI for about five years and work at the same level of management doing similar type of work. Tom has been feeling lately that he puts in a lot more work effort compare to Aaron but is underrewarded. Aaron on the other hand has been focusing on setting specific and difficult goals and believes that exerting a high level of effort will result in the successful performance in his job and that is what he should focus on. When Tom compares himself to other managers, such as Jim at ABC Toys who is in a similar work position, he feels even worse because he feels he is significantly underrewarded at TTI.

From the expectancy theory viewpoint, Tom's feeling of being underrewarded most closely describes which of these?

**Scenario: Toddler Toys**

- A. Valence
  - B. Empowerment
  - C. Expectancy
  - D. Instrumentality
  - E. None of these
94. Aaron and Tom work for Toddler Toys, Inc. (TTI). Both have been at TTI for about five years and work at the same level of management doing similar type of work. Tom has been feeling lately that he puts in a lot more work effort compare to Aaron but is underrewarded. Aaron on the other hand has been focusing on setting specific and difficult goals and believes that exerting a high level of effort will result in the successful performance in his job and that is what he should focus on. When Tom compares himself to other managers, such as Jim at ABC Toys who is in a similar work position, he feels even worse because he feels he is significantly underrewarded at TTI.

Aaron's focus on concepts such as difficulty and specificity are key aspects of which of the following theories?

**Scenario: Toddler Toys**

- A. Equity
- B. Extrinsic
- C. Goal setting
- D. Expectancy
- E. Psychological empowerment

95. Aaron and Tom work for Toddler Toys, Inc. (TTI). Both have been at TTI for about five years and work at the same level of management doing similar type of work. Tom has been feeling lately that he puts in a lot more work effort compare to Aaron but is underrewarded. Aaron on the other hand has been focusing on setting specific and difficult goals and believes that exerting a high level of effort will result in the successful performance in his job and that is what he should focus on. When Tom compares himself to other managers, such as Jim at ABC Toys who is in a similar work position, he feels even worse because he feels he is significantly underrewarded at TTI.

Aaron's belief about effort and performance describes which of these?

**Scenario: Toddler Toys**

- A. Expectancy
  - B. Equity
  - C. Valence
  - D. Instrumentality
  - E. None of these
96. Aaron and Tom work for Toddler Toys, Inc. (TTI). Both have been at TTI for about five years and work at the same level of management doing similar type of work. Tom has been feeling lately that he puts in a lot more work effort compare to Aaron but is underrewarded. Aaron on the other hand has been focusing on setting specific and difficult goals and believes that exerting a high level of effort will result in the successful performance in his job and that is what he should focus on. When Tom compares himself to other managers, such as Jim at ABC Toys who is in a similar work position, he feels even worse because he feels he is significantly underrewarded at TTI.

Aaron for Tom in the above situation is a(n)

**Scenario: Toddler Toys**

- A. empowerment evaluator
  - B. internal comparison
  - C. valence generator
  - D. cognitive distorter
  - E. external comparison
97. Aaron and Tom work for Toddler Toys, Inc. (TTI). Both have been at TTI for about five years and work at the same level of management doing similar type of work. Tom has been feeling lately that he puts in a lot more work effort compare to Aaron but is underrewarded. Aaron on the other hand has been focusing on setting specific and difficult goals and believes that exerting a high level of effort will result in the successful performance in his job and that is what he should focus on. When Tom compares himself to other managers, such as Jim at ABC Toys who is in a similar work position, he feels even worse because he feels he is significantly underrewarded at TTI.

Jim for Tom in the above situation is a(n)

**Scenario: Toddler Toys**

- A. empowerment evaluator
- B. valence generator
- C. cognitive distorter
- D. external comparison
- E. internal comparison

98. Aaron and Tom work for Toddler Toys, Inc. (TTI). Both have been at TTI for about five years and work at the same level of management doing similar type of work. Tom has been feeling lately that he puts in a lot more work effort compare to Aaron but is underrewarded. Aaron on the other hand has been focusing on setting specific and difficult goals and believes that exerting a high level of effort will result in the successful performance in his job and that is what he should focus on. When Tom compares himself to other managers, such as Jim at ABC Toys who is in a similar work position, he feels even worse because he feels he is significantly underrewarded at TTI.

Tom could take which of the following actions to reduce his sense of inequity?

**Scenario: Toddler Toys**

- A. Shrink inputs by lowering intensity of effort
  - B. Change his comparison other
  - C. Shrink inputs by lowering persistence of effort
  - D. Grow outcomes by stealing from company
  - E. All of the answer choices are potential actions
99. Which theory argues that employee behaviour is directed toward pleasure and away from pain or, more generally, toward certain outcomes and away from others?
- A. Psychological empowerment
  - B. Expectancy
  - C. Goal setting
  - D. Extrinsic
  - E. Equity
100. \_\_\_\_\_ captures the value of a work goal or purpose, relative to a person's own ideals and passions.
- A. Meaningfulness
  - B. Self-determination
  - C. Competence
  - D. Impact
  - E. Integrity
101. When employees consider efficacy levels for a given task, they first consider their:
- A. past accomplishments.
  - B. vicarious experiences.
  - C. current projects.
  - D. extrinsic motivators.
  - E. instrumentality.
102. Employees consider \_\_\_\_\_ by taking into account their observations and discussions with others who have performed such tasks.
- A. emotional cues
  - B. instrumentality
  - C. past accomplishments
  - D. verbal persuasion
  - E. vicarious experiences
103. Efficacy is dictated by \_\_\_\_\_, where feelings of fear or anxiety can create doubts about task accomplishment, while pride and enthusiasm can bolster confidence levels.
- A. emotional cues
  - B. instrumentality
  - C. past accomplishments
  - D. verbal persuasion
  - E. vicarious experiences

104. Technically, \_\_\_\_\_ is a set of subjective probabilities, each ranging from 0 to 1, that successful performance will bring a set of outcomes.
- A. valence
  - B. instrumentality
  - C. expectancy
  - D. self-efficacy
  - E. complexity
105. The need for the food, shelter, safety, and protection required for human existence is a \_\_\_\_\_ need.
- A. physiological
  - B. relatedness
  - C. control
  - D. self-regard
  - E. self-actualization
106. The need to be able to predict and control one's future is a(n):
- A. relatedness need.
  - B. autonomy need.
  - C. esteem need.
  - D. self-actualization need.
  - E. self-regard need.
107. The need to hold a high evaluation of oneself and to feel effective and respected by others is a(n):
- A. control need.
  - B. self-actualization need.
  - C. self-regard need.
  - D. autonomy need.
  - E. relatedness need.
108. The need to perform tasks that one cares about and that appeal to one's ideals and sense of purpose is a(n):
- A. relatedness need.
  - B. self-actualization need.
  - C. control need.
  - D. responsibility need.
  - E. self-regard need.
109. Which of the following reflects the sense that a person's actions "make a difference," indicating that progress is being made toward fulfilling some important purpose?
- A. Impact
  - B. Meaningfulness
  - C. Self-determination
  - D. Competence
  - E. Integrity
110. \_\_\_\_\_ are defined as the objective or aim of an action and typically refer to attaining a specific standard of proficiency, often within a specified time limit.
- A. Values
  - B. Goals
  - C. Internal comparisons
  - D. Strategies
  - E. External comparisons
111. \_\_\_\_\_ consists of updates on employee progress toward goal attainment.
- A. Task complexity
  - B. Goal commitment
  - C. Feedback
  - D. Self-efficacy
  - E. Instrumentality

112. \_\_\_\_\_ reflects how complicated the information and actions involved in a task are, as well as how much the task changes.
- A. Task complexity
  - B. Self-efficacy
  - C. Goal commitment
  - D. Feedback
  - E. Instrumentality
113. \_\_\_\_\_ is defined as the degree to which a person accepts a goal and is determined to try to reach it.
- A. Feedback
  - B. Self-efficacy
  - C. Instrumentality
  - D. Task complexity
  - E. Goal commitment
114. Which theory suggests that employees create a "mental ledger" of the outcomes they get from their job duties?
- A. Expectancy theory
  - B. Goal-setting theory
  - C. Equity theory
  - D. Psychological empowerment theory
  - E. Extrinsic theory
115. Which of the following is the motivating force with the strongest performance effect?
- A. Difficult goals
  - B. High levels of valence and instrumentality
  - C. Perceptions of equity
  - D. High levels of expectancy
  - E. Self-efficacy/competence
116. Which of the following is a unit-focused compensation plan element?
- A. Merit pay
  - B. Lump-sum bonuses
  - C. Gainsharing
  - D. Profit sharing
  - E. Piece-rate
117. Any imbalance in ratios triggers an internal tension that can only be alleviated by restoring balance to the ratios. This is called:
- A. cognitive distortion.
  - B. expectancy.
  - C. equity distress.
  - D. goal commitment.
  - E. comparison other.
118. Comparison with others in the same organization doing substantially different jobs is:
- A. job equity.
  - B. occupational equity.
  - C. company equity.
  - D. age equity.
  - E. educational equity.

## 6 Key

1. (p. 138) TRUE
2. (p. 141) FALSE
3. (p. 141) TRUE
4. (p. 144) FALSE
5. (p. 147) TRUE
6. (p. 152) FALSE
7. (p. 158) TRUE
8. (p. 159) TRUE
9. (p. 160) FALSE
10. (p. 160) TRUE
11. (p. 138) TRUE
12. (p. 145) FALSE
13. (p. 142) FALSE
14. (p. 140) FALSE
15. (p. 141) FALSE
16. (p. 142) FALSE
17. (p. 141) TRUE
18. (p. 147) TRUE
19. (p. 154) FALSE
20. (p. 147) FALSE
21. (p. 148) TRUE
22. (p. 143-144) FALSE
23. (p. 151) FALSE
24. (p. 152) FALSE
25. (p. 154) FALSE
26. (p. 154) FALSE
27. (p. 155) TRUE
28. (p. 155) TRUE
29. (p. 159) FALSE
30. (p. 160) TRUE
31. (p. 138) D
32. (p. 138) C
33. (p. 138) D
34. (p. 140) C
35. (p. 140) D
36. (p. 140) A

37. (p. 140) B
38. (p. 141) E
39. (p. 141) B
40. (p. 135) C
41. (p. 141) D
42. (p. 141) D
43. (p. 141) A
44. (p. 141) E
45. (p. 141) E
46. (p. 141) E
47. (p. 141) A
48. (p. 141) C
49. (p. 141) B
50. (p. 140) E
51. (p. 142) B
52. (p. 142) C
53. (p. 143) C
54. (p. 145) D
55. (p. 146) B
56. (p. 147) E
57. (p. 148) D
58. (p. 148) C
59. (p. 148) B
60. (p. 155) C
61. (p. 148) B
62. (p. 148) A
63. (p. 148) C
64. (p. 148) D
65. (p. 148) A
66. (p. 149) A
67. (p. 150) D
68. (p. 151) B
69. (p. 151) A
70. (p. 151) E
71. (p. 151) E
72. (p. 152) C
73. (p. 152) D
74. (p. 160) E

75. (p. 152) B
76. (p. 153) C
77. (p. 154) E
78. (p. 154) E
79. (p. 154) A
80. (p. 154) B
81. (p. 155) C
82. (p. 155) D
83. (p. 158) A
84. (p. 158) B
85. (p. 158) D
86. (p. 160) E
87. (p. 161) E
88. (p. 141) D
89. (p. 141) B
90. (p. 140) C
91. (p. 141) C
92. (p. 141) D
93. (p. 141) D
94. (p. 145) C
95. (p. 140) A
96. (p. 151) B
97. (p. 151) D
98. (p. 151) E
99. (p. 140) B
100. (p. 154) A
101. (p. 141) A
102. (p. 141) E
103. (p. 141) A
104. (p. 141) B
105. (p. 142) A
106. (p. 142) B
107. (p. 142) C
108. (p. 142) B
109. (p. 155) A
110. (p. 145) B
111. (p. 147) C
112. (p. 147) A

113. (p. 148) E

114. (p. 149) C

115. (p. 141) E

116. (p. 160) C

117. (p. 151) C

118. (p. 153) C

# 6 Summary

<u>Category</u>	<u># of Questions</u>
Colquitt - Chapter 06	118
Difficulty: Difficult	12
Difficulty: Easy	7
Difficulty: Moderate	99
Learning Objective: 06-01 What is motivation?	5
Learning Objective: 06-02 What three factors help determine work effort; according to the expectancy theory?	46
Learning Objective: 06-03 What two qualities make goals strong predictors of task performance; according to goal setting theory?	23
Learning Objective: 06-04 What does it mean to be equitably treated according to equity theory; and how do employees respond to inequity?	18
Learning Objective: 06-05 What is psychological empowerment; and what four beliefs determine empowerment levels?	13
Learning Objective: 06-06 How does motivation affect job performance and organizational commitment?	6
Learning Objective: 06-07 How do organizations use compensation practices to increase employee motivation?	7