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1. Which of these statements about the field of organizational behaviour is FALSE?
 - A Organizational behaviour scholars study individual, team and structural characteristics that influence . behaviour within organizations.
 - B. Leadership, communication and other organizational behaviour topics were not discussed by scholars until the 1940s.
 - C. Organizational behaviour emerged as a distinct field around the 1940s.
 - D. The field of OB has adopted concepts and theories from other fields of inquiry.
 - E. OB scholars study what people think, feel and do in and around organizations.
2. Which of these statements about the field of organizational behaviour is TRUE?
 - A. Organizational behaviour emerged as a distinct field during the 1980s.
 - B. The origins of some organizational behaviour concepts date back to Plato and other Greek philosophers.
 - C. Information technology has almost no effect on organizational behaviour.
 - D. The field of organizational behaviour relies exclusively on ideas generated within the field by organizational behaviour scholars.
 - E. The origins of organizational behaviour are traced mainly to the field of economics.
3. In the field of organizational behaviour, organizations are best described as:
 - A. legal entities that must abide by government regulations and pay taxes.
 - B. physical structures with observable capital equipment.
 - C. social entities with a publicly stated set of formal goals.
 - D. groups of people who work interdependently towards some purpose.
 - E. any social entity with profit-centred motives and objectives.
4. Organizational behaviour knowledge:
 - A. originates mainly from models developed in chemistry and other natural sciences.
 - B. accurately predicts how anyone will behave in any situation.
 - C. is more appropriate for people who work in computer science than in marketing.
 - D. helps us to understand, and influence the behaviours of others in organizational settings.
 - E. None of the answers apply.
5. Which of these statements about the field is FALSE?
 - A Organizational behaviour scholars study individual, team and structural characteristics that influence . behaviour within organizations.
 - B. The field of OB has adopted concepts and theories from other fields of inquiry.
 - C. Organizational behaviour emerged as a distinct field around the 1940s.
 - D. Given the specific utility of the field, OB is useful for the managers in the organizations and not the employees.
 - E. OB scholars study what people think, feel, and do in and around organizations.
6. According to the author of Canadian Organizational Behaviour, organizational behaviour knowledge:
 - A. should never be used to influence the behaviour of other people.
 - B. should be used mostly by managers and senior executives.
 - C. should never replace your commonsense knowledge about how organizations work.
 - D. is relevant to everyone who works in organizations.
 - E. should never be used to influence the behaviour of other people and should be used mostly by managers and senior executives.
7. Which of the following perspective is consistent with the concept of organizational effectiveness?
 - A. Open systems perspective
 - B. Organizational learning perspective
 - C. High performance work practices perspective
 - D. Stakeholder perspective
 - E. All the answers are correct.

8. Which of the following is included in the open systems perspective of organizations?
 - A. Inputs
 - B. Subsystems
 - C. Outputs
 - D. Feedback from the environment
 - E. All of the answers are correct.
9. The open systems perspective of organizational behaviour states that:
 - A. organizations take their sustenance from the environment and in turn affect that environment.
 - B. organizations can operate efficiently by focussing on what they do best and ignoring changes in the external environment.
 - C. people are the only important and valued organizational input.
 - D. organizations should be viewed as machines with one working part.
 - E. All of the answers are correct.
10. ACME Software Ltd has developed a training program to make employees more aware of how their job performance affects customers and other employees within the organization. This training program relates most closely with which of the following concepts?
 - A. Contingency anchor
 - B. Grounded theory
 - C. Open systems perspective
 - D. Marketing principles
 - E. Organizational efficiency
11. Which organizational behaviour perspective discusses inputs, outputs and feedback?
 - A. Mechanistic perspective
 - B. Open systems perspective
 - C. Goal-attainment perspective
 - D. Organizational learning perspective
 - E. Stakeholder perspective
12. Which of the following relates to the perspective that organizations are open systems?
 - A. The organization adjusts its services to satisfy changing consumer demand.
 - B. The organization finds a substitute resource in anticipation of a future shortage of the resource previously used to manufacture the product.
 - C. Production and sales employees coordinate their work activities to provide a more efficient work process.
 - D. The organization changes its products to suit customer needs.
 - E. All of the answers are correct.
13. The amount of outputs relative to inputs in the organization's transformation process is referred to as:
 - A. organizational efficiency
 - B. organizational effectiveness
 - C. organizational deficiency
 - D. transformational quotient
 - E. organizational footprint
14. Knowledge management is an extension of:
 - A. traditional accounting methods of measuring corporate assets.
 - B. the organizational learning perspective of organizational behaviour.
 - C. microeconomic principles of supply and demand.
 - D. the efficiency model of industrial engineering.
 - E. None of the answers apply.

15. Intellectual capital refers to:
 - A. how much money an organization spends on training and development.
 - B. the stock of knowledge that resides in an organization.
 - C. the percentage of information available that is actually used productively by the organization.
 - D. the total cost of computers and other 'intelligent' machines in the organization.
 - E. the cost of hiring a typical employee.
16. Intellectual capital consists of:
 - A. knowledge that employees possess and generate.
 - B. the knowledge captured in an organization's systems and structures.
 - C. the value of the organization's relationship with customers.
 - D. All of the answers are correct.
 - E. knowledge that employees possess and generate and the knowledge captured in an organization's systems and structures.
17. A computer maintenance company wants to 'capture' the knowledge that employees carry around in their heads by creating a database where employees document their solutions to unusual maintenance problems. This practice tries to:
 - A. transform intellectual capital into knowledge management.
 - B. transfer human capital into structural capital.
 - C. prevent relationship capital from interfering with human capital.
 - D. reduce the amount of human capital.
 - E. transfer structural capital into relationship capital.
18. The organizational learning perspective states that an organizations' effectiveness depends on:
 - A. extracting information and ideas from the external environment and through experimentation.
 - B. ensuring that knowledge is shared throughout the organization.
 - C. ensuring that employees effectively use the knowledge available to them.
 - D. All of the answers are correct.
 - E. ensuring that knowledge is shared throughout the organization and ensuring that employees effectively . use the knowledge available to them.
19. Which of the following is a form of knowledge acquisition?
 - A. Hiring job applicants.
 - B. Research and development.
 - C. Information sessions where employees describe to colleagues unique incidents involving customers.
 - D. All of the answers are correct.
 - E. Hiring job applicants and research and development.
20. Which of the following is an example of knowledge acquisition?
 - A. Surveying employees about their attitudes towards recent corporate changes.
 - B. Developing a training program for employees to learn the latest software for their jobs.
 - C. Encouraging employees to share their knowledge with co-workers.
 - D. Hiring people who bring valuable knowledge that is not available from current employees.
 - E. All of the answers are examples of knowledge acquisition.
21. Organizational memory refers to:
 - A. its ability to hire more people with good memorization skills.
 - B. its level of current knowledge so it can bring in new knowledge from the environment.
 - C. its storage and preservation of intellectual capital.
 - D. its ability to unlearn knowledge.
 - E. its ability to conduct memorable work.

22. A technology company wants to move into the field of wireless communications. Unfortunately, few of its employees know enough about the basic technology to acquire emerging knowledge about that field or to launch a separate business unit to enter that market. With respect to learning about wireless technology knowledge, this organization has:
- A. too much structural capital.
 - B. low organizational memory.
 - C. high human capital but low relationship capital.
 - D. too much of an open system.
 - E. low human capital.
23. As part of the knowledge management process, experimentation mainly affects:
- A. measuring intellectual capital
 - B. knowledge acquisition
 - C. organizational memory
 - D. knowledge sharing
 - E. unlearning
24. Eastern University performs a daily computer search through newspaper articles to identify any articles about the university or its faculty members. University administrators use this information to receive feedback about how the public reacts to university activities. In knowledge management, searching for newspaper articles and other external writing about the organization is mainly a form of:
- A. knowledge acquisition
 - B. communities of practice
 - C. organizational unlearning
 - D. knowledge sharing
 - E. documentation
25. Twice each year, a major car parts manufacturer brings together production and engineering specialists from its eight divisions to discuss ideas, solutions and concerns. This helps to minimize the 'silos of knowledge' problem that exists in many organizations. This practice is primarily an example of:
- A. relationship capital
 - B. experimentation
 - C. knowledge sharing
 - D. documentation
 - E. organizational unlearning
26. Organizational memory is best described as:
- A. the total terabytes of hard disk space available on computers throughout an organization.
 - B. the ability of senior executives to recall important information about the company's products, services and employees.
 - C. the storage and preservation of intellectual capital within an organization.
 - D. the ability of employees throughout the organization to recall important information about the company's products and services.
 - E. the extent to which potential customers are able to recall specific products and services provided by an organization.
27. Organizations can retain intellectual capital by:
- A. transferring human capital into structural capital.
 - B. encouraging employees to take early retirement.
 - C. discouraging employees from communicating with each other.
 - D. All of the answers are correct.
 - E. None of the answers apply.

28. Which of the following typically results in a loss of organizational memory?
- A. The processes used to make a unique product are incorrectly documented.
 - B. The company lays off nearly one-quarter of its workforce.
 - C. The company sells one of its divisions (including employees in that division) to another organization.
 - D. All of the answers are correct.
 - E. Only "A" and "B" are correct.
29. Organizations should 'unlearn':
- A. in many situations involving organizational change.
 - B. whenever new knowledge is brought into the organization.
 - C. whenever the organization shifts from communities of practice to experimentation in the knowledge acquisition process.
 - D. All of the answers are correct.
 - E. None of the answers apply.
30. The relatively new field of research that has emerged with the objective of identifying internal systems and structures that are associated with successful companies is called:
- A. the organizational behaviour systems perspective.
 - B. the comparative organizations perspective.
 - C. the organizational learning perspective.
 - D. the organizational effectiveness perspective.
 - E. the high performance work practices perspective.
31. Which of the following best describes the high performance work practices perspective?
- A. Organizations that want to be effective should strive for "one best practice" strategy.
 - B. A particular action may have different consequences depending on the situation.
 - C. All organizations should be viewed as being made up of many different parts which contribute to high performance.
 - D. Effective organizations incorporate several workplace practices that leverage the potential of human capital.
 - E. All of the above are correct.
32. Two of the most widely mentioned high-performance work practices in organizational behaviour are:
- A. effective recruitment and hiring practices.
 - B. ethical business practices and corporate social responsibility.
 - C. avoiding counterproductive work behaviours and increasing workforce diversity.
 - D. minimizing political behaviours and encouraging cooperation among organizational members.
 - E. increasing employee involvement and job autonomy.
33. Which of the following is NOT a concern expressed with respect to high performance work practices (HPWP) perspective?
- A. HPWPs increase work stress for employees.
 - B. Even when HPWPs are successful, management is reluctant to share the financial benefits with workers.
 - C. The HPWP perspective lacks theoretical understanding of why such practices improve performance.
 - D. HPWPs satisfy shareholder and customer needs at the expense of employee well-being.
 - E. The HPWP perspective fails to consider the impact of such practices on the environment and society.
34. Stakeholders include:
- A. shareholders
 - B. employees
 - C. suppliers
 - D. governments
 - E. All of the answers are correct.

35. Employees, suppliers and governments:
- A. are organizational stakeholders.
 - B. are rarely considered in organizational behaviour theories.
 - C. represent the three levels of analysis in organizational behaviour.
 - D. are excluded from the open systems anchor.
 - E. All of the answers are correct.
36. Stable, long-lasting beliefs about what is important in a variety of situations are:
- A. called intellectual capital.
 - B. the foundations of the open systems anchor.
 - C. the main reason why organizations fail to adapt.
 - D. rarely studied in the field of organizational behaviour.
 - E. called values.
37. Values have become more important in organizational behaviour because of:
- A. increased demand for corporate social responsibility.
 - B. increased pressure on organizations to engage in ethical practices.
 - C. direct supervision is expensive and incompatible to today's workforce.
 - D. All of the answers are correct.
 - E. None of the answers apply.
38. The topic of ethics is most closely associated with:
- A. workplace values.
 - B. the scientific method.
 - C. workforce diversity.
 - D. the open systems anchor.
 - E. the contingency approach to organizational behaviour.
39. Corporate social responsibility is most closely related to which of these organizational behaviour trends?
- A. Workforce diversity.
 - B. Employment relationships.
 - C. Virtual work.
 - D. Globalization.
 - E. Workplace values and ethics.
40. The triple bottom line philosophy says that:
- A. companies should pay three times more attention to profits than to employee wellbeing.
 - B. the main goal of all companies is to satisfy the needs of three groups: employees, shareholders, and suppliers.
 - C. business success increases by having three times more contingent workers than permanent employees.
 - D. companies should pay attention to local, national, and global customers.
 - E. companies should try to support the economic, social, and environmental spheres of sustainability.
41. Which of the following concept is most closely associated with corporate social responsibility?
- A. knowledge management
 - B. sociological theories
 - C. entrepreneurship
 - D. open systems perspective
 - E. triple bottom line philosophy
42. Which of these statements about corporate social responsibility (CSR) is FALSE?
- A. Most companies now publically report on their CSR practices.
 - B. CSR emphasizes the economic, social, and environmental spheres of sustainability.
 - C. Most Canadians expect companies to engage in CSR.
 - D. CSR is closely related to the topics of values and ethics.
 - E. An organization's perceived level of CSR influences whether people apply for work with that organization.

43. Which of these statements about globalization and organizational behaviour is TRUE?
- A. Globalization has little or no effect on organizational behaviour.
 - B. Globalization has forced organizational behaviour researchers to study only large multinational businesses.
 - C. Globalization emphasizes the need to recognize the contingencies of effective organizational behaviour practice in diverse cultures.
 - D. Globalization has forced organizational behaviour textbooks to study only companies with headquarters in North America.
 - E. Globalization has forced organizational behaviour researchers to study only large multinational businesses and forced organizational behaviour textbooks to study only companies with headquarters in North America.
44. Globalization occurs when an organization:
- A. actively participates in other countries and cultures.
 - B. serves diverse customers within the firm's home country.
 - C. has a diverse workforce within the firm's home country.
 - D. All of the answers are correct.
 - E. serves diverse customers within the firm's home country
45. Workforce diversity:
- A. includes the entry of younger people to the workforce.
 - B. can potentially improve decision making and team performance in organizations.
 - C. is increasing in Canada.
 - D. includes the increasing proportion of visible minorities in the workforce.
 - E. All of the answers are correct.
46. Which of the following is considered surface-level diversity?
- A. Physical qualities.
 - B. Gender.
 - C. Ethnicity.
 - D. Age
 - E. All of the answers are correct.
47. Personality, beliefs, values, and attitudes are:
- A. secondary categories of workforce diversity.
 - B. primary categories of workforce diversity.
 - C. categories of deep-level workforce diversity.
 - D. not considered categories of diversity
 - E. a result of generational psychometrics.
48. Which of the following statements is TRUE?
- A. Canada is becoming a more homogeneous society.
 - B. Deep-level diversity includes characteristics over which we have some control.
 - C. Most Canadians believe that the government should disband multiculturalism.
 - D. Diversity offers tremendous advantages to organizations with almost no disadvantages.
 - E. Nearly one-half of all immigrants to Canada over the past decade were born in the United States.
49. Which of the following statements about Canada's population and workforce is FALSE?
- A. More than half of immigrants to Canada over the past decade were born in Europe.
 - B. The participation of visible minorities in the workforce has increased over the past few decades.
 - C. Generation-X employees bring somewhat different needs and expectations to the workplace than their baby-boomer counterparts.
 - D. Canada is becoming a more multicultural society.
 - E. Workforce diversity presents both opportunities and challenges to organizations.

50. Which of the following statements is FALSE?
- A. Employment relationships are shifting towards the idea that companies must provide employees a high degree of job security, possibly even a job for life.
 - B. Generation-X employees bring somewhat different values and needs to the workplace than those of baby boomers.
 - C. The workforce is becoming more diverse.
 - D. Successful firms increasingly rely on values rather than direct supervision to guide employee decisions and behaviour.
 - E. More work/life balance is an emerging issue in the employment relationship.
51. Virtual work:
- A. is more common in Canada than in the United States.
 - B. Occurs when job applicants are asked to pretend they are performing the job in the interview setting in order to determine their ability to perform that work.
 - C. tends to improve an employee's social involvement in the organization.
 - D. can potentially reduce employee stress.
 - E. None of the answers apply.
52. The degree to which a person minimizes conflict between work and nonwork demands refers to:
- A. life choice balance.
 - B. stress management.
 - C. quality of life issues.
 - D. Personal-professional actualization.
 - E. None of the answers apply.
53. According to a recent survey how many Canadians would be willing take a pay cut to improve their work-life balance?
- A. About one-third would agree.
 - B. Nearly half would refuse.
 - C. Fewer than 10 percent would accept.
 - D. Nearly no one would agree.
 - E. The percentage is unknown.
54. What effect does teleworking have in the workplace?
- A. Teleworking tends to improve the teleworker's work/life balance.
 - B. Teleworking forces corporate leaders to evaluate employees more from their work results rather than their 'face time'.
 - C. Under some circumstances, teleworking increases the teleworker's productivity.
 - D. Teleworking increases the risk that employees feel socially isolated from each other.
 - E. All of the answers are correct.
55. Which of the following is NOT a benefit of telecommuting according to research?
- A. It reduces stress.
 - B. It improves job satisfaction.
 - C. It makes employees feel more empowered.
 - D. It reduces costs for the employer.
 - E. It reduces pollution.
56. Which of the following is NOT a conceptual anchor in organizational behaviour?
- A. Contingency anchor
 - B. Systematic research
 - C. Organizational effectiveness anchor
 - D. Multidisciplinary anchor
 - E. Multiple levels of analysis anchor

57. Which of the following does NOT represent a belief that anchors organizational behaviour?
- A. OB should view organizations as closed systems.
 - B. OB should assume that the effectiveness of an action usually depends on the situation.
 - C. OB should draw on knowledge from other disciplines.
 - D. OB should rely on the systematic research methods to generate knowledge.
 - E. OB topics can be studied from multiple levels of analysis.
58. Which of the following statements about the field of organizational behaviour is FALSE?
- A. OB is the study of what people think, feel and do in and around organizations.
 - B. OB emerged as a distinct field of inquiry in the 1940s.
 - C. OB is a self-contained discipline, independent of other disciplines.
 - D. OB theories are usually tested using the scientific method.
 - E. Many OB theories are contingency-oriented.
59. Which of these statements is consistent with the four anchors of organizational behaviour?
- A. Organizational behaviour theories must apply universally to every situation.
 - B. Organizations are like machines that operate independently of their external environment.
 - C. Each OB topic relates to only one level of analysis.
 - D. The field of organizational behaviour should rely on other disciplines for some of its theory development.
 - E. None of these statements is consistent with the OB anchors.
60. Which discipline has provided organizational behaviour with much of its theoretical foundation for team dynamics, organizational power and organizational socialization?
- A. Sociology
 - B. Psychology
 - C. Economics
 - D. Industrial engineering
 - E. Political science
61. Which of the following is identified as an emerging field from which organizational behaviour is acquiring new knowledge?
- A. Industrial engineering
 - B. Information systems
 - C. Anthropology
 - D. Economics
 - E. Psychology
62. To form research questions, collect data, and test hypotheses against those data organizational behaviour scholars rely on:
- A. systematic research.
 - B. closed systems theory.
 - C. grounded theory.
 - D. All of the answers are correct.
 - E. contingency theory.
63. Which of the following is NOT an anchor of organizational behaviour?
- A. Contingency anchor
 - B. Open systems anchor
 - C. Multidisciplinary anchor
 - D. Systematic research anchor
 - E. Multiple levels of analysis anchor
64. The contingency anchor of organizational behaviour states that:
- A. we should have a second OB theory to explain the situation in case our first choice doesn't work.
 - B. OB theories must view organizations as systems that need to adapt to their environments.
 - C. there is usually one best way to resolve organizational problems.
 - D. a particular action may have different consequences in different situations.
 - E. All of the answers are correct.

65. According to the multiple levels of analysis anchor:
A. organizational behaviour is mainly the study of how all levels of the organizational hierarchy interact with the external environment.
B. OB topics typically relate to the individual, team and organizational levels of analysis.
C. there are eight levels of analysis that scholars should recognize when conducting OB research.
D. organizational events can be studied from only one level of analysis.
E. Our understanding of organizational behaviour increases with the level of mathematical analysis applied to create the models.
66. Which of the following is NOT one of the anchors of organizational behaviour knowledge?
A. multidisciplinary anchor.
B. systematic research anchor.
C. open systems.
D. contingency anchor.
E. multiple levels of analysis anchor.
67. In order for something to be called an organization it must have buildings and equipment.
True False
68. More than 1,000 years ago, Chinese factories were producing 125,000 tonnes of iron each year.
True False
69. All organizations have a collective sense of purpose.
True False
70. Social entities are called organizations only when their members work interdependently toward some purpose.
True False
71. Scholars have been studying organizational behaviour since the days of Greek philosophers.
True False
72. The study of OB wasn't formally organized until the 1970s.
True False
73. Organizational behaviour emerged as a distinct field around the 1940s.
True False
74. An important principle in organizational behaviour is that OB theories should never be used to question or rebuild one's mental models.
True False
75. Organizational behaviour knowledge helps us influence people and organizational events.
True False
76. Evidence indicates that applying organizational behaviour knowledge tends to improve the organization's financial performance.
True False
77. Organizational effectiveness, and not profitability, is considered the "ultimate dependent variable" in organizational behaviour.
True False
78. One problem with the term "organizational effectiveness" is that it has too many substitute labels, and almost as many definitions.
True False
79. Almost all organizational behaviour theories share an implicit or explicit objective of making organizations more effective.
True False

80. The goal attainment definition of effectiveness focuses on whether the organization achieves its stated goals.
True False
81. At present there is only one organizational behaviour perspective which adequately defines organizational effectiveness.
True False
82. The major organizational effectiveness perspectives are considered detailed extensions of the closed systems model.
True False
83. The open systems perspective emphasizes that organizations are effective when they maintain a good "fit" with their external environments.
True False
84. One problem with the open systems perspective is that it neglects to focus on how well the organization operates internally.
True False
85. The most efficient companies are not necessarily the most effective ones.
True False
86. Successful organizations need only concentrate on achieving efficient transformation processes.
True False
87. Organizational efficiency refers to the amount of outputs relative to inputs in the transformation process.
True False
88. As organizations grow, they tend to develop more subsystems and coordination among them become more complex.
True False
89. Knowledge management develops an organization's capacity to acquire, share, use and store valuable knowledge.
True False
90. The organizational learning perspective is also known as the knowledge management perspective.
True False
91. Intellectual capital includes, among other things, the knowledge captured in an organization's systems and structures.
True False
92. Experimentation is considered a valid knowledge acquisition strategy.
True False
93. Intellectual capital represents the stock of knowledge held by an organization.
True False
94. The most obvious form of intellectual capital is one's level of education.
True False
95. Human memory plays a critical role in organizational memory.
True False
96. Structural capital refers to buildings and other depreciable tangible assets.
True False

97. One of the fastest ways to acquire knowledge is to hire individuals or purchase entire companies that have valued knowledge.
True False
98. Knowledge acquisition can only be achieved through formal education
True False
99. Organizational memory includes knowledge embedded in the organization's systems and structures.
True False
100. Successful organizations should never 'unlearn' knowledge that they have previously gained, because all knowledge is valuable.
True False
101. Intellectual capital includes relationship capital.
True False
102. Organizational unlearning is particularly important for organizational change.
True False
103. A key variable in the high performance work practices (HPWP) model is employee competence.
True False
104. The high performance work practices perspective supports the idea that organizations should strive to find "one best way" to do things.
True False
105. One criticism of the high performance work practices perspective is that it promotes shareholder and customer satisfaction at the expense of employee well-being.
True False
106. Stakeholders are individuals, organizations, or other entities who affect, or are affected by the organization.
True False
107. Stockholders are stakeholders.
True False
108. Values represent an individual's short term beliefs about what will happen in the future.
True False
109. Values guide our preferences and motivate our actions.
True False
110. Values are relatively stable, long-lasting beliefs about what is important in a variety of situations.
True False
111. The concept of values is an important aspect of the stakeholder perspective.
True False
112. Ethics refers to the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad.
True False
113. One reason why workplace values have become more important is that employees increasingly value command-and-control direct supervision.
True False
114. One survey reported that most Canadian would choose to leave their current job for a more environmentally friendly employer.
True False

115. The "triple bottom line" philosophy says that successful organizations focus on financial performance three times more often than do less successful organizations.
True False
116. According to a recent survey, 93 percent of Canadians believe that corporate social responsibility is as important to companies as profit and shareholder value.
True False
117. Globalization may have both positive and negative implications for people working in organizations.
True False
118. Reduced job security and increased work intensification may be partly caused by globalization.
True False
119. Two of the most prominent workforce diversity forms are: age, ethnicity and occupation.
True False
120. Surface-level diversity refers to observable demographic and other overt differences in people.
True False
121. People born between 1946 and 1964 are referred to as Baby Boomers.
True False
122. Workforce diversity does not consider the differences in psychological characteristics of employees.
True False
123. According to your text, 47 percent of Canadians identify themselves as members of a visible minority group.
True False
124. Research indicates that baby boomers and Generation-X employees bring the same values and expectations to the workplace.
True False
125. Studies suggest that deep level diversity exists across generations.
True False
126. According to one study, Millennials and Gen-Xers value extrinsic rewards significantly more than Boomers.
True False
127. Workforce diversity potentially improves decision making and team performance on complex tasks.
True False
128. When we describe multiculturalism we are primarily referring to surface-level diversity.
True False
129. Teams with diverse members usually take longer to perform effectively.
True False
130. The emerging employment relationship in Canada is that people must give up their legal rights regarding employment discrimination in return for long-term employment.
True False
131. One employment relationship trend is the focus away from work/life balance and virtual work, because of the extra stress these place on workers.
True False
132. According to recent surveys about one-third of Canadians would take a pay cut to improve their work-life balance.
True False

133. Some researchers suggest that telecommuting potentially reduces employee stress.
True False
134. Work/life balance refers to the length of time one remains in the workforce during one's lifetime.
True False
135. Work/life balance refers to minimizing conflict between work and nonwork demands.
True False
136. Teleworking forces employers to evaluate employee performance based on 'face time' rather than work output.
True False
137. Successful teleworkers tend to be self-motivated and are able to fulfill their social needs outside of the work context.
True False
138. In virtual work, employees rely on information technology to perform jobs away from the traditional workplace.
True False
139. Telecommuting is the most common form of virtual work.
True False
140. Most organizational behaviour theories have been developed by OB scholars rather than from other disciplines.
True False
141. Psychology and sociology have contributed many theories and concepts to the field of organizational behaviour.
True False
142. Communications, marketing, and information systems are three emerging fields from which organizational behaviour is now acquiring knowledge.
True False
143. Sociology is one of the few disciplines that has not made any contribution to organizational behaviour knowledge.
True False
144. The field of organizational behaviour relies on common sense to understand organizational phenomena.
True False
145. The systematic research anchor relies mainly on qualitative data and subjective procedures to test hypothesis.
True False
146. The contingency anchor in organizational behaviour suggests that a particular action may have different consequences in different situations.
True False
147. Most organizational events may be studied from all three levels of analysis: individual, team and organization.
True False
148. The contingency anchor in organizational behaviour suggests that we need to diagnose the situation to identify the most appropriate action under those specific circumstances.
True False

1 Key

1. Which of these statements about the field of organizational behaviour is FALSE?
(p. 2-3)
- A. Organizational behaviour scholars study individual, team and structural characteristics that influence behaviour within organizations.
 - B.** Leadership, communication and other organizational behaviour topics were not discussed by scholars until the 1940s.
 - C. Organizational behaviour emerged as a distinct field around the 1940s.
 - D. The field of OB has adopted concepts and theories from other fields of inquiry.
 - E. OB scholars study what people think, feel and do in and around organizations.

Chapter - Chapter 01 #1
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

2. Which of these statements about the field of organizational behaviour is TRUE?
(p. 3)
- A. Organizational behaviour emerged as a distinct field during the 1980s.
 - B.** The origins of some organizational behaviour concepts date back to Plato and other Greek philosophers.
 - C. Information technology has almost no effect on organizational behaviour.
 - D. The field of organizational behaviour relies exclusively on ideas generated within the field by organizational behaviour scholars.
 - E. The origins of organizational behaviour are traced mainly to the field of economics.

Chapter - Chapter 01 #2
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

3. In the field of organizational behaviour, organizations are best described as:
(p. 2)
- A. legal entities that must abide by government regulations and pay taxes.
 - B. physical structures with observable capital equipment.
 - C. social entities with a publicly stated set of formal goals.
 - D.** groups of people who work interdependently towards some purpose.
 - E. any social entity with profit-centred motives and objectives.

Chapter - Chapter 01 #3
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

4. Organizational behaviour knowledge:
(p. 3)
- A. originates mainly from models developed in chemistry and other natural sciences.
 - B. accurately predicts how anyone will behave in any situation.
 - C. is more appropriate for people who work in computer science than in marketing.
 - D.** helps us to understand, and influence the behaviours of others in organizational settings.
 - E. None of the answers apply.

Chapter - Chapter 01 #4
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

5. Which of these statements about the field is FALSE?
(p. 3-4)
- A. Organizational behaviour scholars study individual, team and structural characteristics that influence behaviour within organizations.
 - B. The field of OB has adopted concepts and theories from other fields of inquiry.
 - C. Organizational behaviour emerged as a distinct field around the 1940s.
 - D.** Given the specific utility of the field, OB is useful for the managers in the organizations and not the employees.
 - E. OB scholars study what people think, feel, and do in and around organizations.

Chapter - Chapter 01 #5
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

6. According to the author of Canadian Organizational Behaviour, organizational behaviour knowledge:
(p. 4)
- A. should never be used to influence the behaviour of other people.
 - B. should be used mostly by managers and senior executives.
 - C. should never replace your commonsense knowledge about how organizations work.
 - D.** is relevant to everyone who works in organizations.
 - E. should never be used to influence the behaviour of other people and should be used mostly by managers and senior executives.

Chapter - Chapter 01 #6
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

7. Which of the following perspective is consistent with the concept of organizational effectiveness?
(p. 5-7)
- A. Open systems perspective
 - B. Organizational learning perspective
 - C. High performance work practices perspective
 - D. Stakeholder perspective
 - E.** All the answers are correct.

Chapter - Chapter 01 #7
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

8. Which of the following is included in the open systems perspective of organizations?
(p. 5-7)
- A. Inputs
 - B. Subsystems
 - C. Outputs
 - D. Feedback from the environment
 - E.** All of the answers are correct.

Chapter - Chapter 01 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

9. The open systems perspective of organizational behaviour states that:
(p. 5)
- A.** organizations take their sustenance from the environment and in turn affect that environment.
 - B. organizations can operate efficiently by focussing on what they do best and ignoring changes in the external environment.
 - C. people are the only important and valued organizational input.
 - D. organizations should be viewed as machines with one working part.
 - E. All of the answers are correct.

Chapter - Chapter 01 #9
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

10. ACME Software Ltd has developed a training program to make employees more aware of how their job performance affects customers and other employees within the organization. This training program relates most closely with which of the following concepts?
(p. 5-6)
- A. Contingency anchor
 - B. Grounded theory
 - C.** Open systems perspective
 - D. Marketing principles
 - E. Organizational efficiency

Chapter - Chapter 01 #10
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

11. Which organizational behaviour perspective discusses inputs, outputs and feedback?

(p. 5-6)

- A. Mechanistic perspective
- B. Open systems perspective**
- C. Goal-attainment perspective
- D. Organizational learning perspective
- E. Stakeholder perspective

Chapter - Chapter 01 #11
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

12. Which of the following relates to the perspective that organizations are open systems?

(p. 5-6)

- A. The organization adjusts its services to satisfy changing consumer demand.
- B. The organization finds a substitute resource in anticipation of a future shortage of the resource previously used to manufacture the product.
- C. Production and sales employees coordinate their work activities to provide a more efficient work process.
- D. The organization changes its products to suit customer needs.
- E. All of the answers are correct.**

Chapter - Chapter 01 #12
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

13. The amount of outputs relative to inputs in the organization's transformation process is referred to as:

(p. 7)

- A. organizational efficiency**
- B. organizational effectiveness
- C. organizational deficiency
- D. transformational quotient
- E. organizational footprint

Chapter - Chapter 01 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

14. Knowledge management is an extension of:

(p. 7)

- A. traditional accounting methods of measuring corporate assets.
- B. the organizational learning perspective of organizational behaviour.**
- C. microeconomic principles of supply and demand.
- D. the efficiency model of industrial engineering.
- E. None of the answers apply.

Chapter - Chapter 01 #14
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

15. Intellectual capital refers to:

(p. 8)

- A. how much money an organization spends on training and development.
- B. the stock of knowledge that resides in an organization.**
- C. the percentage of information available that is actually used productively by the organization.
- D. the total cost of computers and other 'intelligent' machines in the organization.
- E. the cost of hiring a typical employee.

Chapter - Chapter 01 #15
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

16. Intellectual capital consists of:
(p. 8) A. knowledge that employees possess and generate.
B. the knowledge captured in an organization's systems and structures.
C. the value of the organization's relationship with customers.
D. All of the answers are correct.
E. knowledge that employees possess and generate and the knowledge captured in an organization's systems and structures.

Chapter - Chapter 01 #16
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

17. A computer maintenance company wants to 'capture' the knowledge that employees carry around in their heads by creating a database where employees document their solutions to unusual maintenance problems. This practice tries to:
(p. 8-9) A. transform intellectual capital into knowledge management.
B. transfer human capital into structural capital.
C. prevent relationship capital from interfering with human capital.
D. reduce the amount of human capital.
E. transfer structural capital into relationship capital.

Chapter - Chapter 01 #17
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

18. The organizational learning perspective states that an organizations' effectiveness depends on:
(p. 7) A. extracting information and ideas from the external environment and through experimentation.
B. ensuring that knowledge is shared throughout the organization.
C. ensuring that employees effectively use the knowledge available to them.
D. All of the answers are correct.
E. ensuring that knowledge is shared throughout the organization and ensuring that employees effectively use the knowledge available to them.

Chapter - Chapter 01 #18
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

19. Which of the following is a form of knowledge acquisition?
(p. 7) A. Hiring job applicants.
B. Research and development.
C. Information sessions where employees describe to colleagues unique incidents involving customers.
D. All of the answers are correct.
E. Hiring job applicants and research and development.

Chapter - Chapter 01 #19
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

20. Which of the following is an example of knowledge acquisition?
(p. 7) A. Surveying employees about their attitudes towards recent corporate changes.
B. Developing a training program for employees to learn the latest software for their jobs.
C. Encouraging employees to share their knowledge with co-workers.
D. Hiring people who bring valuable knowledge that is not available from current employees.
E. All of the answers are examples of knowledge acquisition.

Chapter - Chapter 01 #20
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

21. Organizational memory refers to:
(p. 8) A. its ability to hire more people with good memorization skills.
B. its level of current knowledge so it can bring in new knowledge from the environment.
C. its storage and preservation of intellectual capital.
D. its ability to unlearn knowledge.
E. its ability to conduct memorable work.

Chapter - Chapter 01 #21
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

22. A technology company wants to move into the field of wireless communications. Unfortunately, few
(p. 8) of its employees know enough about the basic technology to acquire emerging knowledge about that field or to launch a separate business unit to enter that market. With respect to learning about wireless technology knowledge, this organization has:
A. too much structural capital.
B. low organizational memory.
C. high human capital but low relationship capital.
D. too much of an open system.
E. low human capital.

Chapter - Chapter 01 #22
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

23. As part of the knowledge management process, experimentation mainly affects:
(p. 7) A. measuring intellectual capital
B. knowledge acquisition
C. organizational memory
D. knowledge sharing
E. unlearning

Chapter - Chapter 01 #23
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

24. Eastern University performs a daily computer search through newspaper articles to identify any
(p. 7) articles about the university or its faculty members. University administrators use this information to receive feedback about how the public reacts to university activities. In knowledge management, searching for newspaper articles and other external writing about the organization is mainly a form of:
A. knowledge acquisition
B. communities of practice
C. organizational unlearning
D. knowledge sharing
E. documentation

Chapter - Chapter 01 #24
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

25. Twice each year, a major car parts manufacturer brings together production and engineering
(p. 7) specialists from its eight divisions to discuss ideas, solutions and concerns. This helps to minimize the 'silos of knowledge' problem that exists in many organizations. This practice is primarily an example of:
A. relationship capital
B. experimentation
C. knowledge sharing
D. documentation
E. organizational unlearning

Chapter - Chapter 01 #25
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

26. Organizational memory is best described as:
(p. 9-10) **A.** the total terabytes of hard disk space available on computers throughout an organization.
B. the ability of senior executives to recall important information about the company's products, services and employees.
C. the storage and preservation of intellectual capital within an organization.
D. the ability of employees throughout the organization to recall important information about the company's products and services.
E. the extent to which potential customers are able to recall specific products and services provided by an organization.
- Chapter - Chapter 01 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
27. Organizations can retain intellectual capital by:
(p. 8-9) **A.** transferring human capital into structural capital.
B. encouraging employees to take early retirement.
C. discouraging employees from communicating with each other.
D. All of the answers are correct.
E. None of the answers apply.
- Chapter - Chapter 01 #27
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
28. Which of the following typically results in a loss of organizational memory?
(p. 9-10) **A.** The processes used to make a unique product are incorrectly documented.
B. The company lays off nearly one-quarter of its workforce.
C. The company sells one of its divisions (including employees in that division) to another organization.
D. All of the answers are correct.
E. Only "A" and "B" are correct.
- Chapter - Chapter 01 #28
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
29. Organizations should 'unlearn':
(p. 10) **A.** in many situations involving organizational change.
B. whenever new knowledge is brought into the organization.
C. whenever the organization shifts from communities of practice to experimentation in the knowledge acquisition process.
D. All of the answers are correct.
E. None of the answers apply.
- Chapter - Chapter 01 #29
Difficulty: Easy
Gradable: automatic
Learning Objective: 2*
30. The relatively new field of research that has emerged with the objective of identifying internal systems and structures that are associated with successful companies is called:
(p. 10) **A.** the organizational behaviour systems perspective.
B. the comparative organizations perspective.
C. the organizational learning perspective.
D. the organizational effectiveness perspective.
E. the high performance work practices perspective.
- Chapter - Chapter 01 #30
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*

31. Which of the following best describes the high performance work practices perspective?
(p. 10)
- A. Organizations that want to be effective should strive for "one best practice" strategy.
 - B. A particular action may have different consequences depending on the situation.
 - C. All organizations should be viewed as being made up of many different parts which contribute to high performance.
 - D.** Effective organizations incorporate several workplace practices that leverage the potential of human capital.
 - E. All of the above are correct.

Chapter - Chapter 01 #31
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

32. Two of the most widely mentioned high-performance work practices in organizational behaviour
(p. 10-11) are:
- A. effective recruitment and hiring practices.
 - B. ethical business practices and corporate social responsibility.
 - C. avoiding counterproductive work behaviours and increasing workforce diversity.
 - D. minimizing political behaviours and encouraging cooperation among organizational members.
 - E.** increasing employee involvement and job autonomy.

Chapter - Chapter 01 #32
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

33. Which of the following is NOT a concern expressed with respect to high performance work practices
(p. 11) (HPWP) perspective?
- A. HPWPs increase work stress for employees.
 - B. Even when HPWPs are successful, management is reluctant to share the financial benefits with workers.
 - C. The HPWP perspective lacks theoretical understanding of why such practices improve performance.
 - D. HPWPs satisfy shareholder and customer needs at the expense of employee well-being.
 - E.** The HPWP perspective fails to consider the impact of such practices on the environment and society.

Chapter - Chapter 01 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

34. Stakeholders include:
(p. 11)
- A. shareholders
 - B. employees
 - C. suppliers
 - D. governments
 - E.** All of the answers are correct.

Chapter - Chapter 01 #34
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

35. Employees, suppliers and governments:
(p. 11)
- A.** are organizational stakeholders.
 - B. are rarely considered in organizational behaviour theories.
 - C. represent the three levels of analysis in organizational behaviour.
 - D. are excluded from the open systems anchor.
 - E. All of the answers are correct.

Chapter - Chapter 01 #35
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

36. Stable, long-lasting beliefs about what is important in a variety of situations are:
(p. 12) A. called intellectual capital.
B. the foundations of the open systems anchor.
C. the main reason why organizations fail to adapt.
D. rarely studied in the field of organizational behaviour.
E. called values.

Chapter - Chapter 01 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

37. Values have become more important in organizational behaviour because of:
(p. 12) A. increased demand for corporate social responsibility.
B. increased pressure on organizations to engage in ethical practices.
C. direct supervision is expensive and incompatible to today's workforce.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 01 #37
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

38. The topic of ethics is most closely associated with:
(p. 13) **A.** workplace values.
B. the scientific method.
C. workforce diversity.
D. the open systems anchor.
E. the contingency approach to organizational behaviour.

Chapter - Chapter 01 #38
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

39. Corporate social responsibility is most closely related to which of these organizational behaviour trends?
(p. 13) A. Workforce diversity.
B. Employment relationships.
C. Virtual work.
D. Globalization.
E. Workplace values and ethics.

Chapter - Chapter 01 #39
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

40. The triple bottom line philosophy says that:
(p. 13) A. companies should pay three times more attention to profits than to employee wellbeing.
B. the main goal of all companies is to satisfy the needs of three groups: employees, shareholders, and suppliers.
C. business success increases by having three times more contingent workers than permanent employees.
D. companies should pay attention to local, national, and global customers.
E. companies should try to support the economic, social, and environmental spheres of sustainability.

Chapter - Chapter 01 #40
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

41. Which of the following concept is most closely associated with corporate social responsibility?
(p. 13)
- A. knowledge management
 - B. sociological theories
 - C. entrepreneurship
 - D. open systems perspective
 - E. triple bottom line philosophy**

Chapter - Chapter 01 #41
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

42. Which of these statements about corporate social responsibility (CSR) is FALSE?
(p. 13)
- A. Most companies now publically report on their CSR practices.**
 - B. CSR emphasizes the economic, social, and environmental spheres of sustainability.
 - C. Most Canadians expect companies to engage in CSR.
 - D. CSR is closely related to the topics of values and ethics.
 - E. An organization's perceived level of CSR influences whether people apply for work with that organization.

Chapter - Chapter 01 #42
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

43. Which of these statements about globalization and organizational behaviour is TRUE?
(p. 15)
- A. Globalization has little or no effect on organizational behaviour.
 - B. Globalization has forced organizational behaviour researchers to study only large multinational businesses.
 - C. Globalization emphasizes the need to recognize the contingencies of effective organizational behaviour practice in diverse cultures.**
 - D. Globalization has forced organizational behaviour textbooks to study only companies with headquarters in North America.
 - E. Globalization has forced organizational behaviour researchers to study only large multinational businesses and forced organizational behaviour textbooks to study only companies with headquarters in North America.

Chapter - Chapter 01 #43
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

44. Globalization occurs when an organization:
(p. 15)
- A. actively participates in other countries and cultures.**
 - B. serves diverse customers within the firm's home country.
 - C. has a diverse workforce within the firm's home country.
 - D. All of the answers are correct.
 - E. serves diverse customers within the firm's home country

Chapter - Chapter 01 #44
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

45. Workforce diversity:
(p. 15-16)
- A. includes the entry of younger people to the workforce.
 - B. can potentially improve decision making and team performance in organizations.
 - C. is increasing in Canada.
 - D. includes the increasing proportion of visible minorities in the workforce.
 - E. All of the answers are correct.**

Chapter - Chapter 01 #45
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

46. Which of the following is considered surface-level diversity?

- (p. 16)
- A. Physical qualities.
 - B. Gender.
 - C. Ethnicity.
 - D. Age**
 - E. All of the answers are correct.

Chapter - Chapter 01 #46
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

47. Personality, beliefs, values, and attitudes are:

- (p. 16)
- A. secondary categories of workforce diversity.
 - B. primary categories of workforce diversity.
 - C. categories of deep-level workforce diversity.**
 - D. not considered categories of diversity
 - E. a result of generational psychometrics.

Chapter - Chapter 01 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

48. Which of the following statements is TRUE?

- (p. 16)
- A. Canada is becoming a more homogeneous society.
 - B. Deep-level diversity includes characteristics over which we have some control.**
 - C. Most Canadians believe that the government should disband multiculturalism.
 - D. Diversity offers tremendous advantages to organizations with almost no disadvantages.
 - E. Nearly one-half of all immigrants to Canada over the past decade were born in the United States.

Chapter - Chapter 01 #48
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

49. Which of the following statements about Canada's population and workforce is FALSE?

- (p. 16-17)
- A. More than half of immigrants to Canada over the past decade were born in Europe.**
 - B. The participation of visible minorities in the workforce has increased over the past few decades.
 - C. Generation-X employees bring somewhat different needs and expectations to the workplace than their baby-boomer counterparts.
 - D. Canada is becoming a more multicultural society.
 - E. Workforce diversity presents both opportunities and challenges to organizations.

Chapter - Chapter 01 #49
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

50. Which of the following statements is FALSE?

- (p. 18)
- A. Employment relationships are shifting towards the idea that companies must provide employees a high degree of job security, possibly even a job for life.**
 - B. Generation-X employees bring somewhat different values and needs to the workplace than those of baby boomers.
 - C. The workforce is becoming more diverse.
 - D. Successful firms increasingly rely on values rather than direct supervision to guide employee decisions and behaviour.
 - E. More work/life balance is an emerging issue in the employment relationship.

Chapter - Chapter 01 #50
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

51. Virtual work:
(p. 18) A. is more common in Canada than in the United States.
B occurs when job applicants are asked to pretend they are performing the job in the interview setting . in order to determine their ability to perform that work.
C. tends to improve an employee's social involvement in the organization.
D. can potentially reduce employee stress.
E. None of the answers apply.

Chapter - Chapter 01 #51
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

52. The degree to which a person minimizes conflict between work and nonwork demands refers to:
(p. 18) A. life choice balance.
B. stress management.
C. quality of life issues.
D. Personal-professional actualization.
E. None of the answers apply.

Chapter - Chapter 01 #52
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

53. According to a recent survey how many Canadians would be willing take a pay cut to improve their work-life balance?
(p. 18) **A.** About one-third would agree.
B. Nearly half would refuse.
C. Fewer than 10 percent would accept.
D. Nearly no one would agree.
E. The percentage is unknown.

Chapter - Chapter 01 #53
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

54. What effect does teleworking have in the workplace?
(p. 18-19) A. Teleworking tends to improve the teleworker's work/life balance.
B. Teleworking forces corporate leaders to evaluate employees more from their work results rather than their 'face time'.
C. Under some circumstances, teleworking increases the teleworker's productivity.
D. Teleworking increases the risk that employees feel socially isolated from each other.
E. All of the answers are correct.

Chapter - Chapter 01 #54
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

55. Which of the following is NOT a benefit of telecommuting according to research?
(p. 18-19) A. It reduces stress.
B. It improves job satisfaction.
C. It makes employees feel more empowered.
D. It reduces costs for the employer.
E. It reduces pollution.

Chapter - Chapter 01 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

56. Which of the following is NOT a conceptual anchor in organizational behaviour?

- (p. 19)
- A. Contingency anchor
 - B. Systematic research
 - C. Organizational effectiveness anchor**
 - D. Multidisciplinary anchor
 - E. Multiple levels of analysis anchor

Chapter - Chapter 01 #56
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

57. Which of the following does NOT represent a belief that anchors organizational behaviour?

- (p. 19-21)
- A. OB should view organizations as closed systems.**
 - B. OB should assume that the effectiveness of an action usually depends on the situation.
 - C. OB should draw on knowledge from other disciplines.
 - D. OB should rely on the systematic research methods to generate knowledge.
 - E. OB topics can be studied from multiple levels of analysis.

Chapter - Chapter 01 #57
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

58. Which of the following statements about the field of organizational behaviour is FALSE?

- (p. 19-21)
- A. OB is the study of what people think, feel and do in and around organizations.
 - B. OB emerged as a distinct field of inquiry in the 1940s.
 - C. OB is a self-contained discipline, independent of other disciplines.**
 - D. OB theories are usually tested using the scientific method.
 - E. Many OB theories are contingency-oriented.

Chapter - Chapter 01 #58
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

59. Which of these statements is consistent with the four anchors of organizational behaviour?

- (p. 19-20)
- A. Organizational behaviour theories must apply universally to every situation.
 - B. Organizations are like machines that operate independently of their external environment.
 - C. Each OB topic relates to only one level of analysis.
 - D. The field of organizational behaviour should rely on other disciplines for some of its theory development.**
 - E. None of these statements is consistent with the OB anchors.

Chapter - Chapter 01 #59
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

60. Which discipline has provided organizational behaviour with much of its theoretical foundation for team dynamics, organizational power and organizational socialization?

- (p. 19)
- A. Sociology**
 - B. Psychology
 - C. Economics
 - D. Industrial engineering
 - E. Political science

Chapter - Chapter 01 #60
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

61. Which of the following is identified as an emerging field from which organizational behaviour is acquiring new knowledge?
(p. 19)
- A. Industrial engineering
 - B. Information systems**
 - C. Anthropology
 - D. Economics
 - E. Psychology

Chapter - Chapter 01 #61
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

62. To form research questions, collect data, and test hypotheses against those data organizational behaviour scholars rely on:
(p. 20)
- A. systematic research.**
 - B. closed systems theory.
 - C. grounded theory.
 - D. All of the answers are correct.
 - E. contingency theory.

Chapter - Chapter 01 #62
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

63. Which of the following is NOT an anchor of organizational behaviour?
(p. 19)
- A. Contingency anchor
 - B. Open systems anchor**
 - C. Multidisciplinary anchor
 - D. Systematic research anchor
 - E. Multiple levels of analysis anchor

Chapter - Chapter 01 #63
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

64. The contingency anchor of organizational behaviour states that:
(p. 21)
- A. we should have a second OB theory to explain the situation in case our first choice doesn't work.
 - B. OB theories must view organizations as systems that need to adapt to their environments.
 - C. there is usually one best way to resolve organizational problems.
 - D. a particular action may have different consequences in different situations.**
 - E. All of the answers are correct.

Chapter - Chapter 01 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

65. According to the multiple levels of analysis anchor:
(p. 21)
- A. organizational behaviour is mainly the study of how all levels of the organizational hierarchy interact with the external environment.
 - B. OB topics typically relate to the individual, team and organizational levels of analysis.**
 - C. there are eight levels of analysis that scholars should recognize when conducting OB research.
 - D. organizational events can be studied from only one level of analysis.
 - E. Our understanding of organizational behaviour increases with the level of mathematical analysis applied to create the models.

Chapter - Chapter 01 #65
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

66. Which of the following is NOT one of the anchors of organizational behaviour knowledge?

- (p. 19)
- A. multidisciplinary anchor.
 - B. systematic research anchor.
 - C. open systems.**
 - D. contingency anchor.
 - E. multiple levels of analysis anchor.

Chapter - Chapter 01 #66
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

67. In order for something to be called an organization it must have buildings and equipment.

(p. 2)
FALSE

Chapter - Chapter 01 #67
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

68. More than 1,000 years ago, Chinese factories were producing 125,000 tonnes of iron each year.

(p. 2)
TRUE

Chapter - Chapter 01 #68
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

69. All organizations have a collective sense of purpose.

(p. 2)
TRUE

Chapter - Chapter 01 #69
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

70. Social entities are called organizations only when their members work interdependently toward some purpose.

(p. 2)
TRUE

Chapter - Chapter 01 #70
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

71. Scholars have been studying organizational behaviour since the days of Greek philosophers.

(p. 3)
TRUE

Chapter - Chapter 01 #71
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

72. The study of OB wasn't formally organized until the 1970s.

(p. 3)
FALSE

Chapter - Chapter 01 #72
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

73. Organizational behaviour emerged as a distinct field around the 1940s.

(p. 3)
TRUE

Chapter - Chapter 01 #73
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

74. An important principle in organizational behaviour is that OB theories should never be used to question or rebuild one's mental models.

(p. 3)
FALSE

Chapter - Chapter 01 #74
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

75. Organizational behaviour knowledge helps us influence people and organizational events.
(p. 3) **TRUE**

Chapter - Chapter 01 #75
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

76. Evidence indicates that applying organizational behaviour knowledge tends to improve the organization's financial performance.
(p. 4) **TRUE**

Chapter - Chapter 01 #76
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

77. Organizational effectiveness, and not profitability, is considered the "ultimate dependent variable" in organizational behaviour.
(p. 4) **TRUE**

Chapter - Chapter 01 #77
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

78. One problem with the term "organizational effectiveness" is that it has too many substitute labels, and almost as many definitions.
(p. 4) **TRUE**

Chapter - Chapter 01 #78
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

79. Almost all organizational behaviour theories share an implicit or explicit objective of making organizations more effective.
(p. 4) **TRUE**

Chapter - Chapter 01 #79
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

80. The goal attainment definition of effectiveness focuses on whether the organization achieves its stated goals.
(p. 4) **TRUE**

Chapter - Chapter 01 #80
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

81. At present there is only one organizational behaviour perspective which adequately defines organizational effectiveness.
(p. 4) **FALSE**

Chapter - Chapter 01 #81
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

82. The major organizational effectiveness perspectives are considered detailed extensions of the closed systems model.
(p. 5) **FALSE**

Chapter - Chapter 01 #82
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

83. The open systems perspective emphasizes that organizations are effective when they maintain a good "fit" with their external environments.
(p. 6) **TRUE**

Chapter - Chapter 01 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

84. One problem with the open systems perspective is that it neglects to focus on how well the organization operates internally.

FALSE

Chapter - Chapter 01 #84
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

85. The most efficient companies are not necessarily the most effective ones.

TRUE

Chapter - Chapter 01 #85
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

86. Successful organizations need only concentrate on achieving efficient transformation processes.

FALSE

Chapter - Chapter 01 #86
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

87. Organizational efficiency refers to the amount of outputs relative to inputs in the transformation process.

TRUE

Chapter - Chapter 01 #87
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

88. As organizations grow, they tend to develop more subsystems and coordination among them become more complex.

TRUE

Chapter - Chapter 01 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

89. Knowledge management develops an organization's capacity to acquire, share, use and store valuable knowledge.

TRUE

Chapter - Chapter 01 #89
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

90. The organizational learning perspective is also known as the knowledge management perspective.

TRUE

Chapter - Chapter 01 #90
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

91. Intellectual capital includes, among other things, the knowledge captured in an organization's systems and structures.

TRUE

Chapter - Chapter 01 #91
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

92. Experimentation is considered a valid knowledge acquisition strategy.

TRUE

Chapter - Chapter 01 #92
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

93. Intellectual capital represents the stock of knowledge held by an organization.

(p. 8) **TRUE**

Chapter - Chapter 01 #93
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

94. The most obvious form of intellectual capital is one's level of education.

(p. 8) **FALSE**

Chapter - Chapter 01 #94
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

95. Human memory plays a critical role in organizational memory.

(p. 8) **TRUE**

Chapter - Chapter 01 #95
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

96. Structural capital refers to buildings and other depreciable tangible assets.

(p. 9) **FALSE**

Chapter - Chapter 01 #96
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

97. One of the fastest ways to acquire knowledge is to hire individuals or purchase entire companies that have valued knowledge.

(p. 8) **TRUE**

Chapter - Chapter 01 #97
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

98. Knowledge acquisition can only be achieved through formal education

(p. 7) **FALSE**

Chapter - Chapter 01 #98
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

99. Organizational memory includes knowledge embedded in the organization's systems and structures.

(p. 9) **TRUE**

Chapter - Chapter 01 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

100. Successful organizations should never 'unlearn' knowledge that they have previously gained, because all knowledge is valuable.

(p. 9) **FALSE**

Chapter - Chapter 01 #100
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

101. Intellectual capital includes relationship capital.

(p. 9) **TRUE**

Chapter - Chapter 01 #101
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

102. Organizational unlearning is particularly important for organizational change.

(p. 10) **TRUE**

Chapter - Chapter 01 #102
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

103. A key variable in the high performance work practices (HPWP) model is employee competence.

(p. 10) **TRUE**

Chapter - Chapter 01 #103
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

104. The high performance work practices perspective supports the idea that organizations should strive to find "one best way" to do things.

(p. 10) **FALSE**

Chapter - Chapter 01 #104
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

105. One criticism of the high performance work practices perspective is that it promotes shareholder and customer satisfaction at the expense of employee well-being.

(p. 11) **TRUE**

Chapter - Chapter 01 #105
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

106. Stakeholders are individuals, organizations, or other entities who affect, or are affected by the organization.

(p. 11) **TRUE**

Chapter - Chapter 01 #106
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

107. Stockholders are stakeholders.

(p. 11) **TRUE**

Chapter - Chapter 01 #107
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

108. Values represent an individual's short term beliefs about what will happen in the future.

(p. 12) **FALSE**

Chapter - Chapter 01 #108
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

109. Values guide our preferences and motivate our actions.

(p. 12) **TRUE**

Chapter - Chapter 01 #109
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

110. Values are relatively stable, long-lasting beliefs about what is important in a variety of situations.

(p. 12) **TRUE**

Chapter - Chapter 01 #110
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

111. The concept of values is an important aspect of the stakeholder perspective.

(p. 12) **TRUE**

Chapter - Chapter 01 #111
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

112. Ethics refers to the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad.

TRUE

Chapter - Chapter 01 #112
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

113. One reason why workplace values have become more important is that employees increasingly value command-and-control direct supervision.

FALSE

Chapter - Chapter 01 #113
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

114. One survey reported that most Canadian would choose to leave their current job for a more environmentally friendly employer.

TRUE

Chapter - Chapter 01 #114
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

115. The "triple bottom line" philosophy says that successful organizations focus on financial performance three times more often than do less successful organizations.

FALSE

Chapter - Chapter 01 #115
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

116. According to a recent survey, 93 percent of Canadians believe that corporate social responsibility is as important to companies as profit and shareholder value.

TRUE

Chapter - Chapter 01 #116
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

117. Globalization may have both positive and negative implications for people working in organizations.

TRUE

Chapter - Chapter 01 #117
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

118. Reduced job security and increased work intensification may be partly caused by globalization.

TRUE

Chapter - Chapter 01 #118
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

119. Two of the most prominent workforce diversity forms are: age, ethnicity and occupation.

FALSE

Chapter - Chapter 01 #119
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

120. Surface-level diversity refers to observable demographic and other overt differences in people.

TRUE

Chapter - Chapter 01 #120
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

121. People born between 1946 and 1964 are referred to as Baby Boomers.

(p. 16) **TRUE**

Chapter - Chapter 01 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

122. Workforce diversity does not consider the differences in psychological characteristics of employees.

(p. 16) **FALSE**

Chapter - Chapter 01 #122
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

123. According to your text, 47 percent of Canadians identify themselves as members of a visible minority group.

(p. 16) **TRUE**

Chapter - Chapter 01 #123
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

124. Research indicates that baby boomers and Generation-X employees bring the same values and expectations to the workplace.

(p. 16) **FALSE**

Chapter - Chapter 01 #124
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

125. Studies suggest that deep level diversity exists across generations.

(p. 17) **TRUE**

Chapter - Chapter 01 #125
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

126. According to one study, Millennials and Gen-Xers value extrinsic rewards significantly more than Boomers.

(p. 17) **TRUE**

Chapter - Chapter 01 #126
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

127. Workforce diversity potentially improves decision making and team performance on complex tasks.

(p. 17) **TRUE**

Chapter - Chapter 01 #127
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

128. When we describe multiculturalism we are primarily referring to surface-level diversity.

(p. 15-16) **TRUE**

Chapter - Chapter 01 #128
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

129. Teams with diverse members usually take longer to perform effectively.

(p. 17) **TRUE**

Chapter - Chapter 01 #129
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

130. The emerging employment relationship in Canada is that people must give up their legal rights regarding employment discrimination in return for long-term employment.

FALSE

Chapter - Chapter 01 #130
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

131. One employment relationship trend is the focus away from work/life balance and virtual work, because of the extra stress these place on workers.

FALSE

Chapter - Chapter 01 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

132. According to recent surveys about one-third of Canadians would take a pay cut to improve their work-life balance.

TRUE

Chapter - Chapter 01 #132
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

133. Some researchers suggest that telecommuting potentially reduces employee stress.

TRUE

Chapter - Chapter 01 #133
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

134. Work/life balance refers to the length of time one remains in the workforce during one's lifetime.

FALSE

Chapter - Chapter 01 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

135. Work/life balance refers to minimizing conflict between work and nonwork demands.

TRUE

Chapter - Chapter 01 #135
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

136. Teleworking forces employers to evaluate employee performance based on 'face time' rather than work output.

FALSE

Chapter - Chapter 01 #136
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

137. Successful teleworkers tend to be self-motivated and are able to fulfill their social needs outside of the work context.

TRUE

Chapter - Chapter 01 #137
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

138. In virtual work, employees rely on information technology to perform jobs away from the traditional workplace.

TRUE

Chapter - Chapter 01 #138
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

139. Telecommuting is the most common form of virtual work.
(p. 18) **TRUE**

Chapter - Chapter 01 #139
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

140. Most organizational behaviour theories have been developed by OB scholars rather than from other disciplines.
(p. 20) **FALSE**

Chapter - Chapter 01 #140
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

141. Psychology and sociology have contributed many theories and concepts to the field of organizational behaviour.
(p. 20) **TRUE**

Chapter - Chapter 01 #141
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

142. Communications, marketing, and information systems are three emerging fields from which organizational behaviour is now acquiring knowledge.
(p. 19) **TRUE**

Chapter - Chapter 01 #142
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

143. Sociology is one of the few disciplines that has not made any contribution to organizational behaviour knowledge.
(p. 19) **FALSE**

Chapter - Chapter 01 #143
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

144. The field of organizational behaviour relies on common sense to understand organizational phenomena.
(p. 20) **FALSE**

Chapter - Chapter 01 #144
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

145. The systematic research anchor relies mainly on qualitative data and subjective procedures to test hypothesis.
(p. 20) **FALSE**

Chapter - Chapter 01 #145
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

146. The contingency anchor in organizational behaviour suggests that a particular action may have different consequences in different situations.
(p. 20-21) **TRUE**

Chapter - Chapter 01 #146
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

147. Most organizational events may be studied from all three levels of analysis: individual, team and organization.
(p. 21) **TRUE**

Chapter - Chapter 01 #147
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

148. The contingency anchor in organizational behaviour suggests that we need to diagnose the situation to
(p. 20-21) identify the most appropriate action under those specific circumstances.

TRUE

*Chapter - Chapter 01 #148
Difficulty: Medium
Gradable: automatic
Learning Objective: 4*

1 Summary

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2

1. _____ represents the forces within a person that affect the direction, intensity, and persistence of voluntary behaviour.
 - A. Motivation
 - B. Personality
 - C. Values
 - D. Ethics
 - E. Ability
2. Motivation affects a person's _____ of voluntary behaviour.
 - A. direction, intensity, and persistence.
 - B. antecedents, consequences and reinforcers.
 - C. size, shape and weight.
 - D. aptitudes, abilities, and competencies.
 - E. agreeableness, locus of control, and ethical sensitivity.
3. All of these factors directly influence an employee's voluntary behaviour and performance EXCEPT:
 - A. motivation.
 - B. role perceptions.
 - C. situational factors.
 - D. moral intensity.
 - E. ability.
4. Which of the following identifies the four factors that directly influence individual behaviour and performance?
 - A. Utilitarianism
 - B. MARS model
 - C. Schwartz's model
 - D. Holland's model
 - E. Myers-Briggs Type Indicator
5. Which of these factors directly influences an employee's voluntary behaviour and performance?
 - A. Motivation
 - B. Role perceptions
 - C. Uncertainty avoidance
 - D. All of the answers are correct.
 - E. Motivation and role perceptions
6. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
 - A. Hire applicants with appropriate aptitudes.
 - B. Train employees so they develop appropriate aptitudes.
 - C. Motivate employees to have appropriate aptitudes.
 - D. Provide resources that allow employees to perform their jobs.
 - E. All of the answers are correct.
7. Ability includes which of these?
 - A. Aptitudes and learned skills
 - B. Natural aptitude and intensity
 - C. Persistence and direction
 - D. Intensity and learned capabilities
 - E. Direction and intensity

8. Aptitudes, skills, and competencies all fall under which of the following concepts?
 - A. Motivation
 - B. Personality
 - C. Values
 - D. Ethics
 - E. Ability
9. Which of the following refers to the fact that motivation is goal-directed, not random?
 - A. Persistence
 - B. Direction
 - C. Intensity
 - D. Aptitude
 - E. Competencies
10. _____ is the amount of effort allocated to the goal.
 - A. Persistence
 - B. Direction
 - C. Intensity
 - D. Aptitude
 - E. Competencies
11. All technical employees at a paper mill take a course on how to operate a new paper-rolling machine. This course will improve job performance mainly by altering employee:
 - A. aptitudes
 - B. role perceptions
 - C. motivation
 - D. organizational citizenship
 - E. learned capabilities
12. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
 - A. Hire applicants with appropriate aptitudes to begin with.
 - B. Train employees so they develop appropriate aptitudes.
 - C. Motivate employees to have appropriate aptitudes.
 - D. Provide resources that allow employees to perform their jobs.
 - E. Educate incumbents so they can learn appropriate attitudes.
13. Competencies include:
 - A. a person's aptitudes.
 - B. a person's learned abilities.
 - C. a person's skills.
 - D. All of the answers are correct.
 - E. None of the answers apply.
14. Customer orientation, social skills, and need for achievement are examples of:
 - A. aptitudes
 - B. competencies
 - C. role perceptions
 - D. situational factors
 - E. None of the answers apply.
15. IdaCorp. gives simple accounts to newly hired employees, then adds more challenging accounts as employees master the simple tasks. This practice mainly:
 - A. improves role perceptions.
 - B. increases person-job matching.
 - C. reduces employee motivation.
 - D. provides more resources to accomplish the assigned task.
 - E. improves employee aptitudes.

16. The MARS model explicitly identifies which of the following factors?
 - A. Rewards
 - B. Recreational activities
 - C. Neuroticism
 - D. Situational factors
 - E. All of the answers are correct.
17. According to the MARS model of individual behaviour, which of the following is NOT a role perception problem?
 - A. The employee lacks the proper tools to perform the job.
 - B. The employee knows two different ways to perform a particular task, but unknowingly chooses the . method that the organization does not want its employees to use.
 - C. The employee doesn't realize that a particular task is part of his or her job.
 - D. The employee places more emphasis on the quantity of work whereas the organization wants more . emphasis placed on the quality of work.
 - E. The employee believes that the company wants him or her to spend more time with clients, whereas the . company really wants client requests processed more quickly.
18. Competencies relate most closely to which element in the MARS model of behaviour and performance?
 - A. Motivation
 - B. Situational factors
 - C. Role perceptions
 - D. Ability
 - E. Competencies are not related at all to any element of the MARS model
19. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. According to the MARS model, these new employees will likely:
 - A. emphasize the utilitarianism principle in their decision making.
 - B. have lower job performance due to poor role perceptions.
 - C. have high job performance because they are motivated and able to perform the work.
 - D. have above average organizational citizenship.
 - E. have a high degree of differentiation according to Holland's classification of occupations.
20. To reduce the amount of non-recyclable waste that employees throw out each day, a major telephone company removed containers for non-recyclable rubbish from each office and workstation. This altered employee behaviour mainly by:
 - A. increasing employee motivation to be less wasteful.
 - B. helping employees to learn how to be less wasteful.
 - C. altering situational factors so that employees have more difficulty practising wasteful behaviour.
 - D. increasing aptitudes that make employees less wasteful.
 - E. increasing organizational citizenship so that employees will be less wasteful.
21. Which of these refers to a person's beliefs about what behaviours are appropriate or necessary, in a particular situation?
 - A. Natural aptitudes
 - B. Role perceptions
 - C. Competencies
 - D. Locus of control
 - E. Situational factors

22. Companies can improve employee performance through situational factors by:
- A. asking employees about the things that motivate them.
 - B. testing employee skills and knowledge before they are hired.
 - C. providing training so employees learn the required competencies.
 - D. redesigning the job so employees are only given tasks within their capabilities.
 - E. asking employees to identify problems they experience with time and resources, then removing those obstacles to job performance.
23. Which of the following is NOT a work-related behaviour?
- A. Competencies
 - B. Absenteeism
 - C. Joining the organization
 - D. Showing up for work at scheduled times
 - E. Performing required tasks
24. Which of the following refers to goal-directed activities under the individual's control that support organizational objectives?
- A. Competencies
 - B. Task performance
 - C. Aptitudes
 - D. Direction
 - E. Motivation
25. Which of the following would be considered a work-related behaviour?
- A. Completing required job duties above the minimum performance standard.
 - B. Showing up for work at scheduled times.
 - C. Accepting the organization's offer of employment.
 - D. Helping a co-worker even though it isn't part of your job.
 - E. All of the answers are correct.
26. Which of the following statements about task performance is FALSE?
- A. Employees are evaluated against a performance standard.
 - B. Task performance refers to goal-directed activities under the individual's control.
 - C. Employees are almost always evaluated on just one performance dimension.
 - D. Employees are expected to perform their work above a minimum acceptable level.
 - E. Each performance dimension requires specific skills and knowledge.
27. Organizational citizenship refers to:
- A. the employee's right to vote for the company president.
 - B. employee behaviours that extend beyond normal job duties.
 - C. the organization's obligations to society.
 - D. the organization's attachment to a particular country rather than being a global entity.
 - E. the organization's obligations to society and the organization's attachment to a particular country rather than being a global entity
28. Employee behaviours that extend beyond normal job duties:
- A. should be discouraged by organizational leaders.
 - B. are usually performed by people with low conscientiousness.
 - C. are the most important characteristics of people with an external locus of control.
 - D. are common in small businesses but never occur in large firms.
 - E. are called organizational citizenship.
29. Sabotage, threatening harm, and insulting others represent:
- A. three forms of counterproductive work behaviours.
 - B. the most common forms of organizational citizenship.
 - C. three dimensions of Schwartz's values model.
 - D. evidence of people with an introverted personality.
 - E. behaviours that are no longer found in organizations.

30. Which of the following is considered counterproductive work behaviour?
- A. Insulting others.
 - B. Theft
 - C. Deliberately withholding one's approval to inconvenience another person and cause them stress.
 - D. All of the answers are correct.
 - E. Theft and deliberating performing work incorrectly so the organization suffers a loss.
31. Generous sick leave policies are known to:
- A. increase employee lateness
 - B. improve organizational citizenship
 - C. increase absenteeism
 - D. increase voluntary turnover
 - E. increase absenteeism and increase voluntary turnover
32. Showing up at work when one's capacity to perform is significantly diminished by sickness, fatigue, personal problems, or other factors is an example of:
- A. organizational citizenship behaviour
 - B. counterproductive work behaviour
 - C. employee loyalty
 - D. workaholic behaviour
 - E. presenteeism
33. Which of the following statements about personality traits is FALSE?
- A. An individual's personality is relatively stable from one year to the next.
 - B. Personality traits cause people to behave in almost exactly the same way in all situations.
 - C. The most common view is that personality is shaped by both heredity and environment.
 - D. An individual's personality is identified by his or her behaviours.
 - E. An individual's personality cannot be observed.
34. The relatively stable pattern of behaviours and consistent internal states that explain a person's behavioural tendencies refers to
- A. personality.
 - B. values.
 - C. motivation.
 - D. locus of control.
 - E. job satisfaction.
35. An individual's personality:
- A. changes several times throughout the year.
 - B. is formed only from childhood socialization and the environment.
 - C. is less evident in situations where social norms, reward systems, and other conditions constrain behaviour.
 - D. All of the answers are correct.
- E is formed only from childhood socialization and the environment and is less evident in situations where . social norms, reward systems, and other conditions constrain behaviour.
36. One ongoing dispute among psychologists is whether personality:
- A. is formed completely from genetic code or is partly influenced by socialization and environmental conditions.
 - B. is stable over several years or changes a few times each year.
 - C. is evident in all situations or is less constrained in some situations.
 - D. is evident through a person's behaviours or is only evident through blood tests.
 - E. really exists or is just a myth.

37. The main explanation why personality becomes more stable over time is that:
- A. as we age we form a clearer and more rigid self-concept.
 - B. life experiences cause personality to become more hidden from view.
 - C. people become less open to new experiences.
 - D. people form clearer and more rigid self-concepts as they get older.
 - E. All of the answers are correct.
38. Which of the following statements about personality is FALSE?
- A. One's personality becomes more hidden over time.
 - B. Personality is heavily influenced by heredity.
 - C. Personality is influenced by both nature and nurture.
 - D. On average, when people reach the age of 30 personality stabilizes.
 - E. Some personality development and change occurs when people are young.
39. The 'Big Five' personality dimensions represent:
- A. all of the personality traits found in an ideal job applicant.
 - B. the aggregated clusters representing most known personality traits.
 - C. the personality traits caused by the environment rather than heredity.
 - D. All of the answers are correct.
 - E. the aggregated clusters representing most known personality traits and the personality traits caused by the environment rather than heredity.
40. The 'Big Five' personality dimensions are identified by the acronym:
- A. MBTIA
 - B. CANOE
 - C. VALUE
 - D. MARSE
 - E. HAPPY
41. Which of the following is a 'Big Five' personality dimension?
- A. Extroversion
 - B. Openness to experience
 - C. Locus of control
 - D. Grumpiness.
 - E. "A" and "B"
42. All of these are "Big Five" personality dimensions EXCEPT:
- A. openness to experience.
 - B. agreeableness.
 - C. locus of control.
 - D. emotional stability.
 - E. extroversion.
43. Being good-natured, empathetic, caring, and courteous are characteristic of people with which personality trait?
- A. Openness to experience
 - B. Agreeableness
 - C. Locus of control
 - D. Emotional stability
 - E. Extroversion
44. Conscientiousness is one dimension of:
- A. the MARS model.
 - B. Schwartz's values model.
 - C. Myers-Briggs Type Indicator
 - D. All of the answers are correct.
 - E. None of the answers apply.

45. Neuroticism is explicitly identified in:
- A. the MARS model.
 - B. Schwartz's values model.
 - C. 'Big Five' personality dimensions.
 - D. Holland's theory of vocational choice.
 - E. the MARS model and the 'Big Five' personality dimensions
46. Most employees in the social services department of a provincial government have frequent interaction with people who are unemployed or face personal problems. Which of the following personality characteristics is best suited to employees working in these jobs?
- A. High neuroticism
 - B. External locus of control.
 - C. High introversion.
 - D. High agreeableness.
 - E. External locus of control and high agreeableness.
47. Which 'Big Five' personality dimension is most valuable for predicting job performance?
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. Agreeableness
48. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. Agreeableness
49. Which of the following is a "Big Five" personality dimensions?
- A. Openness to new experiences.
 - B. Self-transcendence.
 - C. Locus of control.
 - D. Self-enhancement.
 - E. Narcissism
50. Extroversion is one dimension of:
- A. the MARS model.
 - B. Schwartz's values model.
 - C. Myers-Briggs Type Indicator
 - D. 'Big Five' personality dimensions.
 - E. Cross-cultural values.
51. _____ characterizes people who are quiet, shy, and cautious.
- A. Introversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. Intellectualism
52. Jung's psychological types are measured in:
- A. the 'Big Five' personality types.
 - B. the locus of control scale.
 - C. any instrument that also measures neuroticism.
 - D. the Myers-Briggs Type Indicator.
 - E. the self-monitoring personality test.

53. Myers-Briggs Type Indicator (MBTI) includes all of these dimensions EXCEPT:
- A. sensing/intuition.
 - B. judging/perceiving.
 - C. thinking/feeling.
 - D. extroversion/introversion.
 - E. internal/external locus.
54. Sensing, thinking, and judging represent three dimensions of:
- A. Schwartz's values model.
 - B. the MARS model.
 - C. Holland's model of occupational choice.
 - D. the 'Big Five' personality dimensions
 - E. the Myers-Briggs Type Indicator
55. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is FALSE?
- A. The MBTI measures the personality traits in Jung's psychological types.
 - B. The MBTI is one of the most widely used personality tests in organizations.
 - C. Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
 - D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
 - E. The MBTI combines four pairs of traits into 16 distinct types.
56. The Myers-Briggs Type Indicator (MBTI) measures psychological types first proposed by
- A. Victor Vroom.
 - B. Carl Jung.
 - C. Sigmund Freud.
 - D. The "Big Five" personality trait model.
 - E. Milton Rokeach.
57. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is TRUE?
- A. The MBTI measures a person's self-esteem, and self-efficacy.
 - B. The MBTI is no longer used in organizations.
 - C. Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
 - D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
 - E. The MBTI combines 16 pairs of traits into four distinct types.
58. Which of the following statements about values is FALSE?
- A. Values help define what is right or wrong and good or bad in the world.
 - B. Values are arranged into a hierarchy of preferences.
 - C. The values that dominate a person's preferences differ across cultures.
 - D. Values guide our decisions and actions.
 - E. A person's hierarchy of values typically changes a few times each year.
59. Which of the following is LEAST connected to the topic of values?
- A. organizational culture.
 - B. moral intensity.
 - C. collectivism.
 - D. ethical sensitivity.
 - E. neuroticism.
60. Values are defined in your text as:
- A. stable evaluative beliefs that guide our preferences for outcome in a variety of situations.
 - B. beliefs about what is moral.
 - C. a person's beliefs about the amount of control they have over their actions.
 - D. an accounting concept imported into the field of organizational behaviour.
 - E. personality dimensions that stabilize up to at least the age of 30 and possibly to age 50.

61. Schwartz's values model includes all of the following EXCEPT:
- A. Universalism.
 - B. Hedonism.
 - C. Security.
 - D. Utilitarianism.
 - E. Self-direction.
62. Schwartz's model organizes _____ into _____.
- A. personality traits; six dimensions.
 - B. values; a hierarchy.
 - C. needs; three statistical formulas
 - D. values; ten dimensions.
 - E. emotions; a time line.
63. All of the following are domains in Schwartz's values model EXCEPT:
- A. Tradition.
 - B. Power.
 - C. Conscientiousness.
 - D. Conformity.
 - E. Stimulation.
64. The main reason why a person's values do not always influence his or her behaviour is that:
- A. the values are too specific.
 - B. values never affect behaviour under any circumstances.
 - C. values affect a person's ability but not his or her motivation to act.
 - D. values usually conflict with each other, making it difficult to determine which value to apply.
 - E. values tend to be too abstract to see the connection to specific situations.
65. Employees are more likely to apply their personal values to their behaviour when:
- A. someone keeps them mindful of those values.
 - B. those values conflict with the organization's values.
 - C. the values are abstract.
 - D. All of the answers are correct.
 - E. None of the answers apply.
66. Incongruence between a company's dominant values and an employee's values is known to:
- A. increase employee stress.
 - B. increase the employee's probability of quitting.
 - C. increase the chance that the employee's decisions will differ from the organization's preferences.
 - D. All of the answers are correct.
 - E. have no effect on employee behaviour or decision making.
67. Espoused-enacted values congruence occurs when:
- A. an employee and his or her spouse have similar values.
 - B. an organization's values are consistent with the dominant values of the culture in which it operates.
 - C. an employee's personal values are similar to the values of other employees on the same team.
 - D. an employee's personal values are consistent with the organization's values.
 - E. None of the answers apply.

68. The chief executive of a start-up high-technology company recently made several public announcements about the company's values. She emphasized that, although the company is less than one year old, its employees already have adopted a strong set of values around sharing, freedom and achievement. However, you personally know two employees at the company who say that employees don't really have a common set of values, and they are certainly not unanimous about the three values stated by the CEO. The CEO is likely describing the company's:
- A. espoused values.
 - B. ethical values.
 - C. professional values.
 - D. organizational values.
 - E. enacted values.
69. Ethics is most closely related to:
- A. values.
 - B. locus of control.
 - C. the Myers-Briggs type Indicator.
 - D. personality.
 - E. ability.
70. Which of the following represents values that determine whether actions are right or wrong and outcomes are good or bad?
- A. Conscientiousness
 - B. Sensing
 - C. Moral intensity
 - D. Self-monitoring
 - E. Ethics
71. Which of the following is NOT identified in the textbook as an ethical principle?
- A. Utilitarianism.
 - B. Distributive justice.
 - C. Moralism.
 - D. Individual rights.
 - E. Egalitarianism.
72. One problem with the utilitarian principle of ethics is that:
- A. not all utilitarian rights are protected by law.
 - B. it is impossible to determine what factors should be relevant when distributing rewards.
 - C. it is difficult to predict the 'trickle down' benefits to the least well off in society.
 - D. it judges morality by the results but not by the means to attaining those results.
 - E. the utilitarian principle has never been accepted by ethics experts as an ethical principle.
73. Ethical conduct should consider whether:
- A. the outcomes will provide the greatest good for the greatest number.
 - B. the behaviour violates any government laws.
 - C. people affected by the behaviour believe that it is fair.
 - D. All of the answers are correct.
 - E. the outcomes will provide the greatest good for the greatest number and the behaviour violates any government laws.
74. When assessing the ethics of a decision, you should:
- A. rely mainly on the utilitarianism principle.
 - B. consider its implications against all three principles described in the textbook.
 - C. rely mainly on your level of collectivism.
 - D. avoid considering the decision's moral intensity until after the decision has been made.
 - E. apply any one—but NEVER more than one—of the four ethics principles to evaluate the decision.

75. Which of the following is an ethical principle stating that people have entitlements allowing them to act in a certain way?
- A. Utilitarianism.
 - B. Individual rights.
 - C. Moral intensity.
 - D. Distributive justice.
 - E. Ethical sensitivity.
76. The main limitation of the individual rights principle is that:
- A. it really isn't an ethical principle at all.
 - B. some individual rights conflict with other individual rights.
 - C. it pays attention to whether consequences are ethical, but not to whether the means to those consequences are ethical.
 - D. it is almost impossible to evaluate the benefits or costs of decisions when many stakeholders are affected.
 - E. it can degenerate into unjust favouritism.
77. Senior executives at CyberForm must make a decision that will affect many people, and where the decision may produce good or bad consequences for those affected. This decision:
- A. has a high degree of ethical sensitivity.
 - B. is one in which decision makers should rely only on the utilitarianism rule of ethics.
 - C. has a low degree of ethical sensitivity.
 - D. has a high degree of moral intensity.
 - E. requires a low duty to care.
78. Moral intensity is higher when:
- A. the issue produces good decisions but not bad decisions.
 - B. the decision has little or no effect on other people.
 - C. the decision maker is neutral and far removed from the issue or its consequences.
 - D. All of the answers are correct.
 - E. None of the answers apply.
79. People who have high ethical sensitivity:
- A. are always more ethical than people with a moderate or low level of ethical sensitivity.
 - B. tend to have higher empathy.
 - C. tend to have more information about the specific situation.
 - D. All of the answers are correct.
 - E. tend to have higher empathy and tend to have more information about the specific situation.
80. According to your text, which of the following is considered a moral intensity factor?
- A. Social consensus.
 - B. Environmental impact.
 - C. Economic impact.
 - D. Social impact.
 - E. None of the above.
81. The ability to recognize the presence and determine the relative importance of an ethical issue is known as:
- A. neuroticism.
 - B. moral intensity.
 - C. ethical sensitivity.
 - D. utilitarianism.
 - E. uncertainty avoidance.

82. Which of the following statements about ethical codes of conducts is FALSE?
- A. They establish the organization's ethical standards and inform employees.
 - B. They signal how seriously the organization views the issue of ethics.
 - C. Written ethical codes prevent unethical behaviour.
 - D. Most large and medium-size organizations in Canada have such codes.
 - E. Many organizations provide ethics training.
83. Moral intensity is higher when:
- A. it takes longer to make an ethical decision.
 - B. the decision is made by a few people who are highly ethical.
 - C. there are no clear legal guidelines to guide decision-makers.
 - D. many people agree the action is ethically good or bad.
 - E. All of the above are correct.
84. According to your text, the most effective way for organizations to establish a foundation that supports ethical conduct is by
- A. providing ethics training.
 - B. writing codes of ethics.
 - C. communicating ethical codes of conduct to employees.
 - D. punishing wrongdoers.
 - E. establishing a set of shared values that reinforce ethical conduct.
85. Which moral intensity factor best relates to the question, "How many people are affected by this action?"
- A. Immediacy of effect
 - B. Concentration of effect
 - C. Probability effect
 - D. Butterfly effect
 - E. Magnitude effect
86. People who value their independence and personal uniqueness have:
- A. high individualism.
 - B. low collectivism.
 - C. high power distance.
 - D. low uncertainty avoidance.
 - E. high individualism and low collectivism.
87. Which of the following statements about cross-cultural values is TRUE?
- A. People with a high achievement-orientation emphasize relationships and the well-being of others.
 - B. People with high individualism can have any level (high or low) of collectivism.
 - C. People with high power distance value independence and personal uniqueness
 - D. People with low uncertainty avoidance must also have high power distance.
 - E. People in almost all cultures have high uncertainty avoidance.
88. People with high collectivism:
- A. accept unequal distribution of power
 - B. also have low individualism.
 - C. value harmonious relationships in the groups to which they belong.
 - D. value thrift, savings, and persistence.
 - E. also have low individualism and value harmonious relationships in the groups to which they belong.
89. Employees from cultures with a high power distance are more likely to:
- A. use their existing power to gain more power.
 - B. encourage consensus-oriented decision making.
 - C. avoid people in positions of power.
 - D. readily accept the high status of other people in the organization.
 - E. give their power to others as a sign of friendship.

90. People with a high _____ value assertiveness, competitiveness, and materialism.
- A. individualism
 - B. collectivism
 - C. power distance
 - D. uncertainty avoidance
 - E. achievement orientation
91. Which of the following countries generally has high achievement orientation values?
- A. Canada
 - B. Russia
 - C. Japan
 - D. Sweden
 - E. The Netherlands
92. Motowa is a new employee who comes from a culture that values respect for people in higher positions and values the wellbeing of others more than goal achievement. Motowa's culture would have:
- A. a high power distance and nurturing orientation.
 - B. high collectivism and short-term orientation.
 - C. low uncertainty avoidance and high individualism.
 - D. low power distance and strong nurturing orientation.
 - E. None of the answers apply.
93. Which of the following values represents people who value duty to groups to which they belong, and to group harmony?
- A. High individualism.
 - B. High uncertainty avoidance.
 - C. Low uncertainty avoidance.
 - D. High nurturing orientation.
 - E. High collectivism.
94. Canadians tend to have:
- A. a high collectivism value orientation.
 - B. a high nurturing-orientation value.
 - C. a low individualistic value orientation.
 - D. a high individualistic value orientation.
 - E. a high nurturing-orientation value and a low individualistic value orientation.
95. In the section on cross-cultural values, the authors warn that:
- A. the cross-cultural data presented are based on a very small sample (less than 10 people in each country studied).
 - B. the definitions of most values have changed over the past decade, so most cross-cultural information has little meaning anymore
 - C. several cultures don't have any values.
 - D. multicultural societies such as Canada have a wide range of values even though the information . presented assumes that everyone in the country has similar values.
 - E. All of the answers are correct.
96. In Canada Anglophone and Francophone values:
- A. are identical to each other.
 - B. have become increasingly different from each other in recent years.
 - C. are almost completely opposite to each other.
 - D. have converged (become more similar) in recent years.
 - E. do not really exist.

97. Which of these cultures has a high collectivist value orientation?
- A. Anglophone Canadians
 - B. Francophone Canadians
 - C. First Nations people in Canada
 - D. Americans
 - E. None of these cultures has a high collectivist orientation.
98. Which of the following cultures has/have the strongest preference for patriarchal authority?
- A. Anglophone Canadians
 - B. Francophone Canadians
 - C. Americans
 - D. All of the answers are correct.
 - E. Both "A" and "B."
99. Compared with Americans, Canadians tend to have stronger values regarding:
- A. egalitarianism.
 - B. conservatism.
 - C. morality.
 - D. All of the answers are correct.
 - E. None of the answers apply.
100. Studies comparing American and Canadian values indicate that:
- A. American and Canadian values have become more similar in recent years.
 - B. American values are closer to Francophone than Anglophone values.
 - C. Canadians have lower tolerance for moral permissiveness than do Americans.
 - D. All of the answers are correct.
 - E. None of the answers apply.
101. Motivation is an external force on the person that causes him or her to engage in specific behaviours.
True False
102. Persistence is an element of motivation.
True False
103. Learned capabilities refer to the skills and knowledge that you have actually acquired.
True False
104. Aptitudes are natural talents that help individuals learn specific tasks more quickly and perform them better than other people.
True False
105. Learned capabilities are skills and knowledge that you possess. Therefore, they do not diminish over time when not in use.
True False
106. Competencies refer to the extent to which people understand the job duties assigned to or expected of them.
True False
107. According to the MARS model, ability is the most important force influencing individual behaviour and results.
True False
108. Competencies refer to the complete set of motivations, abilities, role perceptions and situational factors that contribute to job performance.
True False
109. The MARS model identifies the four main factors that influence individual behaviour.
True False

110. According to the MARS model of individual behaviour and performance, employee performance will remain high even if one of the four factors significantly weakens.
True False
111. Providing training is a person-job matching strategy.
True False
112. One person-job matching strategy is to select applicants whose existing competencies best fit the required task.
True False
113. Companies can improve employee role perceptions by describing the employee's assigned tasks clearly and providing meaningful performance feedback.
True False
114. Situational factors are working conditions within the employee's control.
True False
115. Task performance refers to goal-directed behaviours under the individual's control that support organizational objectives.
True False
116. Organizational citizenship behaviours are usually described clearly in job descriptions.
True False
117. Employees are more likely to engage in organizational citizenship behaviours if these are outlined in their formal job duties.
True False
118. Organizational citizenship is less likely to occur in an work environment where high cooperation already exists.
True False
119. Dark-side workplace behaviours are collectively known as counterfeit citizenship work behaviours (CWBs).
True False
120. Those who engage in counterproductive work behaviours do so voluntarily.
True False
121. Recent studies have found that counterproductive work behaviours have a very small negative effect on organizational performance.
True False
122. Joining the organization is a type of work-related behaviour.
True False
123. Research has found that absenteeism is rarely, if ever, caused by situational factors.
True False
124. Sick leave policies affect the employee's motivation to attend work.
True False
125. Personality is a relatively stable pattern of behaviours and internal states that help explain a person's behavioural tendencies.
True False
126. Personality traits are more evident in situations where social norms and reward systems constrain behaviour.
True False

127. There is almost complete agreement among psychologists that personality is mostly formed by a person's childhood socialization.
True False
128. The five-factor model 'Big Five' personality dimensions represent five clusters that represent most personality traits.
True False
129. Agreeableness, extroversion, and conscientiousness are three of the 'Big Five' personality dimensions.
True False
130. People with a low score on the neuroticism personality dimension tend to be more relaxed, secure and calm.
True False
131. Neuroticism, sensing, and locus of control are three of the 'Big Five' personality dimensions.
True False
132. Conscientiousness refers to the extent that people are sensitive, flexible, creative, and curious.
True False
133. Sensing, feeling, and judging are three of the 'Big Five' personality traits.
True False
134. Conscientiousness is one of the best personality traits for predicting job performance in most job groups.
True False
135. The relationship between personality and workplace behaviour is weak, because so much about behaviour is dependent on situational factors.
True False
136. Employees who are conscientious tend to have higher levels of organizational citizenship.
True False
137. Our personalities influence how well we cope with stress.
True False
138. Agreeableness is a personality dimension that describes people who are outgoing, talkative, sociable, and assertive.
True False
139. The Myers-Briggs Type Indicator is a personality test that measures the 'Big Five' personality dimensions.
True False
140. According to the Myers-Briggs Type Indicator, some people are 'sensing-thinking' types whereas others may be 'intuitive-feeling' types.
True False
141. The Myers-Briggs Type Indicator measures the personality traits described by Swiss psychiatrist Carl Jung.
True False
142. In the Myers-Briggs Type Indicator, 'judging' types have a strong desire for order and want to resolve problems quickly.
True False
143. Evidence regarding the effectiveness of the Myers-Briggs Type Indicator (MBTI) and Jung's psychological types is inconclusive.
True False

144. Using the Myers Briggs Type Indicator (MBTI) is not recommended for employment selection or promotion decisions.
True False
145. Values are stable, long-lasting beliefs about what is important in a variety of situations.
True False
146. People arrange values into a needs hierarchy.
True False
147. One dimension of Schwartz's values model has openness to change at one extreme and conservation at the other extreme.
True False
148. Our habitual behaviours tend to be consistent with our values, but our everyday conscious decisions and actions apply our values much less consistently.
True False
149. The main reason why values don't consistently guide our decisions and actions is that values are abstract concepts.
True False
150. One way to increase the effect of values on behaviour is to make people mindful of their values.
True False
151. Research indicates that values incongruence—differences between an employee's personal values and the organization's values—is fairly common.
True False
152. The ideal situation in organizations is to have employees whose values are perfectly congruent with the organization's values.
True False
153. Organizations that don't align corporate values with the dominant values of the society in which they operate may have difficulty keeping talented employees.
True False
154. Espoused values represent the values that you and your spouse have in common.
True False
155. Egalitarianism is one of three types of ethical principles.
True False
156. Utilitarianism judges morality by the consequences of our actions, not the means to attaining those consequences.
True False
157. Utilitarianism and egalitarianism are personality dimensions of ethics.
True False
158. The utilitarian principle advises us to seek the greatest good for the greatest number of people.
True False
159. The utilitarian principle is sometimes known as a consequential principle.
True False
160. When choosing the most ethically correct action in a particular situation, the distributive justice principle overrules (is more important than) the others.
True False

161. One problem with the distributive justice principle is that it is difficult to agree on who is similar and what factors are relevant in making that determination.
True False
162. It is sometimes difficult to apply the individual rights principle of ethical decision making because one individual's rights may conflict with another.
True False
163. The distributive justice principle of ethical decision making is based largely on a cost-benefit analysis of each decision alternative.
True False
164. Ethical sensitivity is the degree to which an issue demands the application of ethical principles.
True False
165. Proximity is considered a moral intensity factor.
True False
166. Moral intensity refers to the difficulty associated with making certain decisions.
True False
167. Some managerial issues involve no moral intensity.
True False
168. Ethically sensitive people tend to have more empathy and knowledge about the situation.
True False
169. Research indicates that people almost always make ethical decisions even when under pressure to make unethical decisions.
True False
170. Ethics experts say that the most effective way to ensure that employees engage in ethical behaviour is to introduce ethical codes of conduct.
True False
171. Corporate leaders have a strong influence on the moral conduct of employees in that organization.
True False
172. The most effective way organizations can support ethical conduct is to have a set of shared values that reinforce ethical conduct.
True False
173. Most large and medium-sized organizations in Canada have developed and communicate ethical codes of conduct.
True False
174. Supplementing ethical codes of conduct with ethical training eliminates wrongdoing in the workplace.
True False
175. Research shows that having ethical codes of conduct tends to prevent wrongdoing in the workplace.
True False
176. Cultures with high collectivism must also have low individualism.
True False
177. Two countries with low collectivism are Japan and Canada.
True False

178. In terms of cross-cultural values, Canadians tend to relatively high individualism with an achievement orientation and low power distance.
True False
179. One limitation with cross-cultural values information is that it incorrectly assumes that everyone within a specific country holds similar values.
True False
180. There is evidence to show that English and French Canadian values are converging.
True False
181. Research indicates that Americans tend to be more liberal and egalitarian than are Canadians.
True False
182. Organizations with First Nations founders and leaders tend to have high collectivism and low power distance values.
True False
183. The sales office of a large industrial products wholesale company has an increasing problem that salespeople are arriving late at the office each morning. Some sales reps go directly to visit clients rather than showing up at the office as required by company policy. Others arrive several minutes after their appointed start time. The vice-president of sales doesn't want to introduce time clocks, but this may be necessary if the lateness problem isn't corrected. Using the MARS model of individual behaviour, diagnose the possible reasons why salespeople may be engaging in this 'lateness' behaviour.
184. Employees in the company's warehouse are making numerous errors in inventory control and breaking items shipped. An analysis of the situation reveals that individual competencies are poorly matched with the job requirements. Describe three different strategies that would potentially improve this person-job matching.
185. Store #34 of CDA Hardware Associates has had below average sales over the past few years. As head of franchise operations, you are concerned with the continued low sales volume. The store manager wants you to diagnose the problem and recommend possible causes. Use the MARS model of individual behaviour and performance to provide four different types of reasons why employees at Store #34 might be performing below average. Provide one example for each type of explanation.

186. Contrast organizational citizenship behaviour with task performance.

187. Explain why you agree or disagree with the following statement: Hiring and keeping talented employees is the most important task for managers.

188. An ongoing debate in organizational behaviour is whether we should consider the personality traits of job applicants when selecting them into the organization. Take the view that personality traits **SHOULD** be considered in the selection process and provide arguments for your position.

189. One of the more persistent problems with values is that employees don't seem to apply them very consistently in their decisions and actions. Explain why this problem occurs and describe two ways to increase the individual's likelihood of applying a personal value to his or her behaviour.

190. Comment on the accuracy of the following statement and explain your answer:
"Organizations are most successful when employee values are identical to the company's dominant values."

191. Several international sales representatives in your organization have faced the murky question of paying foreign government officials under the table in order to do business in other countries. Describe three strategies that the organization should consider to resolve these and other ethical dilemmas for foreign sales representatives.
192. A visiting professor in international business recently spoke to students in an organizational behaviour class about cultural differences between Canadians and Japanese employees. Relying on a famous study in the 1960s, the scholar explained that Japanese employees have a high degree of collectivism and, consequently, must logically also have a low level of individualism. The visitor then pointed out how this would be completely opposite to the values of Canadian employees. The visitor concluded by saying that by identifying someone's nationality, such as Canadian, you can easily determine the person's level of collectivism and individualism. Identify and discuss three problems with the visiting professor's statements.
193. A middle manager in Malaysia is about to be stationed for two years to Canada. Canada has relatively low power distance whereas employees in Malaysia have quite high power distance. Advise the Malaysian manager about what to expect from Canadian employees based on the differences in power distance. Your answer should also define power distance.

2 Key

1. _____ represents the forces within a person that affect the direction, intensity, and persistence of voluntary behaviour.

A. Motivation
B. Personality
C. Values
D. Ethics
E. Ability

Chapter - Chapter 02 #1
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

2. Motivation affects a person's _____ of voluntary behaviour.

A. direction, intensity, and persistence.
B. antecedents, consequences and reinforcers.
C. size, shape and weight.
D. aptitudes, abilities, and competencies.
E. agreeableness, locus of control, and ethical sensitivity.

Chapter - Chapter 02 #2
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

3. All of these factors directly influence an employee's voluntary behaviour and performance

EXCEPT:
A. motivation.
B. role perceptions.
C. situational factors.
D. moral intensity.
E. ability.

Chapter - Chapter 02 #3
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

4. Which of the following identifies the four factors that directly influence individual behaviour and performance?

A. Utilitarianism
B. MARS model
C. Schwartz's model
D. Holland's model
E. Myers-Briggs Type Indicator

Chapter - Chapter 02 #4
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

5. Which of these factors directly influences an employee's voluntary behaviour and performance?

A. Motivation
B. Role perceptions
C. Uncertainty avoidance
D. All of the answers are correct.
E. Motivation and role perceptions

Chapter - Chapter 02 #5
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

6. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
(p. 31)

- A.** Hire applicants with appropriate aptitudes.
- B. Train employees so they develop appropriate aptitudes.
- C. Motivate employees to have appropriate aptitudes.
- D. Provide resources that allow employees to perform their jobs.
- E. All of the answers are correct.

Chapter - Chapter 02 #6
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

7. Ability includes which of these?

(p. 30)

- A.** Aptitudes and learned skills
- B. Natural aptitude and intensity
- C. Persistence and direction
- D. Intensity and learned capabilities
- E. Direction and intensity

Chapter - Chapter 02 #7
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

8. Aptitudes, skills, and competencies all fall under which of the following concepts?

(p. 30)

- A. Motivation
- B. Personality
- C. Values
- D. Ethics
- E.** Ability

Chapter - Chapter 02 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

9. Which of the following refers to the fact that motivation is goal-directed, not random?

(p. 29)

- A. Persistence
- B.** Direction
- C. Intensity
- D. Aptitude
- E. Competencies

Chapter - Chapter 02 #9
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

10. _____ is the amount of effort allocated to the goal.

(p. 30)

- A. Persistence
- B. Direction
- C.** Intensity
- D. Aptitude
- E. Competencies

Chapter - Chapter 02 #10
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

11. All technical employees at a paper mill take a course on how to operate a new paper-rolling machine.
(p. 30) This course will improve job performance mainly by altering employee:
- A. aptitudes
 - B. role perceptions
 - C. motivation
 - D. organizational citizenship
 - E. learned capabilities**

Chapter - Chapter 02 #11
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

12. Which of the following ensures that job incumbents have appropriate aptitudes to perform the job?
(p. 31)
- A. Hire applicants with appropriate aptitudes to begin with.**
 - B. Train employees so they develop appropriate aptitudes.
 - C. Motivate employees to have appropriate aptitudes.
 - D. Provide resources that allow employees to perform their jobs.
 - E. Educate incumbents so they can learn appropriate attitudes.

Chapter - Chapter 02 #12
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

13. Competencies include:
(p. 30-31)
- A. a person's aptitudes.
 - B. a person's learned abilities.
 - C. a person's skills.
 - D. All of the answers are correct.**
 - E. None of the answers apply.

Chapter - Chapter 02 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

14. Customer orientation, social skills, and need for achievement are examples of:
(p. 30-31)
- A. aptitudes
 - B. competencies**
 - C. role perceptions
 - D. situational factors
 - E. None of the answers apply.

Chapter - Chapter 02 #14
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

15. IdaCorp. gives simple accounts to newly hired employees, then adds more challenging accounts as employees master the simple tasks. This practice mainly:
(p. 31)
- A. improves role perceptions.
 - B. increases person-job matching.**
 - C. reduces employee motivation.
 - D. provides more resources to accomplish the assigned task.
 - E. improves employee aptitudes.

Chapter - Chapter 02 #15
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

16. The MARS model explicitly identifies which of the following factors?

- (p. 30-31)
- A. Rewards
 - B. Recreational activities
 - C. Neuroticism
 - D. Situational factors**
 - E. All of the answers are correct.

Chapter - Chapter 02 #16
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

17. According to the MARS model of individual behaviour, which of the following is NOT a role perception problem?

- (p. 31-32)
- A. The employee lacks the proper tools to perform the job.**
 - B The employee knows two different ways to perform a particular task, but unknowingly chooses the . method that the organization does not want its employees to use.
 - C. The employee doesn't realize that a particular task is part of his or her job.
 - D The employee places more emphasis on the quantity of work whereas the organization wants more . emphasis placed on the quality of work.
 - E The employee believes that the company wants him or her to spend more time with clients, whereas . the company really wants client requests processed more quickly.

Chapter - Chapter 02 #17
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

18. Competencies relate most closely to which element in the MARS model of behaviour and performance?

- (p. 30-31)
- A. Motivation
 - B. Situational factors
 - C. Role perceptions
 - D. Ability**
 - E. Competencies are not related at all to any element of the MARS model

Chapter - Chapter 02 #18
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

19. You have just hired several new employees who are motivated, able to perform their jobs, and have adequate resources. However, they aren't sure what tasks are included in their job. According to the MARS model, these new employees will likely:

- (p. 30-31)
- A. emphasize the utilitarianism principle in their decision making.
 - B. have lower job performance due to poor role perceptions.**
 - C. have high job performance because they are motivated and able to perform the work.
 - D. have above average organizational citizenship.
 - E. have a high degree of differentiation according to Holland's classification of occupations.

Chapter - Chapter 02 #19
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

20. To reduce the amount of non-recyclable waste that employees throw out each day, a major telephone company removed containers for non-recyclable rubbish from each office and workstation. This altered employee behaviour mainly by:

- (p. 32)
- A. increasing employee motivation to be less wasteful.
 - B. helping employees to learn how to be less wasteful.
 - C. altering situational factors so that employees have more difficulty practising wasteful behaviour.**
 - D. increasing aptitudes that make employees less wasteful.
 - E. increasing organizational citizenship so that employees will be less wasteful.

Chapter - Chapter 02 #20
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

21. Which of these refers to a person's beliefs about what behaviours are appropriate or necessary, in a particular situation?
(p. 31-32)
- A. Natural aptitudes
 - B. Role perceptions**
 - C. Competencies
 - D. Locus of control
 - E. Situational factors

Chapter - Chapter 02 #21
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

22. Companies can improve employee performance through situational factors by:
(p. 32)
- A. asking employees about the things that motivate them.
 - B. testing employee skills and knowledge before they are hired.
 - C. providing training so employees learn the required competencies.
 - D. redesigning the job so employees are only given tasks within their capabilities.
 - E. asking employees to identify problems they experience with time and resources, then removing those obstacles to job performance.**

Chapter - Chapter 02 #22
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

23. Which of the following is NOT a work-related behaviour?
(p. 33)
- A. Competencies**
 - B. Absenteeism
 - C. Joining the organization
 - D. Showing up for work at scheduled times
 - E. Performing required tasks

Chapter - Chapter 02 #23
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

24. Which of the following refers to goal-directed activities under the individual's control that support organizational objectives?
(p. 32-33)
- A. Competencies
 - B. Task performance**
 - C. Aptitudes
 - D. Direction
 - E. Motivation

Chapter - Chapter 02 #24
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

25. Which of the following would be considered a work-related behaviour?
(p. 33)
- A. Completing required job duties above the minimum performance standard.
 - B. Showing up for work at scheduled times.
 - C. Accepting the organization's offer of employment.
 - D. Helping a co-worker even though it isn't part of your job.
 - E. All of the answers are correct.**

Chapter - Chapter 02 #25
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

26. Which of the following statements about task performance is FALSE?
(p. 32-33)
- A. Employees are evaluated against a performance standard.
 - B. Task performance refers to goal-directed activities under the individual's control.
 - C.** Employees are almost always evaluated on just one performance dimension.
 - D. Employees are expected to perform their work above a minimum acceptable level.
 - E. Each performance dimension requires specific skills and knowledge.

Chapter - Chapter 02 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

27. Organizational citizenship refers to:
(p. 33)
- A. the employee's right to vote for the company president.
 - B.** employee behaviours that extend beyond normal job duties.
 - C. the organization's obligations to society.
 - D. the organization's attachment to a particular country rather than being a global entity.
 - E. the organization's obligations to society and the organization's attachment to a particular country rather than being a global entity

Chapter - Chapter 02 #27
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

28. Employee behaviours that extend beyond normal job duties:
(p. 33)
- A. should be discouraged by organizational leaders.
 - B. are usually performed by people with low conscientiousness.
 - C. are the most important characteristics of people with an external locus of control.
 - D. are common in small businesses but never occur in large firms.
 - E.** are called organizational citizenship.

Chapter - Chapter 02 #28
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

29. Sabotage, threatening harm, and insulting others represent:
(p. 33)
- A.** three forms of counterproductive work behaviours.
 - B. the most common forms of organizational citizenship.
 - C. three dimensions of Schwartz's values model.
 - D. evidence of people with an introverted personality.
 - E. behaviours that are no longer found in organizations.

Chapter - Chapter 02 #29
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

30. Which of the following is considered counterproductive work behaviour?
(p. 33-34)
- A. Insulting others.
 - B. Theft
 - C. Deliberately withholding one's approval to inconvenience another person and cause them stress.
 - D.** All of the answers are correct.
 - E. Theft and deliberating performing work incorrectly so the organization suffers a loss.

Chapter - Chapter 02 #30
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

31. Generous sick leave policies are known to:
(p. 35)
- A. increase employee lateness
 - B. improve organizational citizenship
 - C.** increase absenteeism
 - D. increase voluntary turnover
 - E. increase absenteeism and increase voluntary turnover

Chapter - Chapter 02 #31
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

32. Showing up at work when one's capacity to perform is significantly diminished by sickness, fatigue, personal problems, or other factors is an example of:
(p. 35)
- A. organizational citizenship behaviour
 - B. counterproductive work behaviour
 - C. employee loyalty
 - D. workaholic behaviour
 - E. presenteeism**

Chapter - Chapter 02 #32
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

33. Which of the following statements about personality traits is FALSE?
(p. 36)
- A. An individual's personality is relatively stable from one year to the next.
 - B. Personality traits cause people to behave in almost exactly the same way in all situations.**
 - C. The most common view is that personality is shaped by both heredity and environment.
 - D. An individual's personality is identified by his or her behaviours.
 - E. An individual's personality cannot be observed.

Chapter - Chapter 02 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

34. The relatively stable pattern of behaviours and consistent internal states that explain a person's behavioural tendencies refers to
(p. 36)
- A. personality.**
 - B. values.
 - C. motivation.
 - D. locus of control.
 - E. job satisfaction.

Chapter - Chapter 02 #34
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

35. An individual's personality:
(p. 36)
- A. changes several times throughout the year.
 - B. is formed only from childhood socialization and the environment.
 - C. is less evident in situations where social norms, reward systems, and other conditions constrain behaviour.**
 - D. All of the answers are correct.
 - E. is formed only from childhood socialization and the environment and is less evident in situations where social norms, reward systems, and other conditions constrain behaviour.

Chapter - Chapter 02 #35
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

36. One ongoing dispute among psychologists is whether personality:
(p. 36-37)
- A. is formed completely from genetic code or is partly influenced by socialization and environmental conditions.**
 - B. is stable over several years or changes a few times each year.
 - C. is evident in all situations or is less constrained in some situations.
 - D. is evident through a person's behaviours or is only evident through blood tests.
 - E. really exists or is just a myth.

Chapter - Chapter 02 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

37. The main explanation why personality becomes more stable over time is that:
(p. 37) **A.** as we age we form a clearer and more rigid self-concept.
B. life experiences cause personality to become more hidden from view.
C. people become less open to new experiences.
D. people form clearer and more rigid self-concepts as they get older.
E. All of the answers are correct.

Chapter - Chapter 02 #37
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

38. Which of the following statements about personality is FALSE?
(p. 37) **A.** One's personality becomes more hidden over time.
B. Personality is heavily influenced by heredity.
C. Personality is influenced by both nature and nurture.
D. On average, when people reach the age of 30 personality stabilizes.
E. Some personality development and change occurs when people are young.

Chapter - Chapter 02 #38
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

39. The 'Big Five' personality dimensions represent:
(p. 37) **A.** all of the personality traits found in an ideal job applicant.
B. the aggregated clusters representing most known personality traits.
C. the personality traits caused by the environment rather than heredity.
D. All of the answers are correct.
E. the aggregated clusters representing most known personality traits and the personality traits caused by the environment rather than heredity.

Chapter - Chapter 02 #39
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

40. The 'Big Five' personality dimensions are identified by the acronym:
(p. 37) **A.** MBTIA
B. CANOE
C. VALUE
D. MARSE
E. HAPPY

Chapter - Chapter 02 #40
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

41. Which of the following is a 'Big Five' personality dimension?
(p. 37) **A.** Extroversion
B. Openness to experience
C. Locus of control
D. Grumpiness.
E. "A" and "B"

Chapter - Chapter 02 #41
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

42. All of these are "Big Five" personality dimensions EXCEPT:
(p. 37-38) **A.** openness to experience.
B. agreeableness.
C. locus of control.
D. emotional stability.
E. extroversion.

Chapter - Chapter 02 #42
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

43. Being good-natured, empathetic, caring, and courteous are characteristic of people with which personality trait?
(p. 38)
- A. Openness to experience
 - B. Agreeableness**
 - C. Locus of control
 - D. Emotional stability
 - E. Extroversion

Chapter - Chapter 02 #43
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

44. Conscientiousness is one dimension of:
(p. 37-38)
- A. the MARS model.
 - B. Schwartz's values model.
 - C. Myers-Briggs Type Indicator
 - D. All of the answers are correct.
 - E. None of the answers apply.**

Chapter - Chapter 02 #44
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

45. Neuroticism is explicitly identified in:
(p. 38)
- A. the MARS model.
 - B. Schwartz's values model.
 - C. 'Big Five' personality dimensions.**
 - D. Holland's theory of vocational choice.
 - E. the MARS model and the 'Big Five' personality dimensions

Chapter - Chapter 02 #45
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

46. Most employees in the social services department of a provincial government have frequent interaction with people who are unemployed or face personal problems. Which of the following personality characteristics is best suited to employees working in these jobs?
(p. 38)
- A. High neuroticism
 - B. External locus of control.
 - C. High introversion.
 - D. High agreeableness.**
 - E. External locus of control and high agreeableness.

Chapter - Chapter 02 #46
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

47. Which 'Big Five' personality dimension is most valuable for predicting job performance?
(p. 39)
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness**
 - D. Neuroticism
 - E. Agreeableness

Chapter - Chapter 02 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

48. _____ characterizes people with high levels of anxiety, hostility, depression, and self-consciousness.
(p. 38)
- A. Extroversion
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism**
 - E. Agreeableness

Chapter - Chapter 02 #48
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

49. Which of the following is a "Big Five" personality dimensions?
(p. 37)
- A. Openness to new experiences.**
 - B. Self-transcendence.
 - C. Locus of control.
 - D. Self-enhancement.
 - E. Narcissism

Chapter - Chapter 02 #49
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

50. Extroversion is one dimension of:
(p. 38)
- A. the MARS model.
 - B. Schwartz's values model.
 - C. Myers-Briggs Type Indicator
 - D. 'Big Five' personality dimensions.**
 - E. Cross-cultural values.

Chapter - Chapter 02 #50
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

51. _____ characterizes people who are quiet, shy, and cautious.
(p. 38)
- A. Introversion**
 - B. Openness to experience
 - C. Conscientiousness
 - D. Neuroticism
 - E. Intellectualism

Chapter - Chapter 02 #51
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

52. Jung's psychological types are measured in:
(p. 39)
- A. the 'Big Five' personality types.
 - B. the locus of control scale.
 - C. any instrument that also measures neuroticism.
 - D. the Myers-Briggs Type Indicator.**
 - E. the self-monitoring personality test.

Chapter - Chapter 02 #52
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

53. Myers-Briggs Type Indicator (MBTI) includes all of these dimensions EXCEPT:
(p. 39-40)
- A. sensing/intuition.
 - B. judging/perceiving.
 - C. thinking/feeling.
 - D. extroversion/introversion.
 - E. internal/external locus.**

Chapter - Chapter 02 #53
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

54. Sensing, thinking, and judging represent three dimensions of:

(p. 39)

- A. Schwartz's values model.
- B. the MARS model.
- C. Holland's model of occupational choice.
- D. the 'Big Five' personality dimensions
- E.** the Myers-Briggs Type Indicator

Chapter - Chapter 02 #54
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

55. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is FALSE?

(p. 40-41)

- A. The MBTI measures the personality traits in Jung's psychological types.
- B. The MBTI is one of the most widely used personality tests in organizations.
- C.** Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
- D. Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
- E. The MBTI combines four pairs of traits into 16 distinct types.

Chapter - Chapter 02 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

56. The Myers-Briggs Type Indicator (MBTI) measures psychological types first proposed by

(p. 39)

- A. Victor Vroom.
- B.** Carl Jung.
- C. Sigmund Freud.
- D. The "Big Five" personality trait model.
- E. Milton Rokeach.

Chapter - Chapter 02 #56
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

57. Which of these statements about the Myers-Briggs Type Indicator (MBTI) is TRUE?

(p. 40-41)

- A. The MBTI measures a person's self-esteem, and self-efficacy.
- B. The MBTI is no longer used in organizations.
- C. Research has concluded that the MBTI does a poor job of measuring Jung's psychological types.
- D.** Research suggests that the MBTI is more useful for career development and self-awareness than for selecting job applicants.
- E. The MBTI combines 16 pairs of traits into four distinct types.

Chapter - Chapter 02 #57
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

58. Which of the following statements about values is FALSE?

(p. 41-42)

- A. Values help define what is right or wrong and good or bad in the world.
- B. Values are arranged into a hierarchy of preferences.
- C. The values that dominate a person's preferences differ across cultures.
- D. Values guide our decisions and actions.
- E.** A person's hierarchy of values typically changes a few times each year.

Chapter - Chapter 02 #58
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

59. Which of the following is LEAST connected to the topic of values?

- (p. 41-42)
- A. organizational culture.
 - B. moral intensity.
 - C. collectivism.
 - D. ethical sensitivity.
 - E. neuroticism.**

Chapter - Chapter 02 #59
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

60. Values are defined in your text as:

- (p. 41)
- A. stable evaluative beliefs that guide our preferences for outcome in a variety of situations.**
 - B. beliefs about what is moral.
 - C. a person's beliefs about the amount of control they have over their actions.
 - D. an accounting concept imported into the field of organizational behaviour.
 - E. personality dimensions that stabilize up to at least the age of 30 and possibly to age 50.

Chapter - Chapter 02 #60
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

61. Schwartz's values model includes all of the following EXCEPT:

- (p. 42)
- A. Universalism.
 - B. Hedonism.
 - C. Security.
 - D. Utilitarianism.**
 - E. Self-direction.

Chapter - Chapter 02 #61
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

62. Schwartz's model organizes _____ into _____.

- (p. 42)
- A. personality traits; six dimensions.
 - B. values; a hierarchy.
 - C. needs; three statistical formulas
 - D. values; ten dimensions.**
 - E. emotions; a time line.

Chapter - Chapter 02 #62
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

63. All of the following are domains in Schwartz's values model EXCEPT:

- (p. 42)
- A. Tradition.
 - B. Power.
 - C. Conscientiousness.**
 - D. Conformity.
 - E. Stimulation.

Chapter - Chapter 02 #63
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

64. The main reason why a person's values do not always influence his or her behaviour is that:

- (p. 42)
- A. the values are too specific.
 - B. values never affect behaviour under any circumstances.
 - C. values affect a person's ability but not his or her motivation to act.
 - D. values usually conflict with each other, making it difficult to determine which value to apply.
 - E. values tend to be too abstract to see the connection to specific situations.**

Chapter - Chapter 02 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

65. Employees are more likely to apply their personal values to their behaviour when:
(p. 42) **A.** someone keeps them mindful of those values.
B. those values conflict with the organization's values.
C. the values are abstract.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 02 #65
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

66. Incongruence between a company's dominant values and an employee's values is known to:
(p. 44) A. increase employee stress.
B. increase the employee's probability of quitting.
C. increase the chance that the employee's decisions will differ from the organization's preferences.
D. All of the answers are correct.
E. have no effect on employee behaviour or decision making.

Chapter - Chapter 02 #66
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

67. Espoused-enacted values congruence occurs when:
(p. 44) A. an employee and his or her spouse have similar values.
B. an organization's values are consistent with the dominant values of the culture in which it operates.
C. an employee's personal values are similar to the values of other employees on the same team.
D. an employee's personal values are consistent with the organization's values.
E. None of the answers apply.

Chapter - Chapter 02 #67
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

68. The chief executive of a start-up high-technology company recently made several public announcements about the company's values. She emphasized that, although the company is less than one year old, its employees already have adopted a strong set of values around sharing, freedom and achievement. However, you personally know two employees at the company who say that employees don't really have a common set of values, and they are certainly not unanimous about the three values stated by the CEO. The CEO is likely describing the company's:
(p. 44) **A.** espoused values.
B. ethical values.
C. professional values.
D. organizational values.
E. enacted values.

Chapter - Chapter 02 #68
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

69. Ethics is most closely related to:
(p. 45) **A.** values.
B. locus of control.
C. the Myers-Briggs type Indicator.
D. personality.
E. ability.

Chapter - Chapter 02 #69
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

70. Which of the following represents values that determine whether actions are right or wrong and outcomes are good or bad?
(p. 45)
- A. Conscientiousness
 - B. Sensing
 - C. Moral intensity
 - D. Self-monitoring
 - E.** Ethics

Chapter - Chapter 02 #70
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

71. Which of the following is NOT identified in the textbook as an ethical principle?
(p. 45-46)
- A. Utilitarianism.
 - B. Distributive justice.
 - C.** Moralism.
 - D. Individual rights.
 - E. Egalitarianism.

Chapter - Chapter 02 #71
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

72. One problem with the utilitarian principle of ethics is that:
(p. 45-46)
- A. not all utilitarian rights are protected by law.
 - B. it is impossible to determine what factors should be relevant when distributing rewards.
 - C. it is difficult to predict the 'trickle down' benefits to the least well off in society.
 - D.** it judges morality by the results but not by the means to attaining those results.
 - E. the utilitarian principle has never been accepted by ethics experts as an ethical principle.

Chapter - Chapter 02 #72
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

73. Ethical conduct should consider whether:
(p. 45-46)
- A. the outcomes will provide the greatest good for the greatest number.
 - B. the behaviour violates any government laws.
 - C. people affected by the behaviour believe that it is fair.
 - D.** All of the answers are correct.
 - E. the outcomes will provide the greatest good for the greatest number and the behaviour violates any government laws.

Chapter - Chapter 02 #73
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

74. When assessing the ethics of a decision, you should:
(p. 45-46)
- A. rely mainly on the utilitarianism principle.
 - B.** consider its implications against all three principles described in the textbook.
 - C. rely mainly on your level of collectivism.
 - D. avoid considering the decision's moral intensity until after the decision has been made.
 - E. apply any one—but NEVER more than one—of the four ethics principles to evaluate the decision.

Chapter - Chapter 02 #74
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

75. Which of the following is an ethical principle stating that people have entitlements allowing them to act in a certain way?
(p. 46)
- A. Utilitarianism.
 - B. Individual rights.**
 - C. Moral intensity.
 - D. Distributive justice.
 - E. Ethical sensitivity.

Chapter - Chapter 02 #75
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

76. The main limitation of the individual rights principle is that:
(p. 46)
- A. it really isn't an ethical principle at all.
 - B. some individual rights conflict with other individual rights.**
 - C. it pays attention to whether consequences are ethical, but not to whether the means to those consequences are ethical.
 - D. it is almost impossible to evaluate the benefits or costs of decisions when many stakeholders are affected.
 - E. it can degenerate into unjust favouritism.

Chapter - Chapter 02 #76
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

77. Senior executives at CyberForm must make a decision that will affect many people, and where the decision may produce good or bad consequences for those affected. This decision:
(p. 46)
- A. has a high degree of ethical sensitivity.
 - B. is one in which decision makers should rely only on the utilitarianism rule of ethics.
 - C. has a low degree of ethical sensitivity.
 - D. has a high degree of moral intensity.**
 - E. requires a low duty to care.

Chapter - Chapter 02 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

78. Moral intensity is higher when:
(p. 46)
- A. the issue produces good decisions but not bad decisions.
 - B. the decision has little or no effect on other people.
 - C. the decision maker is neutral and far removed from the issue or its consequences.
 - D. All of the answers are correct.
 - E. None of the answers apply.**

Chapter - Chapter 02 #78
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

79. People who have high ethical sensitivity:
(p. 47)
- A. are always more ethical than people with a moderate or low level of ethical sensitivity.
 - B. tend to have higher empathy.
 - C. tend to have more information about the specific situation.
 - D. All of the answers are correct.
 - E. tend to have higher empathy and tend to have more information about the specific situation.**

Chapter - Chapter 02 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

80. According to your text, which of the following is considered a moral intensity factor?

(p. 47)

- A.** Social consensus.
- B. Environmental impact.
- C. Economic impact.
- D. Social impact.
- E. None of the above.

Chapter - Chapter 02 #80
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

81. The ability to recognize the presence and determine the relative importance of an ethical issue is known as:

(p. 47)

- A. neuroticism.
- B. moral intensity.
- C.** ethical sensitivity.
- D. utilitarianism.
- E. uncertainty avoidance.

Chapter - Chapter 02 #81
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

82. Which of the following statements about ethical codes of conducts is FALSE?

(p. 48)

- A. They establish the organization's ethical standards and inform employees.
- B. They signal how seriously the organization views the issue of ethics.
- C.** Written ethical codes prevent unethical behaviour.
- D. Most large and medium-size organizations in Canada have such codes.
- E. Many organizations provide ethics training.

Chapter - Chapter 02 #82
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

83. Moral intensity is higher when:

(p. 46-47)

- A. it takes longer to make an ethical decision.
- B. the decision is made by a few people who are highly ethical.
- C. there are no clear legal guidelines to guide decision-makers.
- D.** many people agree the action is ethically good or bad.
- E. All of the above are correct.

Chapter - Chapter 02 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

84. According to your text, the most effective way for organizations to establish a foundation that supports ethical conduct is by

(p. 48)

- A. providing ethics training.
- B. writing codes of ethics.
- C. communicating ethical codes of conduct to employees.
- D. punishing wrongdoers.
- E.** establishing a set of shared values that reinforce ethical conduct.

Chapter - Chapter 02 #84
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

85. Which moral intensity factor best relates to the question, "How many people are affected by this action?"
(p. 47)
- A. Immediacy of effect
 - B. Concentration of effect**
 - C. Probability effect
 - D. Butterfly effect
 - E. Magnitude effect

Chapter - Chapter 02 #85
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

86. People who value their independence and personal uniqueness have:
(p. 49)
- A. high individualism.**
 - B. low collectivism.
 - C. high power distance.
 - D. low uncertainty avoidance.
 - E. high individualism and low collectivism.

Chapter - Chapter 02 #86
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

87. Which of the following statements about cross-cultural values is TRUE?
(p. 49)
- A. People with a high achievement-orientation emphasize relationships and the well-being of others.
 - B. People with high individualism can have any level (high or low) of collectivism.**
 - C. People with high power distance value independence and personal uniqueness
 - D. People with low uncertainty avoidance must also have high power distance.
 - E. People in almost all cultures have high uncertainty avoidance.

Chapter - Chapter 02 #87
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

88. People with high collectivism:
(p. 49-50)
- A. accept unequal distribution of power
 - B. also have low individualism.
 - C. value harmonious relationships in the groups to which they belong.**
 - D. value thrift, savings, and persistence.
 - E. also have low individualism and value harmonious relationships in the groups to which they belong.

Chapter - Chapter 02 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

89. Employees from cultures with a high power distance are more likely to:
(p. 50)
- A. use their existing power to gain more power.
 - B. encourage consensus-oriented decision making.
 - C. avoid people in positions of power.
 - D. readily accept the high status of other people in the organization.**
 - E. give their power to others as a sign of friendship.

Chapter - Chapter 02 #89
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

90. People with a high _____ value assertiveness, competitiveness, and materialism.
(p. 50-51) A. individualism
B. collectivism
C. power distance
D. uncertainty avoidance
E. achievement orientation

Chapter - Chapter 02 #90
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

91. Which of the following countries generally has high achievement orientation values?
(p. 51) A. Canada
B. Russia
C. Japan
D. Sweden
E. The Netherlands

Chapter - Chapter 02 #91
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

92. Motowa is a new employee who comes from a culture that values respect for people in higher positions and values the wellbeing of others more than goal achievement. Motowa's culture would have:
(p. 50-51) **A. a high power distance and nurturing orientation.**
B. high collectivism and short-term orientation.
C. low uncertainty avoidance and high individualism.
D. low power distance and strong nurturing orientation.
E. None of the answers apply.

Chapter - Chapter 02 #92
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

93. Which of the following values represents people who value duty to groups to which they belong, and to group harmony?
(p. 49-50) A. High individualism.
B. High uncertainty avoidance.
C. Low uncertainty avoidance.
D. High nurturing orientation.
E. High collectivism.

Chapter - Chapter 02 #93
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

94. Canadians tend to have:
(p. 52) A. a high collectivism value orientation.
B. a high nurturing-orientation value.
C. a low individualistic value orientation.
D. a high individualistic value orientation.
E. a high nurturing-orientation value and a low individualistic value orientation.

Chapter - Chapter 02 #94
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

95. In the section on cross-cultural values, the authors warn that:
(p. 51) A. the cross-cultural data presented are based on a very small sample (less than 10 people in each country studied).
B. the definitions of most values have changed over the past decade, so most cross-cultural information has little meaning anymore
C. several cultures don't have any values.
D. multicultural societies such as Canada have a wide range of values even though the information presented assumes that everyone in the country has similar values.
E. All of the answers are correct.

Chapter - Chapter 02 #95
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

96. In Canada Anglophone and Francophone values:
(p. 52) A. are identical to each other.
B. have become increasingly different from each other in recent years.
C. are almost completely opposite to each other.
D. have converged (become more similar) in recent years.
E. do not really exist.

Chapter - Chapter 02 #96
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

97. Which of these cultures has a high collectivist value orientation?
(p. 52) A. Anglophone Canadians
B. Francophone Canadians
C. First Nations people in Canada
D. Americans
E. None of these cultures has a high collectivist orientation.

Chapter - Chapter 02 #97
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

98. Which of the following cultures has/have the strongest preference for patriarchal authority?
(p. 52) A. Anglophone Canadians
B. Francophone Canadians
C. Americans
D. All of the answers are correct.
E. Both "A" and "B."

Chapter - Chapter 02 #98
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

99. Compared with Americans, Canadians tend to have stronger values regarding:
(p. 52) **A.** egalitarianism.
B. conservatism.
C. morality.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 02 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

100. Studies comparing American and Canadian values indicate that:
(p. 52) A. American and Canadian values have become more similar in recent years.
B. American values are closer to Francophone than Anglophone values.
C. Canadians have lower tolerance for moral permissiveness than do Americans.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 02 #100
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

101. Motivation is an external force on the person that causes him or her to engage in specific behaviours.
(p. 29) **FALSE**

Chapter - Chapter 02 #101
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

102. Persistence is an element of motivation.
(p. 30) **TRUE**

Chapter - Chapter 02 #102
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

103. Learned capabilities refer to the skills and knowledge that you have actually acquired.
(p. 30) **TRUE**

Chapter - Chapter 02 #103
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

104. Aptitudes are natural talents that help individuals learn specific tasks more quickly and perform them better than other people.
(p. 30) **TRUE**

Chapter - Chapter 02 #104
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

105. Learned capabilities are skills and knowledge that you possess. Therefore, they do not diminish over time when not in use.
(p. 30) **FALSE**

Chapter - Chapter 02 #105
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

106. Competencies refer to the extent to which people understand the job duties assigned to or expected of them.
(p. 30-31) **FALSE**

Chapter - Chapter 02 #106
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

107. According to the MARS model, ability is the most important force influencing individual behaviour and results.
(p. 30) **FALSE**

Chapter - Chapter 02 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

108. Competencies refer to the complete set of motivations, abilities, role perceptions and situational factors that contribute to job performance.

FALSE

Chapter - Chapter 02 #108
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

109. The MARS model identifies the four main factors that influence individual behaviour.

(p. 29-30) **TRUE**

Chapter - Chapter 02 #109
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

110. According to the MARS model of individual behaviour and performance, employee performance will remain high even if one of the four factors significantly weakens.

FALSE

Chapter - Chapter 02 #110
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

111. Providing training is a person-job matching strategy.

(p. 31) **TRUE**

Chapter - Chapter 02 #111
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

112. One person-job matching strategy is to select applicants whose existing competencies best fit the required task.

TRUE

Chapter - Chapter 02 #112
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

113. Companies can improve employee role perceptions by describing the employee's assigned tasks clearly and providing meaningful performance feedback.

TRUE

Chapter - Chapter 02 #113
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

114. Situational factors are working conditions within the employee's control.

(p. 32) **FALSE**

Chapter - Chapter 02 #114
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

115. Task performance refers to goal-directed behaviours under the individual's control that support organizational objectives.

TRUE

Chapter - Chapter 02 #115
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

116. Organizational citizenship behaviours are usually described clearly in job descriptions.

(p. 33) **FALSE**

Chapter - Chapter 02 #116
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

117. Employees are more likely to engage in organizational citizenship behaviours if these are outlined in their formal job duties.

FALSE

Chapter - Chapter 02 #117
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

118. Organizational citizenship is less likely to occur in an work environment where high cooperation already exists.

FALSE

Chapter - Chapter 02 #118
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

119. Dark-side workplace behaviours are collectively known as counterfeit citizenship work behaviours (CWBs).

FALSE

Chapter - Chapter 02 #119
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

120. Those who engage in counterproductive work behaviours do so voluntarily.

TRUE

Chapter - Chapter 02 #120
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

121. Recent studies have found that counterproductive work behaviours have a very small negative effect on organizational performance.

FALSE

Chapter - Chapter 02 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

122. Joining the organization is a type of work-related behaviour.

TRUE

Chapter - Chapter 02 #122
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

123. Research has found that absenteeism is rarely, if ever, caused by situational factors.

FALSE

Chapter - Chapter 02 #123
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

124. Sick leave policies affect the employee's motivation to attend work.

TRUE

Chapter - Chapter 02 #124
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

125. Personality is a relatively stable pattern of behaviours and internal states that help explain a person's behavioural tendencies.

TRUE

Chapter - Chapter 02 #125
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

126. Personality traits are more evident in situations where social norms and reward systems constrain behaviour.
(p. 36)

FALSE

Chapter - Chapter 02 #126
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

127. There is almost complete agreement among psychologists that personality is mostly formed by a person's childhood socialization.
(p. 36-37)

FALSE

Chapter - Chapter 02 #127
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

128. The five-factor model 'Big Five' personality dimensions represent five clusters that represent most personality traits.
(p. 37)

TRUE

Chapter - Chapter 02 #128
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

129. Agreeableness, extroversion, and conscientiousness are three of the 'Big Five' personality dimensions.
(p. 37-38)

TRUE

Chapter - Chapter 02 #129
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

130. People with a low score on the neuroticism personality dimension tend to be more relaxed, secure and calm.
(p. 38)

TRUE

Chapter - Chapter 02 #130
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

131. Neuroticism, sensing, and locus of control are three of the 'Big Five' personality dimensions.
(p. 38)

FALSE

Chapter - Chapter 02 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

132. Conscientiousness refers to the extent that people are sensitive, flexible, creative, and curious.
(p. 38)

FALSE

Chapter - Chapter 02 #132
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

133. Sensing, feeling, and judging are three of the 'Big Five' personality traits.
(p. 37-38)

FALSE

Chapter - Chapter 02 #133
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

134. Conscientiousness is one of the best personality traits for predicting job performance in most job groups.
(p. 38)

TRUE

Chapter - Chapter 02 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

135. The relationship between personality and workplace behaviour is weak, because so much about
(p. 39) behaviour is dependent on situational factors.

FALSE

Chapter - Chapter 02 #135
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

136. Employees who are conscientious tend to have higher levels of organizational citizenship.

(p. 39) **TRUE**

Chapter - Chapter 02 #136
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

137. Our personalities influence how well we cope with stress.

(p. 39) **TRUE**

Chapter - Chapter 02 #137
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

138. Agreeableness is a personality dimension that describes people who are outgoing, talkative, sociable,
(p. 38) and assertive.

FALSE

Chapter - Chapter 02 #138
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

139. The Myers-Briggs Type Indicator is a personality test that measures the 'Big Five' personality
(p. 39) dimensions.

FALSE

Chapter - Chapter 02 #139
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

140. According to the Myers-Briggs Type Indicator, some people are 'sensing-thinking' types whereas
(p. 39) others may be 'intuitive-feeling' types.

TRUE

Chapter - Chapter 02 #140
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

141. The Myers-Briggs Type Indicator measures the personality traits described by Swiss psychiatrist Carl
(p. 39) Jung.

TRUE

Chapter - Chapter 02 #141
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

142. In the Myers-Briggs Type Indicator, 'judging' types have a strong desire for order and want to resolve
(p. 39-40) problems quickly.

FALSE

Chapter - Chapter 02 #142
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

143. Evidence regarding the effectiveness of the Myers-Briggs Type Indicator (MBTI) and Jung's
(p. 40-41) psychological types is inconclusive.

TRUE

Chapter - Chapter 02 #143
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

144. Using the Myers Briggs Type Indicator (MBTI) is not recommended for employment selection or
(p. 40-41) promotion decisions.

TRUE

Chapter - Chapter 02 #144
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

145. Values are stable, long-lasting beliefs about what is important in a variety of situations.

(p. 41) **TRUE**

Chapter - Chapter 02 #145
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

146. People arrange values into a needs hierarchy.

(p. 41) **FALSE**

Chapter - Chapter 02 #146
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

147. One dimension of Schwartz's values model has openness to change at one extreme and conservation at
(p. 42-43) the other extreme.

TRUE

Chapter - Chapter 02 #147
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

148. Our habitual behaviours tend to be consistent with our values, but our everyday conscious decisions
(p. 42) and actions apply our values much less consistently.

TRUE

Chapter - Chapter 02 #148
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

149. The main reason why values don't consistently guide our decisions and actions is that values are
(p. 42) abstract concepts.

TRUE

Chapter - Chapter 02 #149
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

150. One way to increase the effect of values on behaviour is to make people mindful of their values.

(p. 42-43) **TRUE**

Chapter - Chapter 02 #150
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

151. Research indicates that values incongruence—differences between an employee's personal values and
(p. 44) the organization's values—is fairly common.

TRUE

Chapter - Chapter 02 #151
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

152. The ideal situation in organizations is to have employees whose values are perfectly congruent with
(p. 44) the organization's values.

FALSE

Chapter - Chapter 02 #152
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

153. Organizations that don't align corporate values with the dominant values of the society in which they operate may have difficulty keeping talented employees.

TRUE

Chapter - Chapter 02 #153
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

154. Espoused values represent the values that you and your spouse have in common.

FALSE

Chapter - Chapter 02 #154
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

155. Egalitarianism is one of three types of ethical principles.

FALSE

Chapter - Chapter 02 #155
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

156. Utilitarianism judges morality by the consequences of our actions, not the means to attaining those consequences.

TRUE

Chapter - Chapter 02 #156
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

157. Utilitarianism and egalitarianism are personality dimensions of ethics.

FALSE

Chapter - Chapter 02 #157
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

158. The utilitarian principle advises us to seek the greatest good for the greatest number of people.

TRUE

Chapter - Chapter 02 #158
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

159. The utilitarian principle is sometimes known as a consequential principle.

TRUE

Chapter - Chapter 02 #159
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

160. When choosing the most ethically correct action in a particular situation, the distributive justice principle overrules (is more important than) the others.

FALSE

Chapter - Chapter 02 #160
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

161. One problem with the distributive justice principle is that it is difficult to agree on who is similar and what factors are relevant in making that determination.

TRUE

Chapter - Chapter 02 #161
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

162. It is sometimes difficult to apply the individual rights principle of ethical decision making because one individual's rights may conflict with another.
(p. 46) **TRUE**
- Chapter - Chapter 02 #162
Difficulty: Easy
Gradable: automatic
Learning Objective: 5
163. The distributive justice principle of ethical decision making is based largely on a cost-benefit analysis of each decision alternative.
(p. 46) **FALSE**
- Chapter - Chapter 02 #163
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
164. Ethical sensitivity is the degree to which an issue demands the application of ethical principles.
(p. 47) **FALSE**
- Chapter - Chapter 02 #164
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5
165. Proximity is considered a moral intensity factor.
(p. 47) **TRUE**
- Chapter - Chapter 02 #165
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5
166. Moral intensity refers to the difficulty associated with making certain decisions.
(p. 46) **FALSE**
- Chapter - Chapter 02 #166
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
167. Some managerial issues involve no moral intensity.
(p. 46) **TRUE**
- Chapter - Chapter 02 #167
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5
168. Ethically sensitive people tend to have more empathy and knowledge about the situation.
(p. 47) **TRUE**
- Chapter - Chapter 02 #168
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
169. Research indicates that people almost always make ethical decisions even when under pressure to make unethical decisions.
(p. 47) **FALSE**
- Chapter - Chapter 02 #169
Difficulty: Easy
Gradable: automatic
Learning Objective: 5
170. Ethics experts say that the most effective way to ensure that employees engage in ethical behaviour is to introduce ethical codes of conduct.
(p. 48) **FALSE**
- Chapter - Chapter 02 #170
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

171. Corporate leaders have a strong influence on the moral conduct of employees in that organization.

(p. 47-48) **TRUE**

Chapter - Chapter 02 #171
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

172. The most effective way organizations can support ethical conduct is to have a set of shared values that reinforce ethical conduct.

(p. 48) **TRUE**

Chapter - Chapter 02 #172
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

173. Most large and medium-sized organizations in Canada have developed and communicate ethical codes of conduct.

(p. 48) **TRUE**

Chapter - Chapter 02 #173
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

174. Supplementing ethical codes of conduct with ethical training eliminates wrongdoing in the workplace.

(p. 48) **FALSE**

Chapter - Chapter 02 #174
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

175. Research shows that having ethical codes of conduct tends to prevent wrongdoing in the workplace.

(p. 48) **FALSE**

Chapter - Chapter 02 #175
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

176. Cultures with high collectivism must also have low individualism.

(p. 49-50) **FALSE**

Chapter - Chapter 02 #176
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

177. Two countries with low collectivism are Japan and Canada.

(p. 49) **TRUE**

Chapter - Chapter 02 #177
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

178. In terms of cross-cultural values, Canadians tend to relatively high individualism with an achievement orientation and low power distance.

(p. 49-50) **TRUE**

Chapter - Chapter 02 #178
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

179. One limitation with cross-cultural values information is that it incorrectly assumes that everyone within a specific country holds similar values.

(p. 51) **TRUE**

Chapter - Chapter 02 #179
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

180. There is evidence to show that English and French Canadian values are converging.
(p. 52) **TRUE**

Chapter - Chapter 02 #180
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

181. Research indicates that Americans tend to be more liberal and egalitarian than are Canadians.
(p. 52) **FALSE**

Chapter - Chapter 02 #181
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

182. Organizations with First Nations founders and leaders tend to have high collectivism and low power distance values.
(p. 52) **TRUE**

Chapter - Chapter 02 #182
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

183. The sales office of a large industrial products wholesale company has an increasing problem that salespeople are arriving late at the office each morning. Some sales reps go directly to visit clients rather than showing up at the office as required by company policy. Others arrive several minutes after their appointed start time. The vice-president of sales doesn't want to introduce time clocks, but this may be necessary if the lateness problem isn't corrected. Using the MARS model of individual behaviour, diagnose the possible reasons why salespeople may be engaging in this 'lateness' behaviour.
(p. 29-30)

(Note: This question is similar to discussion question 1 on absenteeism.) The MARS model suggests that individual behaviour and performance are a function of ability, motivation, role perceptions and situational factors. With respect to lateness, all four of these factors may be relevant. Salespeople may be late for work because of incorrect role perceptions. Specifically, they might not know that they must show up at the office before visiting clients. Others may be late in the morning because they incorrectly believe they can do so after working late the previous day. (While both policies should be reviewed, the point here is that sales rep role perceptions may be inconsistent with the executive's expectations.)

Lateness may also occur because sales reps are not motivated to attend work. Perhaps there are stressful conditions at work or the jobs are not interesting to the people in those jobs. Similarly, there might be a 'lateness culture' in which other employees support those who show up late. A third factor may be situational factors. In the short term, some employees might be late due to road construction, conflicts with family responsibilities, and so forth. This is usually a short-run explanation, however, because employees should be able to adjust their schedule in the longer term. Ability is the least likely explanation for lateness. It would occur if an employee lacked the capacity to show up for work on time.

Chapter - Chapter 02 #183
Difficulty: Medium
Gradable: manual
Learning Objective: 1

184. Employees in the company's warehouse are making numerous errors in inventory control and breaking items shipped. An analysis of the situation reveals that individual competencies are poorly matched with the job requirements. Describe three different strategies that would potentially improve this person-job matching.
(p. 30-31)

The textbook identifies the following three strategies. Students should describe each of these:

Select qualified applicants. This involves measuring competencies of job applicants and selecting those whose competencies most closely align with the job requirements.

Provide training. Employees who lack certain skills and knowledge should receive training in those areas.

Redesign the job. This involves re-assigning specific tasks to employees based on their current knowledge and skills. For example, if an employee is good at stocking inventory but lacks skills and knowledge to use the inventory control system, then this person might be assigned only the task of stocking inventory.

Chapter - Chapter 02 #184

Difficulty: Medium

Gradable: manual

Learning Objective: 1

185. Store #34 of CDA Hardware Associates has had below average sales over the past few years. As head of franchise operations, you are concerned with the continued low sales volume. The store manager wants you to diagnose the problem and recommend possible causes. Use the MARS model of individual behaviour and performance to provide four different types of reasons why employees at Store #34 might be performing below average. Provide one example for each type of explanation.
(p. 29-32)

Students should answer this question by describing the four causes of individual behaviour and applying these causes to the situation.

Ability. It is possible that employees at Store #34 lack the necessary skills or knowledge to complete sales transactions effectively. For example, the store might have high turnover, so most employees lack the necessary experience. Alternatively, the store manager might have hired people who lack the necessary skills and knowledge.

Motivation. Store #34 employees might not be as motivated to serve customers and sell the product. For example, the store might have a different reward system, one that is not as effective at encouraging store sales. Alternatively, employees at this store might have different needs and therefore are not as motivated by the company's compensation system.

Role perceptions. Store #34 employees might have role perceptions that result in lower sales. For example, they might not realize that certain procedures or sales practices are less effective than those used at other stores. Alternatively, employees might not realize that their level of sales is below an acceptable level.

Situational factors. Employees at Store #34 might have lower performance due to unfavourable situational factors. For example, Store #34 might be located in an area with an economic recession. Alternatively, the store might have had difficulty getting inventory from the company's warehouse, resulting in lack of sales.

Chapter - Chapter 02 #185

Difficulty: Medium

Gradable: manual

Learning Objective: 1

186. Contrast organizational citizenship behaviour with task performance.
(p. 32-33)

Task performance refers to goal-directed activities that are under the individual's control. As goals, job performance standards and objectives are explicitly required by the organization for employees in those jobs.

Organizational citizenship behaviours, on the other hand, are activities that extend beyond the tasks normally required by the organization. They include avoiding unnecessary conflicts, helping others without selfish intent, gracefully tolerating occasional impositions, being involved in organizational activities and performing tasks that extend beyond normal role requirements

Chapter - Chapter 02 #186
Difficulty: Easy
Gradable: manual
Learning Objective: 2

187. Explain why you agree or disagree with the following statement: Hiring and keeping talented employees is the most important task for managers.
(p. 32-34)

- a) Task performance, organizational citizenship, and the lack of counterproductive work behaviours are obviously important, but if qualified people don't join and stay with the organization, none of these performance-related behaviours would occur.
- b) Attracting and retaining talented people is becoming particularly important as worries about skills shortages heat up. As skill shortages increase, attracting and retaining talent will logically become a critical factor in an organization's success.
- c) Much of an organization's intellectual capital is the knowledge employees carry around in their heads. Long-service staff members, in particular, have valuable information about work processes, corporate values, and customer needs. Very little of this is documented anywhere. Thus, knowledge management involves keeping valuable employees with the organization.

Chapter - Chapter 02 #187
Difficulty: Medium
Gradable: manual
Learning Objective: 2

188. An ongoing debate in organizational behaviour is whether we should consider the personality traits of job applicants when selecting them into the organization. Take the view that personality traits SHOULD be considered in the selection process and provide arguments for your position.
(p. 36-37)

Students should be evaluated not only on factual knowledge from the textbook, but also their logic and persuasive argument skills. Factually, the textbook presents two arguments in favour of using personality testing in selection. First, some personality dimensions, particularly conscientiousness and internal locus of control, predict job performance in almost every job group. This suggests that if we can accurately measure people who have this trait, we can better determine whether they will perform their job well. Second, personality traits may affect the types of jobs in which people are interested. In fact, vocational counsellors use personality testing to determine vocational interests. Placing people in jobs that match their personalities would potentially reduce employee turnover and perhaps absenteeism. If employees are happier in their jobs as a result of better vocational fit, then the improved job satisfaction might also result in better performance and organizational citizenship behaviours (see Chapter 1).

Chapter - Chapter 02 #188
Difficulty: Medium
Gradable: manual
Learning Objective: 3

189. One of the more persistent problems with values is that employees don't seem to apply them very consistently in their decisions and actions. Explain why this problem occurs and describe two ways to increase the individual's likelihood of applying a personal value to his or her behaviour.

Increase awareness (mindfulness). A specific value affects a person's behaviour when something makes them mindful (consciously aware) of that value. Coworkers tend to treat each other with much more respect and consideration immediately after a senior executive gives a speech on the virtues of benevolence in the workplace. The speech makes employees temporarily mindful of this value, so they think about it in their behaviour towards others.

Logical explanations. People need to have logical reasons in their head for applying that value, even if it is a personal value that they generally support. In other words, people tend to apply their personal values only when they can think of specific reasons for doing so. For example, you will be more motivated to switch your vacation time with a co-worker who needs that time off if you can think of good reasons why it's good to be benevolent.

Consistent environment. Work environments shape behaviour, at least in the short term. Therefore, they necessarily encourage or discourage values-consistent behaviour. The fact is our jobs sometimes require us to act in ways that are inconsistent with our personal values. This incongruence between our personal values and work requirements can also have a powerful effect on employee attitudes and other behaviours.

*Chapter - Chapter 02 #189
Difficulty: Medium
Gradable: manual
Learning Objective: 4*

190. Comment on the accuracy of the following statement and explain your answer:
(p. 43-44) "Organizations are most successful when employee values are identical to the company's dominant values."

This statement is FALSE. To answer this question fully, students should note both the benefits of having values congruence and the problems with having perfect congruence.

In terms of benefits of congruence, the textbook explains that incongruence causes several negative outcomes. Values are guideposts, so employees whose values differ significantly from the organization's values might make decisions incompatible with the organization's goals. Incongruence also leads to lower job satisfaction and organizational commitment, as well as higher stress and turnover among employees.

The problem with identical values—that is, perfect congruence—is that employees with diverse values offer different perspectives to issues, which may lead to better decision making. The conflict resulting from values incongruence among employees can sharpen everyone's thinking about the definition of the problem and the rationale for preferred choices. Moreover, too much congruence can create a 'corporate cult' that potentially undermines creativity, organizational flexibility, and business ethics.

*Chapter - Chapter 02 #190
Difficulty: Medium
Gradable: manual
Learning Objective: 4*

191. Several international sales representatives in your organization have faced the murky question of paying foreign government officials under the table in order to do business in other countries. Describe three strategies that the organization should consider to resolve these and other ethical dilemmas for foreign sales representatives.

First, the company should develop and make its salespeople aware of a written ethical code of conduct. This code may help employees resolve some of the decision-making dilemmas they face. Second, the value of the ethics code would increase if sales representatives received training on ethical conduct. These seminars help employees work through ethical dilemmas by applying the corporate code of ethical conduct. The long-term objective is to help participants internalize these standards so that ethical considerations are addressed almost intuitively. Third, the organization should develop an ethics committee consisting of senior management, sales representatives and/or Board of Directors to discuss and resolve ethical dilemmas that are presented to them as well as dilemmas that might face foreign salespeople in the future. The conclusions of this committee should be communicated clearly to all employees. Finally, the foreign sales representatives' ethical behaviour should be linked to the reward system. This might be a difficult task, but the perceived link would maintain consistency with the company's interest in ethical decision making.

Chapter - Chapter 02 #191
Difficulty: Easy
Gradable: manual
Learning Objective: 5

192. A visiting professor in international business recently spoke to students in an organizational behaviour class about cultural differences between Canadians and Japanese employees. Relying on a famous study in the 1960s, the scholar explained that Japanese employees have a high degree of collectivism and, consequently, must logically also have a low level of individualism. The visitor then pointed out how this would be completely opposite to the values of Canadian employees. The visitor concluded by saying that by identifying someone's nationality, such as Canadian, you can easily determine the person's level of collectivism and individualism. Identify and discuss three problems with the visiting professor's statements.

Here are the three errors made by the visiting professor:

Error #1: Japanese employees have high collectivism. The visiting professor's statements are based on a single and now quite old study that recent studies have concluded is inaccurate (or, at least, is no longer accurate) regarding Japanese culture. Specifically, several recent studies as well as a meta-analysis have concluded that people in Japan generally have lower collectivism than do people in Canada and the United States. The problem, according to these recent sources, is that the famous 1960s study measured collectivism in a way that is different from its widely accepted definition.

Error #2: People with high collectivism must have low individualism. This is a widely held belief that researchers have found to be untrue. Statistically, the correlation is nearly zero (uncorrelated) between the two concepts. In other words, a person's level of collectivism is unrelated to his or her level of individualism. Someone with high collectivism might have high, low, or moderate individualism, for example.

Error #3: We can determine a person's cultural values by their nationality. This relates to the logical fallacy that everyone in a society has the same values, that is, all societies are homogeneous. While this assumption may be true, in some countries, (particularly if isolated and lack immigration) it certainly does not apply to Canada and many other countries. People have diverse values within Canada, so statements about Canada's cultural values represent very broad generalizations.

Chapter - Chapter 02 #192
Difficulty: Difficult
Gradable: manual
Learning Objective: 6

193. A middle manager in Malaysia is about to be stationed for two years to Canada. Canada has relatively
(p. 50-52) low power distance whereas employees in Malaysia have quite high power distance. Advise the Malaysian manager about what to expect from Canadian employees based on the differences in power distance. Your answer should also define power distance.

Power distance is the extent that people accept unequal distribution of power in a society. This answer should provide specific information about how employees interact differently in Canada versus Malaysia in terms of power distance.

In Malaysia, employees tend to value obedience to authority and are comfortable receiving commands from their superiors without consultation or debate. They also prefer resolving differences or contradict their boss indirectly through formal procedures rather than directly.

In contrast, Canadians (at least those with a low power distance value) expect relatively equal power sharing. They view the relationship with their boss as one of their interdependence, not dependence; that is, they believe their boss is also dependent on them, so they expect power sharing and consultation before decisions affecting them are made. Those with low power distance readily approach and contradict boss.

2 Summary

<u>Category</u>	<u># of Questions</u>
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3

Student: _____

1. _____ refers to an individual's self-beliefs and self-evaluations.
 - A. Self-concept
 - B. Self-verification
 - C. Self-implication
 - D. Self-adulation
 - E. Self-efficacy
2. People function better when their _____ has many elements that are compatible with each other and relatively clear.
 - A. Self-concept
 - B. Self-verification
 - C. Self-implication
 - D. Self-esteem
 - E. Self-efficacy
3. According to the authors, the motivation to promote and protect a self-view of being competent, attractive, lucky, ethical, valued, and so forth is called
 - A. Self-enhancement
 - B. Self-glorification
 - C. Narcissism
 - D. Self-esteem
 - E. Self-efficacy
4. Which of the following is NOT one of the organizational behaviour implications of self-verification mentioned in your text?
 - A. Employees are more likely to remember information that is consistent with their self-concept.
 - B. Employees are motivated to interact with others who affirm their self-concept.
 - C. The more confident employees are in their self-concept, the less they will accept positive or negative feedback.
 - D. Supervisors should avoid giving feedback that is inconsistent with their employees' self-concepts.
 - E. All the above are correct.
5. Which of these statements about self-enhancement is FALSE?
 - A. People tend to rate themselves above average.
 - B. People tend to recall positive feedback while forgetting negative feedback.
 - C. We tend to attribute our successes to personal motivation or ability.
 - D. We blame the situation for our mistakes.
 - E. We empathize with others when they experience failure.
6. In what way does self-verification differ from self-enhancement?
 - A. It differs because we prefer feedback that is consistent with our self concept even when that feedback is unflattering.
 - B. Self-verification is used only to enhance our self-concept.
 - C. Self-verification is a process which suppresses counterproductive behaviour.
 - D. Self verification helps us find ways to justify our actions.
 - E. It does not allow for self-improvement

7. Which of the following is a fundamental component of self-concept and represents a global self-evaluation?
 - A. Self-efficacy
 - B. Self-enhancement
 - C. Self-verification
 - D. Self-involvement
 - E. Self-esteem
8. Compared with those who have a low self-esteem, employees with a high self-esteem:
 - A. tend to be better conversationalists
 - B. have difficulty controlling their temper
 - C. have more of an external locus of control
 - D. are less influenced by others.
 - E. tend to be better conversationalists and have more of an external locus of control
9. Employees who feel that they are very much in charge of their own destiny have:
 - A. a self-monitoring personality
 - B. an agreeableness personality
 - C. an internal locus of control personality
 - D. an emotionally unstable personality
 - E. All of the answers are correct.
10. A person's belief that he or she has the ability, motivation, correct role perceptions, and favourable situation to complete a task successfully is called:
 - A. self-control.
 - B. locus of control.
 - C. self-efficacy.
 - D. self-concept.
 - E. self-identity.
11. In most work situations, employees perform better when they have:
 - A. a more internal locus of control
 - B. a strong external locus of control
 - C. no locus of control
 - D. a weak internal locus of control
 - E. None of the answers apply.
12. A perception of one's competence to perform across a variety of situations indicates:
 - A. an external locus of control.
 - B. a high level of introversion.
 - C. an advanced personality deficiency.
 - D. a high level of self-efficacy.
 - E. an internal locus of control.
13. According to social identity theory, people tend to:
 - A. perceive themselves as members of several groups.
 - B. perceive that their own actions are due to the situation, whereas the behaviours of other people are . mainly due to their motivation and ability.
 - C. believe that people in their own groups share common traits and people in comparison groups share a different set of traits.
 - D. All of the answers are correct.
 - E. perceive themselves as members of several groups and believe that people in their own groups share . common traits and people in comparison groups share a different set of traits.

14. Michael is a professor who is quick to mention this when he first meets other people. He also tends to perceive himself and other professors in a more favourable way than non-professorial staff. Which concept best explains Michael perceptual process?
- A. Attribution theory
 - B. Social identity theory
 - C. Self-delusion
 - D. Self-promotion
 - E. Extroversion
15. The social identity theory attempts to explain
- A. how we compare ourselves with people who do not belong in our groups.
 - B. why we homogenize others by believing people within a group share common traits.
 - C. how we defining ourselves in terms of the groups in which we can be identified.
 - D. All of the answers are correct.
 - E. how we compare ourselves with people who do not belong in our groups and defining ourselves in terms of the groups in which we can be identified.
16. When Green Corp. recently acquired Orange Corp., employees in each company began to privately complain about the behaviour and performance of employees at the other organization. For example, Orange employees would claim that Green employees lacked customer service skills, whereas Green employees claimed that they were more responsive to customer needs. Employees would also label each other by their former colour ('She's a Greenie'). This incident mainly describes which of the following concepts?
- A. Social identity theory
 - B. Self-enhancement
 - C. Corporate identification theory
 - D. Disagreeableness trait
 - E. None of the above
17. Social identity theory says that:
- A. we define ourselves in terms of our membership in certain groups and our differences with people who belong to other groups.
 - B. we tend to believe our own actions are caused by motivation or ability rather than the situation.
 - C. our expectations about another person cause that person to act in a way that is consistent with those expectations.
 - D. we quickly form an opinion of people based on the first information we receive about them.
 - E. our emotions screen out large blocks of information that threaten our beliefs and values.
18. According to the perceptual process model, what happens immediately after environmental stimuli are received by our senses?
- A. We organize the information into categories.
 - B. We form an attitude towards the source of the information.
 - C. We engage in behaviours in response to the environmental stimuli.
 - D. We filter the information through the selective attention process.
 - E. We form attributions and other interpretations of the information.
19. Selective attention and environmental stimuli are two components of:
- A. attribution theory.
 - B. the perceptual process.
 - C. the Johari Window.
 - D. the 'Big Five' personality dimensions.
 - E. the self-fulfilling prophecy model.

20. The process of receiving information about and making sense of the world around us is called:
- A. perception.
 - B. projection.
 - C. social learning.
 - D. social identity.
 - E. personal identity.
21. _____ is the process of filtering information received by our senses.
- A. Personal identity
 - B. Social learning
 - C. Projection
 - D. Stereotyping
 - E. Selective attention
22. Our likelihood of noticing a person or object depends on its:
- A. novelty.
 - B. intensity.
 - C. motion.
 - D. size.
 - E. All of the answers are correct.
23. Which of the following is NOT one of the characteristics of the person or object that influences selective attention?
- A. Intensity
 - B. Novelty
 - C. Motion
 - D. Size
 - E. Color
24. Which of the following is an example of selective attention?
- A. You notice that two employees are arguing in the company's quiet library.
 - B. You conclude that the person near the cash register is a sales clerk.
 - C. You assume that an employee is lazy because she works in a department with lazy people.
 - D. All of the answers are correct.
 - E. None of the answers apply.
25. How do values and attitudes affect the selective attention process?
- A. Values and attitudes don't affect how people deal with information at all.
 - B. People tend to only absorb information that is unrelated to their values and attitudes.
 - C. People pay attention to information that is consistent with their values and attitudes.
 - D. People pay attention to information that conflicts with their values and attitudes.
 - E. People pay attention to information only when it describes things for which they have no values or attitudes.
26. Screening out information that is contrary to our values and assumptions is called:
- A. confirmation bias
 - B. selective attention
 - C. screening bias
 - D. value-affirmation
 - E. None of the above is correct
27. _____ is a mostly unconscious process of organizing people and objects into preconceived groups stored in memory.
- A. Selective attention
 - B. Halo effect
 - C. Attribution
 - D. Categorical thinking
 - E. Projection

28. Which of the following is NOT directly an example of categorical thinking?
- A. You see someone standing near a group of similar-looking people and assume that person is associated with the group.
 - B. You notice three weeks of weaker sales and conclude that sales will continue to weaken.
 - C. You pay more attention to the most recent information received.
 - D. You learn that another student in your project team comes from a country which is stereotypically viewed as hard-working, so you believe that this student is also hard-working.
 - E. A basketball player has scored more than usual over the past three games, so you conclude that the player is on a winning streak.
29. Categorical thinking and related perceptual organization activities:
- A. occur very quickly and mostly unconsciously.
 - B. are usually avoidable when you are aware of them.
 - C. tend to occur after you have a moment to think carefully about the information received.
 - D. are mostly unconscious and occur slowly over several days.
 - E. do not occur in most people.
30. Mental models are _____ that guide perceptions and behaviour.
- A. stereotypes
 - B. forms of punishment
 - C. self-fulfilling prophecies
 - D. internal representations of the external world
 - E. action learning practices
31. Mental models are mainly related to:
- A. Perceptual organization and interpretation.
 - B. Learning orientation.
 - C. Attribution.
 - D. Self-fulfilling prophecy.
 - E. Selective attention.
32. Mental models cause us to:
- A. perceive events as though people are acting on a theatrical stage.
 - B. select and organize stimuli in ways that are consistent with our broad world views.
 - C. believe the behaviour of others is caused more by their ability or motivation than the situation.
 - D. perceive ourselves as members of several groups that are different from people in other groups.
 - E. change our personality whenever we develop new mental models.
33. Companies can try to break out of their existing mental models by:
- A. promoting people within the organization.
 - B. giving every employee the Myers-Briggs Type Indicator test.
 - C. engaging in external attribution.
 - D. engaging in selective attention.
 - E. hiring people with diverse backgrounds and from other industries.
34. One way employees can break out of their existing mental models is by:
- A. changing jobs on a regular basis.
 - B. being mindful of their tendencies.
 - C. engaging in more sense making.
 - D. working with people from diverse backgrounds.
 - E. reduce categorical thinking.
35. The process of assigning traits to people based on their membership in a social category refers to:
- A. recency effect.
 - B. halo effect.
 - C. projection bias.
 - D. empathy.
 - E. stereotyping.

36. Stereotyping is based on which of the following?
- A. Social identity theory
 - B. Self-fulfilling prophecy
 - C. Selective attention
 - D. Attribution
 - E. None of the answers apply.
37. Social identity theory helps us to explain:
- A. the attribution process.
 - B. stereotyping.
 - C. recency effect.
 - D. the 'Big Five' personality dimensions.
 - E. locus of control.
38. George believes that women have difficulty coping with the stress of executive decisions. Sally is promoted into a senior management position and George soon complains that Sally won't be able to cope with this job. George is exhibiting which of the following perceptual errors?
- A. Attribution error
 - B. Stereotyping
 - C. Projection bias
 - D. Halo effect
 - E. Recency effect
39. Which of the following statements about stereotyping is FALSE?
- A. People can improve the perceptual process by preventing the activation of stereotypes.
 - B. Stereotyping causes us to ignore or misinterpret behaviours that are inconsistent with the stereotype we assign to a person.
 - C. Stereotypes do not accurately describe everyone assigned to that stereotype.
 - D. Stereotypes generally have some inaccuracies.
 - E. Stereotyping can potentially become the foundation for prejudice.
40. The process of stereotyping includes:
- A. identifying with people who belong to the groups that you don't belong to.
 - B. believing that other people have the same beliefs and behaviours that you have.
 - C. determining whether a person's behaviour is due either to his or her motivation or factors beyond his or her control.
 - D. assigning the cluster of traits from a social category to a person identified with that social category.
 - E. All of the answers are correct.
41. The concept of prejudice is most closely related to:
- A. behaviour modification.
 - B. stereotyping.
 - C. Johari Window.
 - D. attribution process.
 - E. social learning theory.
42. The greatest concern about stereotyping is that it can lead to:
- A. prejudice.
 - B. unbiased opinions.
 - C. just behaviour.
 - D. limited mental modelling.
 - E. none of the above.

43. Which of the following statements about prejudice and discrimination is FALSE?
- A. There are still examples of prejudice in Canadian organizations.
 - B. Prejudice may lead to employment discrimination.
 - C. Prejudice arises from deeply held stereotypes.
 - D. Prejudice refers to unfounded negative emotions that we hold towards people belonging to a particular group.
 - E. Removing prejudice has the effect of removing all discrimination in the workplace.
44. Prejudice and discrimination are most closely tied to which of these concepts?
- A. Halo effect
 - B. Locus of control
 - C. Attribution theory
 - D. Self-fulfilling prophecy
 - E. Stereotyping
45. Which process involves deciding whether an observed behaviour or event is largely caused by internal or external factors?
- A. Attribution
 - B. Social identity
 - C. Selective attention
 - D. Personality
 - E. Self-fulfilling prophecy
46. Which of the following perceptual activities involves making inferences about the causes of a person's actions?
- A. Attribution
 - B. Stereotyping
 - C. Projection
 - D. Selective attention
 - E. Self-fulfilling prophecy
47. Several errors were reported by customers who submitted their film for processing. Jasmine, who owns these stores, discovered that the errors seemed to occur when a particular new employee operated the film-processing machine. The new employee claimed that the machine wasn't working properly, so Jasmine investigated further. She learned that these processing errors did not occur while other people operated the machine. Also, when the new employee worked one day at another store, the same film-processing errors occurred. What perception will Jasmine likely develop from this information?
- A. Jasmine will likely make an internal attribution about the new employee's performance.
 - B. Jasmine will likely make a self-fulfilling prophecy error.
 - C. Jasmine will likely engage in action learning.
 - D. Jasmine is less likely to engage in self-serving bias.
 - E. Jasmine will likely make an external attribution about the new employee's performance.
48. Jim has just arrived late for work. This is the third time over the past five days that he has arrived more than 30 minutes late. However, you conclude that Jim's lateness is due to factors beyond his control because most other employees who also take Jim's route to work have also been late to work on these days. According to attribution theory, what attribution have you made of Jim's lateness and based on what attribution rule?
- A. Internal attribution due to high conscientiousness.
 - B. External attribution due to high consistency.
 - C. Internal attribution due to high distinctiveness.
 - D. External attribution due to high conscientiousness.
 - E. External attribution due to high consensus.

49. In attribution theory, the question "Does the person act this way in other settings?" relates directly to:
- A. self-confidence.
 - B. distinctiveness
 - C. consistency
 - D. external attribution
 - E. consensus
50. Which of these questions is directly considered when making attributions?
- A. Has the employee ever shown his or her true emotions in the workplace?
 - B. How often does the employee interact with people from different backgrounds?
 - C. How often did the employee act this way in the past?
 - D. All of the answers are correct.
 - E. None of the answers apply.
51. Consistency, consensus and distinctiveness are:
- A. three elements of behaviour modification.
 - B. three elements of the selective attention process.
 - C. the three rules determining whether to make an internal or external attribution.
 - D. three of the four quadrants in the Johari Window.
 - E. the main causes of self-fulfilling prophecy.
52. Which of the following is an element determining whether to make an internal or external attribution?
- A. Similarity
 - B. Consensus
 - C. Conscientiousness
 - D. Consciousness
 - E. None of the above
53. Suppose that Jamie, your supervisor, makes a fundamental attribution error when evaluating your job performance. Which of the following is most likely to occur?
- A Jamie would tend to give you a lower appraisal rating because she thinks your good performance is due . mainly to her effective leadership over you.
 - B. Jamie will tend to rate you high or low on all performance dimensions based mainly on her overall impression of you.
 - C. Jamie would tend to give you a higher appraisal rating because she thinks your performance is due to . ability and motivation rather than external conditions (such as helpful colleagues).
 - D. Jamie will likely rate you based on her initial impression of your potential ability.
 - E. Performance evaluation decisions are unaffected by attribution errors.
54. According to the fundamental attribution error:
- A. people seldom make attributions about their own behaviour.
 - B. the likelihood of making an error attributing the behaviour of another person increases with your familiarity of that other person.
 - C. we tend to believe that other people have the same beliefs and behaviours that we have.
 - D. we tend to believe the behaviour of other people is caused more by their motivation and ability than by . factors beyond their control.
 - E. we tend to believe that colleagues perform their jobs better than we perform our job.
55. How might self-serving bias be observed in a corporate annual report?
- A. The report would say more about the company's problems and less about its successes.
 - B. The report would emphasise the role of competition, inflationary pressures and other external causes of . problems in the organization's performance.
 - C. The report would exclude any bad news about the organization's performance.
 - D. The report would acknowledge that competition, the economy and other external factors should be . credited for some of the company's recent success.
 - E. The report would acknowledge some of management's mistakes, but suggest that management in other . companies have been making the same mistakes.

56. _____ is the tendency to attribute our favourable outcomes to internal factors and our failures to external factors.
- A. Fundamental attribution error
 - B. Halo effect
 - C. Self-serving bias
 - D. Stereotyping
 - E. Self-fulfilling prophecy
57. Self-serving bias is associated with which perceptual process?
- A. Attribution theory
 - B. Halo effect
 - C. Social identity theory
 - D. Stereotyping
 - E. Self-fulfilling prophecy
58. The tendency to attribute the behaviour of other people to internal factors rather than external factors refers to:
- A. recency bias.
 - B. projection bias.
 - C. fundamental attribution error.
 - D. primacy effect.
 - E. self-serving bias.
59. If John takes credit for work that he completes on time, but blames his co-workers for his delays, he is exhibiting:
- A. fundamental attribution error.
 - B. primacy effect.
 - C. self-fulfilling prophecy.
 - D. self-serving bias.
 - E. projection bias.
60. Which of these is NOT a step in the self-fulfilling prophecy process?
- A. Supervisor forms expectations about employee.
 - B. Supervisor forms an impression based on the most recent information about the employee.
 - C. Expectations affect supervisor's behaviour toward employee.
 - D. Supervisor's behaviour affects employee's abilities and self-confidence.
 - E. Employee's behaviour becomes consistent with supervisor's expectations.
61. Which of the following is the first step in self-fulfilling prophecy?
- A. Employee behaves in a way consistent with the supervisor's expectations.
 - B. Supervisor treats the employee in a manner consistent with the supervisor's expectations.
 - C. Supervisor forms an incorrect impression of the employee.
 - D. Supervisor attributes employee's good performance to external causes.
 - E. Employee demonstrates his or her true abilities to the supervisor.
62. Which of the following explains what happens when supervisors develop a high-expectancy self-fulfilling prophecy of a new employee's job performance?
- A. They don't act any differently than supervisors with low expectancies.
 - B. They make it more difficult for the high-expectancy employee to perform well.
 - C. They let the high-expectancy employee achieve a natural performance level without interference.
 - D. They are more likely to engage in primacy and recency effect biases.
 - E. None of the answers apply.

63. When supervisors create a positive self-fulfilling prophecy, they tend to change employee behaviour by:
- A. showing more emotional support to the employee through non-verbal cues.
 - B. providing more frequent and valuable feedback and reinforcement.
 - C. assigning more challenging goals to the employee.
 - D. All of the answers are correct.
 - E. providing more frequent and valuable feedback and reinforcement and assigning more challenging goals to the employee.
64. What is the last step in the self-fulfilling prophecy cycle?
- A. The employee's behaviour becomes a source of disappointment for the supervisor.
 - B. The employee's behaviour becomes inconsistent with the supervisor's expectations.
 - C. The supervisor's unrealistic expectations cannot be achieved by the employee.
 - D. The employee's behaviour becomes consistent with the supervisor's expectations.
 - E. The supervisor's unrealistic expectations results in performance failure by the employee.
65. All of the following are perceptual errors in organizational settings EXCEPT:
- A. primacy.
 - B. recency.
 - C. halo.
 - D. false consensus effect.
 - E. self-delusion.
66. A supervisor's negative self-fulfilling prophecy of an employee is more likely to influence that employee's behaviour and performance when:
- A. the employee has a history of low achievement.
 - B. the employee has been working in that job for at least one year.
 - C. the employee's co-workers have confidence in the employee's potential.
 - D. All of the answers are correct.
 - E. the employee has a history of low achievement and the employee has been working in that job for at least one year.
67. Someone who is new to the job and has a low sense of achievement is:
- A. less likely to engage in stereotyping.
 - B. more likely to engage in fundamental attribution error.
 - C. more likely to have a strong learning orientation.
 - D. more vulnerable to the supervisor's self-fulfilling prophecies of that employee.
 - E. more likely to engage in behaviour modification.
68. Engaging in self-fulfilling prophecy can improve organizational effectiveness:
- A. never; self-fulfilling prophecy is a perceptual bias that always makes organizations less effective.
 - B. whenever and wherever it exists in organizational settings.
 - C. when supervisors demonstrate their hope and optimism in each employee's potential.
 - D. when supervisors also use stereotyping to determine the employee's potential performance.
 - E. only when supervisors have a self-serving bias.
69. The philosophy of positive organizational behaviour states that:
- A. employees are more effective when they experience extinction more than other contingencies of reinforcement.
 - B. employees are, by nature, good rather than bad in terms of their ethics and care for others in the world.
 - C. focusing on the positive rather than negative aspects of life will improve organizational success and individual well-being.
 - D. organizational behaviour knowledge offers more positive than negative information about how to survive in organizations.
 - E. employees process more quickly positive rather than negative information.

70. Organizations can encourage positive self-fulfilling prophecy by:
- A. training supervisors to ignore new employees who will clearly fail to perform the job well.
 - B. training supervisors and team leaders to increase employee self-confidence.
 - C. developing a culture of support and learning.
 - D. All of the answers are correct.
 - E. training supervisors and team leaders to increase employee self-confidence and developing a culture of support and learning.
71. The statement "First impressions are lasting impressions" is represented by:
- A. primacy effect.
 - B. self-fulfilling prophecy.
 - C. projection bias.
 - D. recency effect.
 - E. extroversion.
72. If you form a general negative impression of a person based on one prominent characteristic, and it colours your perception of other characteristics of that person, it is called:
- A. Projection bias
 - B. The halo effect
 - C. Selective attention
 - D. Self-serving bias
 - E. Stereotyping
73. Which of these popular sayings best reflects the primacy effect?
- A. Birds of a feather flock together.
 - B. First impressions are lasting impressions.
 - C. It takes one to know one.
 - D. If at first you don't succeed, try, try again.
 - E. You can't tell a book by its cover.
74. _____ occurs when our general impression of a person, usually based on one prominent characteristic, colors our perception of other characteristics of that person.
- A. Projection bias
 - B. Halo effect
 - C. Selective attention
 - D. Self-serving bias
 - E. Stereotyping
75. What perceptual error occurs when a supervisor incorrectly rates an employee at a similar level across all performance dimensions based on an overall impression of that employee?
- A. Attribution error
 - B. Stereotyping
 - C. Projection bias
 - D. Halo effect
 - E. Recency effect
76. Halo effect occurs when:
- A. we give more emotional support through non-verbal cues to the target person.
 - B. we provide more frequent and valuable feedback to the target person.
 - C. we assign more challenging goals to the target person.
 - D. we evaluate specific features of the target person based on a general impression of that person.
 - E. All of the answers are correct.
77. Halo effect is more likely to occur when:
- A. we know the target person and have a good opportunity to measure his or her job performance.
 - B. we have low expectations of the target person.
 - C. we have a high level of learning orientation.
 - D. we are very good at delaying the formation of first impressions.
 - E. we lack concrete information about the target person and we are not motivated to search for it.

78. The recency effect is more common when:
- A. making an evaluation involving complex information.
 - B. the decision maker has considerable experience in that situation.
 - C. the decision maker believes most employees are above average.
 - D. evaluating someone who is easily identified with a visible demographic group.
 - E. the decision maker has a strong learning orientation.
79. Sue habitually talks badly about her supervisors. Whenever colleagues warn that she should refrain from expressing such negative opinions, Sue replies that 'everyone believes the same thing about the supervisor'. Which perceptual error does Sue seem to be experiencing?
- A. Fundamental attribution error
 - B. False-consensus effect
 - C. Self-fulfilling prophecy
 - D. Halo effect
 - E. None of the answers apply.
80. A perceptual error in which we tend to believe that other people hold the same beliefs and attitudes that we do refers to:
- A. self-serving bias.
 - B. recency effect.
 - C. false-consensus effect.
 - D. self-fulfilling prophecy.
 - E. personal identity.
81. Diversity awareness training:
- A. communicates the benefits of diversity in the workplace.
 - B. gives employees more accurate information about people from different backgrounds.
 - C. helps employees to become more aware of their stereotyping biases.
 - D. All of the answers are correct.
 - E. communicates the benefits of diversity in the workplace and gives employees more accurate . information about people from different backgrounds.
82. Which of these statements about diversity awareness training is FALSE?
- A. Diversity awareness training is mainly intended to correct deep-rooted prejudice or intolerance in the workplace.
 - B. Diversity awareness training helps employees to learn, and eventually overcome, the more subtle forms . of bias that emerge from distorted stereotypes.
 - C. Diversity awareness training may include role-plays and exercises.
 - D. Diversity motivates people to block inaccurate perceptions arising from ingrained stereotypes.
 - E. Diversity awareness training is important as the workforce becomes more diverse.
83. In the Johari Window, the _____ area includes information about you that is known both to you and others.
- A. mid-level
 - B. hidden
 - C. unknown
 - D. blind
 - E. open
84. In the Johari Window, the open area gets smaller when we:
- A. provide disclosure.
 - B. receive feedback from others.
 - C. decrease the hidden area.
 - D. All of the answers are correct.
 - E. None of the answers apply.

85. Which of the following is NOT explicitly identified in the Johari Window?
- A. Feedback
 - B. Selective attention
 - C. Unknown area
 - D. Hidden area
 - E. Disclosure
86. The objective of the Johari Window is to:
- A. improve our awareness of ourselves.
 - B. help others to understand the reasons behind our actions.
 - C. improve our perceptual process.
 - D. All of the answers are correct.
 - E. improve our awareness of ourselves and improve our perceptual process.
87. In the Johari Window, feedback from others helps us to:
- A. increase our open area by reducing our blind area.
 - B. increase our unknown area by reducing our hidden area.
 - C. decrease our open area by increasing our amount of disclosure.
 - D. increase our open area by reducing our closed area.
 - E. increase our open area by reducing our hidden area.
88. In the Johari Window, disclosure of information to colleagues results in:
- A. increasing our open area by reducing our blind area.
 - B. increasing our unknown area by reducing our hidden area.
 - C. decreasing our open area by increasing our amount of feedback.
 - D. increasing our open area by reducing our closed area.
 - E. increasing our open area by reducing our hidden area.
89. Meaningful interaction potentially improves:
- A. self-justification.
 - B. The unknown area in the Johari window.
 - C. self-satisfaction.
 - D. self-awareness.
 - E. self-fulfillment.
90. The contact hypothesis states that:
- A. our tendency to stereotype people increases with our frequency of contact with them.
 - B. we are more likely to make an internal attribution of someone's behaviour when we have more contact with that person.
 - C. social identity theory only applies to people who have personal contact with the groups to whom they identify.
 - D. we are less likely to stereotype someone as we have more interaction with him/her.
 - E. self-fulfilling prophecy occurs only when the target individual does not personally meet the person making the prophecy.
91. Which of these statements about the contact hypothesis is TRUE?
- A. Increased contact with someone tends to change our stereotype of the group to which that person belongs.
 - B. Increased contact with someone tends to reduce our tendency to use stereotypes to perceive that person.
 - C. By reducing our contact with people, we develop more accurate perceptions of them.
 - D. All of the answers are correct.
 - E. Increased contact with someone tends to change our stereotype of the group to which that person belongs and tends to reduce our tendency to use stereotypes to perceive that person.

92. Which of the following helps managers to increase their empathy with subordinates?
- A. Managers should work together in executive offices away from their employees.
 - B. Managers should use formal written media (e.g. memos, reports) rather than face-to-face interaction . when communicating new directives to employees.
 - C. Managers who occasionally work in their subordinates' jobs along with their employees.
 - D. Managers should take a training program where they learn about primacy and recency effects.
 - E. All of the answers are correct.
93. In organizational settings, empathy:
- A. has both a cognitive and emotional component.
 - B. improves sensitivity to the external causes of another person's behaviour and results.
 - C. can reduce the likelihood of fundamental attribution error.
 - D. All of the answers are correct.
 - E. has both a cognitive and emotional component and improves sensitivity to the external causes of . another person's behaviour and results.
94. _____ refers to an individual's ability to perceive, know about, and process information across cultures.
- A. Empathy
 - B. Cultural awareness
 - C. Global mindset
 - D. Intelligence.
 - E. Diversity sensitivity
95. A better knowledge of _____ is essential in order to develop a global mindset.
- A. economics
 - B. accounting
 - C. politics
 - D. people and cultures
 - E. psychology
96. The first step in developing a global mindset begins with:
- A. empathy.
 - B. self-awareness.
 - C. intellectualism.
 - D. sociability.
 - E. none of the above.
97. Self-concept refers to an individual's self-beliefs and self-evaluations.
True False
98. Mature adults tend to have a lower complexity that remains relatively stable.
True False
99. The three structural dimensions of self-concept are: complexity, consistency and clarity.
True False
100. Clarity of self-concept refers to the degree or realism one attaches to his or her self-image.
True False
101. The consistency of a person's multiple selves increases with age.
True False
102. Self-concept clarity increases as they get older.
True False
103. Self-enhancement can result in bad decisions.
True False

104. Self-enhancement causes managers to overestimate the probability of success in investment decisions.
True False
105. Self-verification stabilizes our self-concept.
True False
106. Self-evaluation is mostly defined in terms of the following three concepts: self-esteem, self-efficacy, and locus of control.
True False
107. Self-esteem is the extent to which people like, respect and are satisfied with others.
True False
108. People with higher self-esteem than others believe they are superior.
True False
109. People with high self-esteem are less influenced by others.
True False
110. People perform better in most employment situations when they have a strong external locus of control.
True False
111. Individuals with higher internal locus of control tend to evaluate others less favourably.
True False
112. People with higher internal locus of control are more successful in their careers, and earn more money.
True False
113. An internal locus of control characterizes people who think only of themselves rather than people around them.
True False
114. Self-efficacy is similar to self-effacing behaviour.
True False
115. There is a positive relationship between self-efficacy and self-evaluation.
True False
116. Self-efficacy is a perception and a general trait related to self-concept.
True False
117. Social identity theory explains self-concept only in terms of personal identity.
True False
118. Self-concept consists of two distinct categories: personal identity and social identity.
True False
119. Social identity is also called external self-concept.
True False
120. Social identity is easily defined using demographic characteristics.
True False
121. Social identity theory partially explains why people in low-status jobs tend to define themselves in terms of non-job groups.
True False

122. People whose self-concepts are heavily defined by social rather than personal identities are more easily influenced by peer pressure.
True False
123. The perceptual process begins by attributing behaviour to internal or external causes.
True False
124. Selective attention occurs after incoming information is organized and interpreted.
True False
125. We are more likely to notice objects with features that are repetitive, intense and in motion.
True False
126. Our emotions influence what we recognize or screen out.
True False
127. Confirmation bias causes us to screen out information that is contrary to our values and assumptions.
True False
128. People have a tendency to screen out information that is contrary to their assumptions.
True False
129. A person's expectations make them more sensitive to incoming information, but also less sensitive to unexpected information.
True False
130. Grouping people and objects into recognizable patterns is part of the selective attention process.
True False
131. Categorical thinking is mostly a conscious process of deciding what information in the environment to notice.
True False
132. Seeing a trend in a sequence of sales figures involves the process of categorical thinking.
True False
133. Mental models play an important role in sense-making, but they also make it difficult to see the world in different ways.
True False
134. Employees can break out of their existing mental models by working with colleagues from diverse backgrounds that bring different mental models to the workplace.
True False
135. Stereotyping is an extension of the social identity process.
True False
136. The three steps in stereotyping, in order, are: (a) identify negative information, (b) behave in ways consistent with previous expectations and (c) watch the employee form a positive or negative opinion of you.
True False
137. Some Stereotypes can be fairly accurate.
True False
138. Stereotyping is a natural process that helps us to economize mental effort.
True False
139. A person's social identity is a complex combination of his or her memberships in many groups.
True False

140. One reason we stereotype is to enhance our self-concept.
True False
141. Homogenization and differentiation are two activities in the process of social identity and self-enhancement.
True False
142. The combination of social identity and self-enhancement occurs through categorization and attribution activities.
True False
143. Stereotyping is partly responsible for prejudice and discrimination.
True False
144. One problem with stereotyping is that few traits assigned to a particular social category accurately describe every person identified with that group.
True False
145. The easiest way to minimize stereotyping is by preventing the activation of stereotypes in our heads.
True False
146. For the most part the stereotyping process is hardwired in our brain cells.
True False
147. Stereotyping helps up in several valuable ways.
True False
148. Systemic discrimination is often unintentional.
True False
149. We can eliminate the activation of stereotyping by choosing to ignore stereotypic information.
True False
150. Attribution theory mainly explains the selective attention process.
True False
151. People who believe that their successful completion of a project is due to their skill and hard work are making an internal attribution.
True False
152. People tend to make an internal attribution about someone's behaviour if that person has rarely acted like this either in the past or in other situations.
True False
153. You are more likely to make an internal attribution about someone's poor performance if you have also observed the person performing that task poorly in the past and have observed other employees performing the task well.
True False
154. When making an internal or external attribution about a person's behaviour, we tend to look at whether the person has acted this way in the past and other situations, and whether other people act similarly in this situation.
True False
155. Fundamental attribution error refers to the tendency to attribute the behaviour of other people to internal factors more than external factors.
True False
156. Fundamental attribution error would cause a supervisor to believe that an employee's lateness is due to factors beyond the employee's control rather than to a lack of motivation to attend work.
True False

157. Self-serving bias is the tendency to take credit for our successes and blame others or the situation for our mistakes.
True False
158. Self-fulfilling prophecy occurs whenever supervisors accurately predict the future performance of recently hired employees.
True False
159. Self-fulfilling prophecy may result in either better or worse performance than if the employee is not exposed to the self-fulfilling prophecy effect.
True False
160. The first step in a self-fulfilling prophecy occurs when the observer acts differently towards people with whom he or she has high expectations than towards those with whom he or she has low expectations.
True False
161. Self-fulfilling prophecy tends to have a stronger effect on employees who are new to the job than on employees who have worked in that job for a few years.
True False
162. One of the most effective ways to minimize negative self-fulfilling prophecy is to make managers aware of the power of positive expectations.
True False
163. The halo effect occurs when one characteristic of a person shapes our general impression of that person which, in turn, biases our perceptions about the other characteristics of that person.
True False
164. According to the halo effect, a supervisor's initial expectations of you influence your behaviour so that you are more likely to act consistently with those expectations.
True False
165. The primacy effect occurs because we have a strong need to quickly make sense of other people.
True False
166. Primacy and recency effects are two attribution errors.
True False
167. The primacy effect causes interviewers to ignore information presented at the beginning of the interview and to pay more attention to information presented later in the interview.
True False
168. The recency effect occurs when a person's annual performance evaluation is heavily influenced by performance results over the last month.
True False
169. Diversity awareness programs mainly educate employees about the value of diversity and the problems with stereotyping.
True False
170. Diversity awareness programs are designed specifically to correct deep-rooted prejudice and intolerance in the workplace.
True False
171. The Johari Window is a training program that teaches employees how to change their personality.
True False
172. The main objective of the Johari Window process is to maintain the same amount of information about yourself in each of the four quadrants.
True False

- 173.The four areas of the Johari Window are open, closed, internal and external.
True False
- 174.According to the Johari Window, the hidden area is reduced through disclosure.
True False
- 175.The more we interact with someone, the more we rely on stereotypes to understand that individual.
True False
- 176.The contact hypothesis states that the more individuals interact with one another, the less they rely on stereotypes to perceive each other.
True False
- 177.Interacting with people from other backgrounds is more likely to minimize perceptual biases when these people have equal status with you throughout the interaction.
True False
- 178.Global mindset refers to an individual's ability to perceive, know about, and process information across cultures.
True False
- 179.Global mindset occurs as people develop more of a local than global frame of reference about their business and its environment within the context of internationalism.
True False
- 180.Adopting a global mindset can be a detriment for companies wishing to forge better relationships at the local level.
True False
- 181.The capacity to empathize with other cultures is an important characteristic of global mindset.
True False
- 182.Developing a global mindset begins with self-awareness.
True False
- 183.One way companies can develop a global mindset is by allowing employees to compare their mental models with co-workers from other regions of the world.
True False
- 184.A global mindset includes having an awareness of, openness to, and respect for one's views and practices throughout the world.
True False
- 185.Some of the knowledge required to develop a global mindset can be acquired through diversity training, instead of work experience.
True False
- 186.Deep absorption of knowledge required to develop a global mindset results from immersion in the foreign cultures.
True False
- 187.Sending teams of employees on social responsibility missions in developing countries is a way to accelerate global mindset development.
True False

188. When the Royal Ontario Bank (ROB) acquired a major investment firm, senior executives noticed hostilities forming between the financial analysts in the investment company and the bank's marketing people who provide marketing expertise for the investment firm's mutual funds and other investment vehicles. The marketing staff say that the finance types wouldn't know a customer if they stepped on one. They partly attribute this to the poor marketing expertise in the investment firm before the bank bought it. The finance types, many of whom have graduate degrees from top universities, privately complain that the marketing types don't have enough brainpower to turn on a light switch. Use what you know about social identity and the processes of categorization, homogenization, and differentiation to explain why these hostilities might exist.
189. A diversity awareness consultant submits a proposal to a company that wants to reduce stereotyping and prejudice. In the proposal, the consultant claims that his training program teaches employees to avoid the stereotyping process altogether when perceiving the world around them. "Our training will prevent the activation of stereotypes and other forms of categorical thinking," claims the consultant's proposal. Discuss the accuracy of this consultant's claim and explain what training programs can do regarding stereotyping.
190. Comment on the accuracy of the following statement: 'We would work more effectively in organizational settings if we could avoid the process of stereotyping.'
191. Female employees at a large brokerage firm are upset because their supervisors do not accept their explanations for lateness or absenteeism. They claim the supervisors-almost all of whom are male-are insensitive to family and other obligations and issues facing women. As a result, these supervisors tend to attribute lateness and absenteeism among female staff to their lack of motivation. If these supervisors are engaging in fundamental attribution error, what corrective action should the organization take to minimize this perceptual problem?

A supervisor receives regular information about a sales employee's performance (e.g. sales volume, incomplete paperwork, etc.) and must complete a performance appraisal of the person's work. The supervisor has a complete description of the employee's job but has never worked in the field as a sales representative. Moreover, the supervisor is relatively new to this job and therefore has little experience observing or appraising the performance of salespeople.

192. What attribution error is likely to occur under these conditions and what effect would it have on the performance appraisal results?

193. To what extent is halo effect a problem here?

194. What corrective action should the organization take to minimize this attribution error?

195. Several junior investment analysts recently hired by a major firm have been placed under the guidance of senior investment analyst Roger Yu. One of the new recruits, Daphne Silberg, is the daughter of a well-known mutual fund executive who retired from the industry a few years ago. Yu has a lot of respect for Silberg's father and has quickly developed the belief that Silberg could be as successful as her father. Based on your knowledge of self-fulfilling prophecy, explain how Yu's expectations of Silberg might unknowingly turn into a reality.

196. Comment on the accuracy of the following statement: 'Self-fulfilling prophecy can be an effective management practice.'

197. NuGas Corp. has just sent a dozen (mostly white male) managers from Germany to its exploration site in a remote area of Indonesia. Few of these managers have worked with Indonesian employees, so the company has asked you to design an on-site one-day experiential training program to help these managers to minimize perceptual problems that might otherwise occur. The program must be experiential (i.e. participants interact with each other rather than attend an awareness lecture) and the activities must help the managers to discover biases that may be hidden or unknown to them. Describe the key features of this training program and discuss its conceptual foundations.

3 Key

1. _____ refers to an individual's self-beliefs and self-evaluations.

- (p. 64)
- A.** Self-concept
 - B. Self-verification
 - C. Self-implication
 - D. Self-adulation
 - E. Self-efficacy

Chapter - Chapter 03 #1
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

2. People function better when their _____ has many elements that are compatible with each other and relatively clear.

- (p. 64-65)
- A.** Self-concept
 - B. Self-verification
 - C. Self-implication
 - D. Self-esteem
 - E. Self-efficacy

Chapter - Chapter 03 #2
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

3. According to the authors, the motivation to promote and protect a self-view of being competent, attractive, lucky, ethical, valued, and so forth is called

- (p. 65)
- A.** Self-enhancement
 - B. Self-glorification
 - C. Narcissism
 - D. Self-esteem
 - E. Self-efficacy

Chapter - Chapter 03 #3
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

4. Which of the following is NOT one of the organizational behaviour implications of self-verification mentioned in your text?

- (p. 66)
- A. Employees are more likely to remember information that is consistent with their self-concept.
 - B. Employees are motivated to interact with others who affirm their self-concept.
 - C. The more confident employees are in their self-concept, the less they will accept positive or negative feedback.
 - D.** Supervisors should avoid giving feedback that is inconsistent with their employees' self-concepts.
 - E. All the above are correct.

Chapter - Chapter 03 #4
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

5. Which of these statements about self-enhancement is FALSE?

- (p. 66)
- A. People tend to rate themselves above average.
 - B. People tend to recall positive feedback while forgetting negative feedback.
 - C. We tend to attribute our successes to personal motivation or ability.
 - D. We blame the situation for our mistakes.
 - E.** We empathize with others when they experience failure.

Chapter - Chapter 03 #5
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

6. In what way does self-verification differ from self-enhancement?
(p. 66) **A.** It differs because we prefer feedback that is consistent with our self concept even when that feedback is unflattering.
B. Self-verification is used only to enhance our self-concept.
C. Self-verification is a process which suppresses counterproductive behaviour.
D. Self verification helps us find ways to justify our actions.
E. It does not allow for self-improvement

Chapter - Chapter 03 #6
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

7. Which of the following is a fundamental component of self-concept and represents a global self-evaluation?
(p. 66) **E.** Self-esteem
A. Self-efficacy
B. Self-enhancement
C. Self-verification
D. Self-involvement

Chapter - Chapter 03 #7
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

8. Compared with those who have a low self-esteem, employees with a high self-esteem:
(p. 66) **D.** are less influenced by others.
A. tend to be better conversationalists
B. have difficulty controlling their temper
C. have more of an external locus of control
E. tend to be better conversationalists and have more of an external locus of control

Chapter - Chapter 03 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

9. Employees who feel that they are very much in charge of their own destiny have:
(p. 67) **C.** an internal locus of control personality
A. a self-monitoring personality
B. an agreeableness personality
D. an emotionally unstable personality
E. All of the answers are correct.

Chapter - Chapter 03 #9
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

10. A person's belief that he or she has the ability, motivation, correct role perceptions, and favourable situation to complete a task successfully is called:
(p. 67) **C.** self-efficacy.
A. self-control.
B. locus of control.
D. self-concept.
E. self-identity.

Chapter - Chapter 03 #10
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

11. In most work situations, employees perform better when they have:

- (p. 67)
- A.** a more internal locus of control
 - B. a strong external locus of control
 - C. no locus of control
 - D. a weak internal locus of control
 - E. None of the answers apply.

Chapter - Chapter 03 #11
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

12. A perception of one's competence to perform across a variety of situations indicates:

- (p. 67)
- A. an external locus of control.
 - B. a high level of introversion.
 - C. an advanced personality deficiency.
 - D.** a high level of self-efficacy.
 - E. an internal locus of control.

Chapter - Chapter 03 #12
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

13. According to social identity theory, people tend to:

- (p. 68)
- A. perceive themselves as members of several groups.
 - B. perceive that their own actions are due to the situation, whereas the behaviours of other people are mainly due to their motivation and ability.
 - C. believe that people in their own groups share common traits and people in comparison groups share a different set of traits.
 - D. All of the answers are correct.
 - E.** perceive themselves as members of several groups and believe that people in their own groups share common traits and people in comparison groups share a different set of traits.

Chapter - Chapter 03 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

14. Michael is a professor who is quick to mention this when he first meets other people. He also tends to perceive himself and other professors in a more favourable way than non-professorial staff. Which concept best explains Michael perceptual process?

- (p. 68)
- A. Attribution theory
 - B.** Social identity theory
 - C. Self-delusion
 - D. Self-promotion
 - E. Extroversion

Chapter - Chapter 03 #14
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

15. The social identity theory attempts to explain

- (p. 68)
- A. how we compare ourselves with people who do not belong in our groups.
 - B. why we homogenize others by believing people within a group share common traits.
 - C. how we defining ourselves in terms of the groups in which we can be identified.
 - D.** All of the answers are correct.
 - E. how we compare ourselves with people who do not belong in our groups and defining ourselves in terms of the groups in which we can be identified.

Chapter - Chapter 03 #15
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

16. When Green Corp. recently acquired Orange Corp., employees in each company began to privately complain about the behaviour and performance of employees at the other organization. For example, Orange employees would claim that Green employees lacked customer service skills, whereas Green employees claimed that they were more responsive to customer needs. Employees would also label each other by their former colour ('She's a Greenie'). This incident mainly describes which of the following concepts?
- (p. 68)
- A.** Social identity theory
 - B. Self-enhancement
 - C. Corporate identification theory
 - D. Disagreeableness trait
 - E. None of the above

Chapter - Chapter 03 #16
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

17. Social identity theory says that:
- (p. 68)
- A.** we define ourselves in terms of our membership in certain groups and our differences with people who belong to other groups.
 - B. we tend to believe our own actions are caused by motivation or ability rather than the situation.
 - C. our expectations about another person cause that person to act in a way that is consistent with those expectations.
 - D. we quickly form an opinion of people based on the first information we receive about them.
 - E. our emotions screen out large blocks of information that threaten our beliefs and values.

Chapter - Chapter 03 #17
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

18. According to the perceptual process model, what happens immediately after environmental stimuli are received by our senses?
- (p. 69)
- A. We organize the information into categories.
 - B. We form an attitude towards the source of the information.
 - C. We engage in behaviours in response to the environmental stimuli.
 - D.** We filter the information through the selective attention process.
 - E. We form attributions and other interpretations of the information.

Chapter - Chapter 03 #18
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

19. Selective attention and environmental stimuli are two components of:
- (p. 69)
- A. attribution theory.
 - B.** the perceptual process.
 - C. the Johari Window.
 - D. the 'Big Five' personality dimensions.
 - E. the self-fulfilling prophecy model.

Chapter - Chapter 03 #19
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

20. The process of receiving information about and making sense of the world around us is called:
- (p. 69)
- A.** perception.
 - B. projection.
 - C. social learning.
 - D. social identity.
 - E. personal identity.

Chapter - Chapter 03 #20
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

21. _____ is the process of filtering information received by our senses.

- (p. 69)
- A. Personal identity
 - B. Social learning
 - C. Projection
 - D. Stereotyping
 - E.** Selective attention

Chapter - Chapter 03 #21
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

22. Our likelihood of noticing a person or object depends on its:

- (p. 69)
- A. novelty.
 - B. intensity.
 - C. motion.
 - D. size.
 - E.** All of the answers are correct.

Chapter - Chapter 03 #22
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

23. Which of the following is NOT one of the characteristics of the person or object that influences selective attention?

- (p. 69)
- A. Intensity
 - B. Novelty
 - C. Motion
 - D. Size
 - E.** Color

Chapter - Chapter 03 #23
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

24. Which of the following is an example of selective attention?

- (p. 69)
- A.** You notice that two employees are arguing in the company's quiet library.
 - B. You conclude that the person near the cash register is a sales clerk.
 - C. You assume that an employee is lazy because she works in a department with lazy people.
 - D. All of the answers are correct.
 - E. None of the answers apply.

Chapter - Chapter 03 #24
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

25. How do values and attitudes affect the selective attention process?

- (p. 70)
- A. Values and attitudes don't affect how people deal with information at all.
 - B. People tend to only absorb information that is unrelated to their values and attitudes.
 - C.** People pay attention to information that is consistent with their values and attitudes.
 - D. People pay attention to information that conflicts with their values and attitudes.
 - E. People pay attention to information only when it describes things for which they have no values or attitudes.

Chapter - Chapter 03 #25
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

26. Screening out information that is contrary to our values and assumptions is called:

- (p. 70)
- A.** confirmation bias
 - B. selective attention
 - C. screening bias
 - D. value-affirmation
 - E. None of the above is correct

Chapter - Chapter 03 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

27. _____ is a mostly unconscious process of organizing people and objects into preconceived groups stored in memory.

- (p. 71)
- A. Selective attention
 - B. Halo effect
 - C. Attribution
 - D.** Categorical thinking
 - E. Projection

Chapter - Chapter 03 #27
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

28. Which of the following is NOT directly an example of categorical thinking?

- (p. 71)
- A. You see someone standing near a group of similar-looking people and assume that person is associated with the group.
 - B. You notice three weeks of weaker sales and conclude that sales will continue to weaken.
 - C.** You pay more attention to the most recent information received.
 - D. You learn that another student in your project team comes from a country which is stereotypically viewed as hard-working, so you believe that this student is also hard-working.
 - E. A basketball player has scored more than usual over the past three games, so you conclude that the player is on a winning streak.

Chapter - Chapter 03 #28
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

29. Categorical thinking and related perceptual organization activities:

- (p. 71)
- A.** occur very quickly and mostly unconsciously.
 - B. are usually avoidable when you are aware of them.
 - C. tend to occur after you have a moment to think carefully about the information received.
 - D. are mostly unconscious and occur slowly over several days.
 - E. do not occur in most people.

Chapter - Chapter 03 #29
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

30. Mental models are _____ that guide perceptions and behaviour.

- (p. 71)
- A. stereotypes
 - B. forms of punishment
 - C. self-fulfilling prophecies
 - D.** internal representations of the external world
 - E. action learning practices

Chapter - Chapter 03 #30
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

31. Mental models are mainly related to:
(p. 72) **A.** Perceptual organization and interpretation.
B. Learning orientation.
C. Attribution.
D. Self-fulfilling prophecy.
E. Selective attention.

Chapter - Chapter 03 #31
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

32. Mental models cause us to:
(p. 72) **A.** perceive events as though people are acting on a theatrical stage.
B. select and organize stimuli in ways that are consistent with our broad world views.
C. believe the behaviour of others is caused more by their ability or motivation than the situation.
D. perceive ourselves as members of several groups that are different from people in other groups.
E. change our personality whenever we develop new mental models.

Chapter - Chapter 03 #32
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

33. Companies can try to break out of their existing mental models by:
(p. 72) **A.** promoting people within the organization.
B. giving every employee the Myers-Briggs Type Indicator test.
C. engaging in external attribution.
D. engaging in selective attention.
E. hiring people with diverse backgrounds and from other industries.

Chapter - Chapter 03 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

34. One way employees can break out of their existing mental models is by:
(p. 72) **A.** changing jobs on a regular basis.
B. being mindful of their tendencies.
C. engaging in more sense making.
D. working with people from diverse backgrounds.
E. reduce categorical thinking.

Chapter - Chapter 03 #34
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

35. The process of assigning traits to people based on their membership in a social category refers to:
(p. 72) **A.** recency effect.
B. halo effect.
C. projection bias.
D. empathy.
E. stereotyping.

Chapter - Chapter 03 #35
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

36. Stereotyping is based on which of the following?
(p. 72) **A.** Social identity theory
B. Self-fulfilling prophecy
C. Selective attention
D. Attribution
E. None of the answers apply.

Chapter - Chapter 03 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

37. Social identity theory helps us to explain:

(p. 73)

- A. the attribution process.
- B. stereotyping.**
- C. recency effect.
- D. the 'Big Five' personality dimensions.
- E. locus of control.

Chapter - Chapter 03 #37
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

38. George believes that women have difficulty coping with the stress of executive decisions. Sally is promoted into a senior management position and George soon complains that Sally won't be able to cope with this job. George is exhibiting which of the following perceptual errors?

(p. 72)

- A. Attribution error
- B. Stereotyping**
- C. Projection bias
- D. Halo effect
- E. Recency effect

Chapter - Chapter 03 #38
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

39. Which of the following statements about stereotyping is FALSE?

(p. 72-73)

- A. People can improve the perceptual process by preventing the activation of stereotypes.**
- B. Stereotyping causes us to ignore or misinterpret behaviours that are inconsistent with the stereotype we assign to a person.
- C. Stereotypes do not accurately describe everyone assigned to that stereotype.
- D. Stereotypes generally have some inaccuracies.
- E. Stereotyping can potentially become the foundation for prejudice.

Chapter - Chapter 03 #39
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

40. The process of stereotyping includes:

(p. 72-73)

- A. identifying with people who belong to the groups that you don't belong to.
- B. believing that other people have the same beliefs and behaviours that you have.
- C. determining whether a person's behaviour is due either to his or her motivation or factors beyond his or her control.
- D. assigning the cluster of traits from a social category to a person identified with that social category.**
- E. All of the answers are correct.

Chapter - Chapter 03 #40
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

41. The concept of prejudice is most closely related to:

(p. 74)

- A. behaviour modification.
- B. stereotyping.**
- C. Johari Window.
- D. attribution process.
- E. social learning theory.

Chapter - Chapter 03 #41
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

42. The greatest concern about stereotyping is that it can lead to:

- (p. 73-74) **A.** prejudice.
B. unbiased opinions.
C. just behaviour.
D. limited mental modelling.
E. none of the above.

Chapter - Chapter 03 #42
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

43. Which of the following statements about prejudice and discrimination is FALSE?

- (p. 74) A. There are still examples of prejudice in Canadian organizations.
B. Prejudice may lead to employment discrimination.
C. Prejudice arises from deeply held stereotypes.
D. Prejudice refers to unfounded negative emotions that we hold towards people belonging to a particular group.
E. Removing prejudice has the effect of removing all discrimination in the workplace.

Chapter - Chapter 03 #43
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

44. Prejudice and discrimination are most closely tied to which of these concepts?

- (p. 74) A. Halo effect
B. Locus of control
C. Attribution theory
D. Self-fulfilling prophecy
E. Stereotyping

Chapter - Chapter 03 #44
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

45. Which process involves deciding whether an observed behaviour or event is largely caused by internal or external factors?

- (p. 74) **A.** Attribution
B. Social identity
C. Selective attention
D. Personality
E. Self-fulfilling prophecy

Chapter - Chapter 03 #45
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

46. Which of the following perceptual activities involves making inferences about the causes of a person's actions?

- (p. 74) **A.** Attribution
B. Stereotyping
C. Projection
D. Selective attention
E. Self-fulfilling prophecy

Chapter - Chapter 03 #46
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

47. Several errors were reported by customers who submitted their film for processing. Jasmine, who
(p. 74-75) owns these stores, discovered that the errors seemed to occur when a particular new employee operated the film-processing machine. The new employee claimed that the machine wasn't working properly, so Jasmine investigated further. She learned that these processing errors did not occur while other people operated the machine. Also, when the new employee worked one day at another store, the same film-processing errors occurred. What perception will Jasmine likely develop from this information?
- A.** Jasmine will likely make an internal attribution about the new employee's performance.
 - B. Jasmine will likely make a self-fulfilling prophecy error.
 - C. Jasmine will likely engage in action learning.
 - D. Jasmine is less likely to engage in self-serving bias.
 - E. Jasmine will likely make an external attribution about the new employee's performance.

Chapter - Chapter 03 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

48. Jim has just arrived late for work. This is the third time over the past five days that he has arrived
(p. 74-75) more than 30 minutes late. However, you conclude that Jim's lateness is due to factors beyond his control because most other employees who also take Jim's route to work have also been late to work on these days. According to attribution theory, what attribution have you made of Jim's lateness and based on what attribution rule?
- A. Internal attribution due to high conscientiousness.
 - B. External attribution due to high consistency.
 - C. Internal attribution due to high distinctiveness.
 - D. External attribution due to high conscientiousness.
 - E.** External attribution due to high consensus.

Chapter - Chapter 03 #48
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

49. In attribution theory, the question "Does the person act this way in other settings?" relates directly
(p. 74) to:
- A. self-confidence.
 - B.** distinctiveness
 - C. consistency
 - D. external attribution
 - E. consensus

Chapter - Chapter 03 #49
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

50. Which of these questions is directly considered when making attributions?
(p. 74)
- A. Has the employee ever shown his or her true emotions in the workplace?
 - B. How often does the employee interact with people from different backgrounds?
 - C.** How often did the employee act this way in the past?
 - D. All of the answers are correct.
 - E. None of the answers apply.

Chapter - Chapter 03 #50
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

51. Consistency, consensus and distinctiveness are:
(p. 74-75)
- A. three elements of behaviour modification.
 - B. three elements of the selective attention process.
 - C.** the three rules determining whether to make an internal or external attribution.
 - D. three of the four quadrants in the Johari Window.
 - E. the main causes of self-fulfilling prophecy.

Chapter - Chapter 03 #51
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

52. Which of the following is an element determining whether to make an internal or external attribution?
(p. 74-75)

- A. Similarity
- B. Consensus**
- C. Conscientiousness
- D. Consciousness
- E. None of the above

Chapter - Chapter 03 #52
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

53. Suppose that Jamie, your supervisor, makes a fundamental attribution error when evaluating your job performance. Which of the following is most likely to occur?
(p. 75-76)

- A Jamie would tend to give you a lower appraisal rating because she thinks your good performance is due mainly to her effective leadership over you.
- B. Jamie will tend to rate you high or low on all performance dimensions based mainly on her overall impression of you.
- C. Jamie would tend to give you a higher appraisal rating because she thinks your performance is due to ability and motivation rather than external conditions (such as helpful colleagues).**
- D. Jamie will likely rate you based on her initial impression of your potential ability.
- E. Performance evaluation decisions are unaffected by attribution errors.

Chapter - Chapter 03 #53
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

54. According to the fundamental attribution error:

- (p. 75-76)
- A. people seldom make attributions about their own behaviour.
 - B. the likelihood of making an error attributing the behaviour of another person increases with your familiarity of that other person.
 - C. we tend to believe that other people have the same beliefs and behaviours that we have.
 - D. we tend to believe the behaviour of other people is caused more by their motivation and ability than by factors beyond their control.**
 - E. we tend to believe that colleagues perform their jobs better than we perform our job.

Chapter - Chapter 03 #54
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

55. How might self-serving bias be observed in a corporate annual report?

- (p. 76)
- A. The report would say more about the company's problems and less about its successes.
 - B. The report would emphasise the role of competition, inflationary pressures and other external causes of problems in the organization's performance.**
 - C. The report would exclude any bad news about the organization's performance.
 - D. The report would acknowledge that competition, the economy and other external factors should be credited for some of the company's recent success.
 - E. The report would acknowledge some of management's mistakes, but suggest that management in other companies have been making the same mistakes.

Chapter - Chapter 03 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

56. _____ is the tendency to attribute our favourable outcomes to internal factors and our failures to external factors.
(p. 76)
- A. Fundamental attribution error
 - B. Halo effect
 - C. Self-serving bias**
 - D. Stereotyping
 - E. Self-fulfilling prophecy

Chapter - Chapter 03 #56
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

57. Self-serving bias is associated with which perceptual process?
(p. 76)
- A. Attribution theory**
 - B. Halo effect
 - C. Social identity theory
 - D. Stereotyping
 - E. Self-fulfilling prophecy

Chapter - Chapter 03 #57
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

58. The tendency to attribute the behaviour of other people to internal factors rather than external factors refers to:
(p. 75)
- A. recency bias.
 - B. projection bias.
 - C. fundamental attribution error.**
 - D. primacy effect.
 - E. self-serving bias.

Chapter - Chapter 03 #58
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

59. If John takes credit for work that he completes on time, but blames his co-workers for his delays, he is exhibiting:
(p. 76)
- A. fundamental attribution error.
 - B. primacy effect.
 - C. self-fulfilling prophecy.
 - D. self-serving bias.**
 - E. projection bias.

Chapter - Chapter 03 #59
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

60. Which of these is NOT a step in the self-fulfilling prophecy process?
(p. 76)
- A. Supervisor forms expectations about employee.
 - B. Supervisor forms an impression based on the most recent information about the employee.**
 - C. Expectations affect supervisor's behaviour toward employee.
 - D. Supervisor's behaviour affects employee's abilities and self-confidence.
 - E. Employee's behaviour becomes consistent with supervisor's expectations.

Chapter - Chapter 03 #60
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

61. Which of the following is the first step in self-fulfilling prophecy?
(p. 76) A. Employee behaves in a way consistent with the supervisor's expectations.
B. Supervisor treats the employee in a manner consistent with the supervisor's expectations.
C. Supervisor forms an incorrect impression of the employee.
D. Supervisor attributes employee's good performance to external causes.
E. Employee demonstrates his or her true abilities to the supervisor.

Chapter - Chapter 03 #61
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

62. Which of the following explains what happens when supervisors develop a high-expectancy self-fulfilling prophecy of a new employee's job performance?
(p. 76-77) A. They don't act any differently than supervisors with low expectancies.
B. They make it more difficult for the high-expectancy employee to perform well.
C. They let the high-expectancy employee achieve a natural performance level without interference.
D. They are more likely to engage in primacy and recency effect biases.
E. None of the answers apply.

Chapter - Chapter 03 #62
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

63. When supervisors create a positive self-fulfilling prophecy, they tend to change employee behaviour by:
(p. 76-77) A. showing more emotional support to the employee through non-verbal cues.
B. providing more frequent and valuable feedback and reinforcement.
C. assigning more challenging goals to the employee.
D. All of the answers are correct.
E. providing more frequent and valuable feedback and reinforcement and assigning more challenging goals to the employee.

Chapter - Chapter 03 #63
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

64. What is the last step in the self-fulfilling prophecy cycle?
(p. 76) A. The employee's behaviour becomes a source of disappointment for the supervisor.
B. The employee's behaviour becomes inconsistent with the supervisor's expectations.
C. The supervisor's unrealistic expectations cannot be achieved by the employee.
D. The employee's behaviour becomes consistent with the supervisor's expectations.
E. The supervisor's unrealistic expectations results in performance failure by the employee.

Chapter - Chapter 03 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

65. All of the following are perceptual errors in organizational settings EXCEPT:
(p. 76-79) A. primacy.
B. recency.
C. halo.
D. false consensus effect.
E. self-delusion.

Chapter - Chapter 03 #65
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

66. A supervisor's negative self-fulfilling prophecy of an employee is more likely to influence that employee's behaviour and performance when:
(p. 77)
- A. the employee has a history of low achievement.
 - B. the employee has been working in that job for at least one year.
 - C. the employee's co-workers have confidence in the employee's potential.
 - D. All of the answers are correct.
 - E. the employee has a history of low achievement and the employee has been working in that job for at least one year.

Chapter - Chapter 03 #66
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

67. Someone who is new to the job and has a low sense of achievement is:
(p. 77)
- A. less likely to engage in stereotyping.
 - B. more likely to engage in fundamental attribution error.
 - C. more likely to have a strong learning orientation.
 - D. more vulnerable to the supervisor's self-fulfilling prophecies of that employee.
 - E. more likely to engage in behaviour modification.

Chapter - Chapter 03 #67
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

68. Engaging in self-fulfilling prophecy can improve organizational effectiveness:
(p. 77)
- A. never; self-fulfilling prophecy is a perceptual bias that always makes organizations less effective.
 - B. whenever and wherever it exists in organizational settings.
 - C. when supervisors demonstrate their hope and optimism in each employee's potential.
 - D. when supervisors also use stereotyping to determine the employee's potential performance.
 - E. only when supervisors have a self-serving bias.

Chapter - Chapter 03 #68
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

69. The philosophy of positive organizational behaviour states that:
(p. 77)
- A. employees are more effective when they experience extinction more than other contingencies of reinforcement.
 - B. employees are, by nature, good rather than bad in terms of their ethics and care for others in the world.
 - C. focusing on the positive rather than negative aspects of life will improve organizational success and individual well-being.
 - D. organizational behaviour knowledge offers more positive than negative information about how to survive in organizations.
 - E. employees process more quickly positive rather than negative information.

Chapter - Chapter 03 #69
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

70. Organizations can encourage positive self-fulfilling prophecy by:
(p. 77)
- A. training supervisors to ignore new employees who will clearly fail to perform the job well.
 - B. training supervisors and team leaders to increase employee self-confidence.
 - C. developing a culture of support and learning.
 - D. All of the answers are correct.
 - E. training supervisors and team leaders to increase employee self-confidence and developing a culture of support and learning.

Chapter - Chapter 03 #70
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

71. The statement "First impressions are lasting impressions" is represented by:
(p. 77) **A.** primacy effect.
B. self-fulfilling prophecy.
C. projection bias.
D. recency effect.
E. extroversion.

Chapter - Chapter 03 #71
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

72. If you form a general negative impression of a person based on one prominent characteristic, and it colours your perception of other characteristics of that person, it is called:
(p. 77) A. Projection bias
B. The halo effect
C. Selective attention
D. Self-serving bias
E. Stereotyping

Chapter - Chapter 03 #72
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

73. Which of these popular sayings best reflects the primacy effect?
(p. 78) A. Birds of a feather flock together.
B. First impressions are lasting impressions.
C. It takes one to know one.
D. If at first you don't succeed, try, try again.
E. You can't tell a book by its cover.

Chapter - Chapter 03 #73
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

74. _____ occurs when our general impression of a person, usually based on one prominent characteristic, colors our perception of other characteristics of that person.
(p. 77-78) A. Projection bias
B. Halo effect
C. Selective attention
D. Self-serving bias
E. Stereotyping

Chapter - Chapter 03 #74
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

75. What perceptual error occurs when a supervisor incorrectly rates an employee at a similar level across all performance dimensions based on an overall impression of that employee?
(p. 77-78) A. Attribution error
B. Stereotyping
C. Projection bias
D. Halo effect
E. Recency effect

Chapter - Chapter 03 #75
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

76. Halo effect occurs when:

- (p. 77-78)
- A. we give more emotional support through non-verbal cues to the target person.
 - B. we provide more frequent and valuable feedback to the target person.
 - C. we assign more challenging goals to the target person.
 - D.** we evaluate specific features of the target person based on a general impression of that person.
 - E. All of the answers are correct.

Chapter - Chapter 03 #76
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

77. Halo effect is more likely to occur when:

- (p. 77-78)
- A. we know the target person and have a good opportunity to measure his or her job performance.
 - B. we have low expectations of the target person.
 - C. we have a high level of learning orientation.
 - D. we are very good at delaying the formation of first impressions.
 - E.** we lack concrete information about the target person and we are not motivated to search for it.

Chapter - Chapter 03 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

78. The recency effect is more common when:

- (p. 78)
- A.** making an evaluation involving complex information.
 - B. the decision maker has considerable experience in that situation.
 - C. the decision maker believes most employees are above average.
 - D. evaluating someone who is easily identified with a visible demographic group.
 - E. the decision maker has a strong learning orientation.

Chapter - Chapter 03 #78
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

79. Sue habitually talks badly about her supervisors. Whenever colleagues warn that she should refrain from expressing such negative opinions, Sue replies that 'everyone believes the same thing about the supervisor'. Which perceptual error does Sue seem to be experiencing?

- (p. 78)
- A. Fundamental attribution error
 - B.** False-consensus effect
 - C. Self-fulfilling prophecy
 - D. Halo effect
 - E. None of the answers apply.

Chapter - Chapter 03 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

80. A perceptual error in which we tend to believe that other people hold the same beliefs and attitudes that we do refers to:

- (p. 78)
- A. self-serving bias.
 - B. recency effect.
 - C.** false-consensus effect.
 - D. self-fulfilling prophecy.
 - E. personal identity.

Chapter - Chapter 03 #80
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

81. Diversity awareness training:
(p. 79) A. communicates the benefits of diversity in the workplace.
B. gives employees more accurate information about people from different backgrounds.
C. helps employees to become more aware of their stereotyping biases.
D. All of the answers are correct.
E. communicates the benefits of diversity in the workplace and gives employees more accurate information about people from different backgrounds.

Chapter - Chapter 03 #81
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

82. Which of these statements about diversity awareness training is FALSE?
(p. 79) **A.** Diversity awareness training is mainly intended to correct deep-rooted prejudice or intolerance in the workplace.
B Diversity awareness training helps employees to learn, and eventually overcome, the more subtle forms of bias that emerge from distorted stereotypes.
C. Diversity awareness training may include role-plays and exercises.
D. Diversity motivates people to block inaccurate perceptions arising from ingrained stereotypes.
E. Diversity awareness training is important as the workforce becomes more diverse.

Chapter - Chapter 03 #82
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

83. In the Johari Window, the _____ area includes information about you that is known both to you and others.
(p. 79) A. mid-level
B. hidden
C. unknown
D. blind
E. open

Chapter - Chapter 03 #83
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

84. In the Johari Window, the open area gets smaller when we:
(p. 79-80) A. provide disclosure.
B. receive feedback from others.
C. decrease the hidden area.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 03 #84
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

85. Which of the following is NOT explicitly identified in the Johari Window?
(p. 79) A. Feedback
B. Selective attention
C. Unknown area
D. Hidden area
E. Disclosure

Chapter - Chapter 03 #85
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

86. The objective of the Johari Window is to:
(p. 80) A. improve our awareness of ourselves.
B. help others to understand the reasons behind our actions.
C. improve our perceptual process.
D. All of the answers are correct.
E. improve our awareness of ourselves and improve our perceptual process.

Chapter - Chapter 03 #86
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

87. In the Johari Window, feedback from others helps us to:
(p. 80) **A.** increase our open area by reducing our blind area.
B. increase our unknown area by reducing our hidden area.
C. decrease our open area by increasing our amount of disclosure.
D. increase our open area by reducing our closed area.
E. increase our open area by reducing our hidden area.

Chapter - Chapter 03 #87
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

88. In the Johari Window, disclosure of information to colleagues results in:
(p. 80) A. increasing our open area by reducing our blind area.
B. increasing our unknown area by reducing our hidden area.
C. decreasing our open area by increasing our amount of feedback.
D. increasing our open area by reducing our closed area.
E. increasing our open area by reducing our hidden area.

Chapter - Chapter 03 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

89. Meaningful interaction potentially improves:
(p. 80) A. self-justification.
B. The unknown area in the Johari window.
C. self-satisfaction.
D. self-awareness.
E. self-fulfillment.

Chapter - Chapter 03 #89
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

90. The contact hypothesis states that:
(p. 80) A. our tendency to stereotype people increases with our frequency of contact with them.
B. we are more likely to make an internal attribution of someone's behaviour when we have more contact with that person.
C. social identity theory only applies to people who have personal contact with the groups to whom they identify.
D. we are less likely to stereotype someone as we have more interaction with him/her.
E. self-fulfilling prophecy occurs only when the target individual does not personally meet the person making the prophecy.

Chapter - Chapter 03 #90
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

91. Which of these statements about the contact hypothesis is TRUE?
(p. 80)
- A. Increased contact with someone tends to change our stereotype of the group to which that person belongs.
 - B.** Increased contact with someone tends to reduce our tendency to use stereotypes to perceive that person.
 - C. By reducing our contact with people, we develop more accurate perceptions of them.
 - D. All of the answers are correct.
 - E. Increased contact with someone tends to change our stereotype of the group to which that person belongs and tends to reduce our tendency to use stereotypes to perceive that person.

Chapter - Chapter 03 #91
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

92. Which of the following helps managers to increase their empathy with subordinates?
(p. 81)
- A. Managers should work together in executive offices away from their employees.
 - B. Managers should use formal written media (e.g. memos, reports) rather than face-to-face interaction when communicating new directives to employees.
 - C.** Managers who occasionally work in their subordinates' jobs along with their employees.
 - D. Managers should take a training program where they learn about primacy and recency effects.
 - E. All of the answers are correct.

Chapter - Chapter 03 #92
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

93. In organizational settings, empathy:
(p. 80-81)
- A. has both a cognitive and emotional component.
 - B. improves sensitivity to the external causes of another person's behaviour and results.
 - C. can reduce the likelihood of fundamental attribution error.
 - D. All of the answers are correct.
 - E.** has both a cognitive and emotional component and improves sensitivity to the external causes of another person's behaviour and results.

Chapter - Chapter 03 #93
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

94. _____ refers to an individual's ability to perceive, know about, and process information across cultures.
(p. 82)
- A. Empathy
 - B. Cultural awareness
 - C. Global mindset
 - D. Intelligence.
 - E.** Diversity sensitivity

Chapter - Chapter 03 #94
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

95. A better knowledge of _____ is essential in order to develop a global mindset.
(p. 83)
- A. economics
 - B. accounting
 - C. politics
 - D.** people and cultures
 - E. psychology

Chapter - Chapter 03 #95
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

96. The first step in developing a global mindset begins with:

- (p. 83)
- A. empathy.
 - B. self-awareness.
 - C. intellectualism.
 - D. sociability.**
 - E. none of the above.

Chapter - Chapter 03 #96
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

97. Self-concept refers to an individual's self-beliefs and self-evaluations.

(p. 64) **TRUE**

Chapter - Chapter 03 #97
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

98. Mature adults tend to have a lower complexity that remains relatively stable.

(p. 64) **FALSE**

Chapter - Chapter 03 #98
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

99. The three structural dimensions of self-concept are: complexity, consistency and clarity.

(p. 64) **TRUE**

Chapter - Chapter 03 #99
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

100. Clarity of self-concept refers to the degree or realism one attaches to his or her self-image.

(p. 64) **FALSE**

Chapter - Chapter 03 #100
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

101. The consistency of a person's multiple selves increases with age.

(p. 65) **TRUE**

Chapter - Chapter 03 #101
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

102. Self-concept clarity increases as they get older.

(p. 65) **TRUE**

Chapter - Chapter 03 #102
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

103. Self-enhancement can result in bad decisions.

(p. 66) **TRUE**

Chapter - Chapter 03 #103
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

104. Self-enhancement causes managers to overestimate the probability of success in investment decisions.

(p. 66) **TRUE**

Chapter - Chapter 03 #104
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

105. Self-verification stabilizes our self-concept.
(p. 66) **TRUE**

Chapter - Chapter 03 #105
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

106. Self-evaluation is mostly defined in terms of the following three concepts: self-esteem, self-efficacy, and locus of control.
(p. 66) **TRUE**

Chapter - Chapter 03 #106
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

107. Self-esteem is the extent to which people like, respect and are satisfied with others.
(p. 66) **FALSE**

Chapter - Chapter 03 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

108. People with higher self-esteem than others believe they are superior.
(p. 66) **FALSE**

Chapter - Chapter 03 #108
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

109. People with high self-esteem are less influenced by others.
(p. 66) **TRUE**

Chapter - Chapter 03 #109
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

110. People perform better in most employment situations when they have a strong external locus of control.
(p. 67) **FALSE**

Chapter - Chapter 03 #110
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

111. Individuals with higher internal locus of control tend to evaluate others less favourably.
(p. 67) **FALSE**

Chapter - Chapter 03 #111
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

112. People with higher internal locus of control are more successful in their careers, and earn more money.
(p. 67) **TRUE**

Chapter - Chapter 03 #112
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

113. An internal locus of control characterizes people who think only of themselves rather than people around them.
(p. 67) **FALSE**

Chapter - Chapter 03 #113
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

114. Self-efficacy is similar to self-effacing behaviour.

(p. 67) **FALSE**

Chapter - Chapter 03 #114
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

115. There is a positive relationship between self-efficacy and self-evaluation.

(p. 67) **TRUE**

Chapter - Chapter 03 #115
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

116. Self-efficacy is a perception and a general trait related to self-concept.

(p. 67) **TRUE**

Chapter - Chapter 03 #116
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

117. Social identity theory explains self-concept only in terms of personal identity.

(p. 68) **FALSE**

Chapter - Chapter 03 #117
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

118. Self-concept consists of two distinct categories: personal identity and social identity.

(p. 68) **TRUE**

Chapter - Chapter 03 #118
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

119. Social identity is also called external self-concept.

(p. 68) **TRUE**

Chapter - Chapter 03 #119
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

120. Social identity is easily defined using demographic characteristics.

(p. 68) **FALSE**

Chapter - Chapter 03 #120
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

121. Social identity theory partially explains why people in low-status jobs tend to define themselves in terms of non-job groups.

TRUE

Chapter - Chapter 03 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

122. People whose self-concepts are heavily defined by social rather than personal identities are more easily influenced by peer pressure.

TRUE

Chapter - Chapter 03 #122
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

123. The perceptual process begins by attributing behaviour to internal or external causes.

(p. 69) **FALSE**

Chapter - Chapter 03 #123
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

124. Selective attention occurs after incoming information is organized and interpreted.
(p. 69) **FALSE**

Chapter - Chapter 03 #124
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

125. We are more likely to notice objects with features that are repetitive, intense and in motion.
(p. 69) **TRUE**

Chapter - Chapter 03 #125
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

126. Our emotions influence what we recognize or screen out.
(p. 69) **TRUE**

Chapter - Chapter 03 #126
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

127. Confirmation bias causes us to screen out information that is contrary to our values and assumptions.
(p. 70) **TRUE**

Chapter - Chapter 03 #127
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

128. People have a tendency to screen out information that is contrary to their assumptions.
(p. 70) **TRUE**

Chapter - Chapter 03 #128
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

129. A person's expectations make them more sensitive to incoming information, but also less sensitive to unexpected information.
(p. 70-71) **TRUE**

Chapter - Chapter 03 #129
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

130. Grouping people and objects into recognizable patterns is part of the selective attention process.
(p. 71) **FALSE**

Chapter - Chapter 03 #130
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

131. Categorical thinking is mostly a conscious process of deciding what information in the environment to notice.
(p. 71) **FALSE**

Chapter - Chapter 03 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

132. Seeing a trend in a sequence of sales figures involves the process of categorical thinking.
(p. 71) **TRUE**

Chapter - Chapter 03 #132
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

133. Mental models play an important role in sense-making, but they also make it difficult to see the world in different ways.
(p. 72) **TRUE**
- Chapter - Chapter 03 #133
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
134. Employees can break out of their existing mental models by working with colleagues from diverse backgrounds that bring different mental models to the workplace.
(p. 72) **TRUE**
- Chapter - Chapter 03 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
135. Stereotyping is an extension of the social identity process.
(p. 72-73) **TRUE**
- Chapter - Chapter 03 #135
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
136. The three steps in stereotyping, in order, are: (a) identify negative information, (b) behave in ways consistent with previous expectations and (c) watch the employee form a positive or negative opinion of you.
(p. 72) **FALSE**
- Chapter - Chapter 03 #136
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
137. Some Stereotypes can be fairly accurate.
(p. 72) **TRUE**
- Chapter - Chapter 03 #137
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
138. Stereotyping is a natural process that helps us to economize mental effort.
(p. 72) **FALSE**
- Chapter - Chapter 03 #138
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
139. A person's social identity is a complex combination of his or her memberships in many groups.
(p. 73) **TRUE**
- Chapter - Chapter 03 #139
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3
140. One reason we stereotype is to enhance out self-concept.
(p. 73) **FALSE**
- Chapter - Chapter 03 #140
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
141. Homogenization and differentiation are two activities in the process of social identity and self-enhancement.
(p. 73) **TRUE**
- Chapter - Chapter 03 #141
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

142. The combination of social identity and self-enhancement occurs through categorization and attribution activities.
(p. 73) **FALSE**
- Chapter - Chapter 03 #142
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
143. Stereotyping is partly responsible for prejudice and discrimination.
(p. 74) **TRUE**
- Chapter - Chapter 03 #143
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
144. One problem with stereotyping is that few traits assigned to a particular social category accurately describe every person identified with that group.
(p. 73) **TRUE**
- Chapter - Chapter 03 #144
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
145. The easiest way to minimize stereotyping is by preventing the activation of stereotypes in our heads.
(p. 74) **FALSE**
- Chapter - Chapter 03 #145
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
146. For the most part the stereotyping process is hardwired in our brain cells.
(p. 74) **TRUE**
- Chapter - Chapter 03 #146
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
147. Stereotyping helps up in several valuable ways.
(p. 74) **TRUE**
- Chapter - Chapter 03 #147
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
148. Systemic discrimination is often unintentional.
(p. 74) **TRUE**
- Chapter - Chapter 03 #148
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
149. We can eliminate the activation of stereotyping by choosing to ignore stereotypic information.
(p. 74) **FALSE**
- Chapter - Chapter 03 #149
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
150. Attribution theory mainly explains the selective attention process.
(p. 74-75) **FALSE**
- Chapter - Chapter 03 #150
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

151. People who believe that their successful completion of a project is due to their skill and hard work are making an internal attribution.
(p. 74)
TRUE
- Chapter - Chapter 03 #151
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3
152. People tend to make an internal attribution about someone's behaviour if that person has rarely acted like this either in the past or in other situations.
(p. 74-75)
FALSE
- Chapter - Chapter 03 #152
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3
153. You are more likely to make an internal attribution about someone's poor performance if you have also observed the person performing that task poorly in the past and have observed other employees performing the task well.
(p. 74-75)
TRUE
- Chapter - Chapter 03 #153
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3
154. When making an internal or external attribution about a person's behaviour, we tend to look at whether the person has acted this way in the past and other situations, and whether other people act similarly in this situation.
(p. 74-75)
TRUE
- Chapter - Chapter 03 #154
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
155. Fundamental attribution error refers to the tendency to attribute the behaviour of other people to internal factors more than external factors.
(p. 75)
TRUE
- Chapter - Chapter 03 #155
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
156. Fundamental attribution error would cause a supervisor to believe that an employee's lateness is due to factors beyond the employee's control rather than to a lack of motivation to attend work.
(p. 75)
FALSE
- Chapter - Chapter 03 #156
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
157. Self-serving bias is the tendency to take credit for our successes and blame others or the situation for our mistakes.
(p. 76)
TRUE
- Chapter - Chapter 03 #157
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
158. Self-fulfilling prophecy occurs whenever supervisors accurately predict the future performance of recently hired employees.
(p. 76-77)
FALSE
- Chapter - Chapter 03 #158
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

159. Self-fulfilling prophecy may result in either better or worse performance than if the employee is not exposed to the self-fulfilling prophecy effect.

TRUE

Chapter - Chapter 03 #159
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

160. The first step in a self-fulfilling prophecy occurs when the observer acts differently towards people with whom he or she has high expectations than towards those with whom he or she has low expectations.

FALSE

Chapter - Chapter 03 #160
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

161. Self-fulfilling prophecy tends to have a stronger effect on employees who are new to the job than on employees who have worked in that job for a few years.

TRUE

Chapter - Chapter 03 #161
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

162. One of the most effective ways to minimize negative self-fulfilling prophecy is to make managers aware of the power of positive expectations.

FALSE

Chapter - Chapter 03 #162
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

163. The halo effect occurs when one characteristic of a person shapes our general impression of that person which, in turn, biases our perceptions about the other characteristics of that person.

TRUE

Chapter - Chapter 03 #163
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

164. According to the halo effect, a supervisor's initial expectations of you influence your behaviour so that you are more likely to act consistently with those expectations.

FALSE

Chapter - Chapter 03 #164
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

165. The primacy effect occurs because we have a strong need to quickly make sense of other people.

TRUE

Chapter - Chapter 03 #165
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

166. Primacy and recency effects are two attribution errors.

FALSE

Chapter - Chapter 03 #166
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

167. The primacy effect causes interviewers to ignore information presented at the beginning of the interview and to pay more attention to information presented later in the interview.

FALSE

Chapter - Chapter 03 #167
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

168. The recency effect occurs when a person's annual performance evaluation is heavily influenced by performance results over the last month.

TRUE

Chapter - Chapter 03 #168
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

169. Diversity awareness programs mainly educate employees about the value of diversity and the problems with stereotyping.

TRUE

Chapter - Chapter 03 #169
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

170. Diversity awareness programs are designed specifically to correct deep-rooted prejudice and intolerance in the workplace.

FALSE

Chapter - Chapter 03 #170
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

171. The Johari Window is a training program that teaches employees how to change their personality.

FALSE

Chapter - Chapter 03 #171
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

172. The main objective of the Johari Window process is to maintain the same amount of information about yourself in each of the four quadrants.

FALSE

Chapter - Chapter 03 #172
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

173. The four areas of the Johari Window are open, closed, internal and external.

FALSE

Chapter - Chapter 03 #173
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

174. According to the Johari Window, the hidden area is reduced through disclosure.

TRUE

Chapter - Chapter 03 #174
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

175. The more we interact with someone, the more we rely on stereotypes to understand that individual.

FALSE

Chapter - Chapter 03 #175
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

176. The contact hypothesis states that the more individuals interact with one another, the less they rely on stereotypes to perceive each other.

TRUE

Chapter - Chapter 03 #176
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

177. Interacting with people from other backgrounds is more likely to minimize perceptual biases when these people have equal status with you throughout the interaction.
(p. 80) **TRUE**
- Chapter - Chapter 03 #177
Difficulty: Medium
Gradable: automatic
Learning Objective: 4
178. Global mindset refers to an individual's ability to perceive, know about, and process information across cultures.
(p. 82) **TRUE**
- Chapter - Chapter 03 #178
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
179. Global mindset occurs as people develop more of a local than global frame of reference about their business and its environment within the context of internationalism.
(p. 82) **FALSE**
- Chapter - Chapter 03 #179
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
180. Adopting a global mindset can be a detriment for companies wishing to forge better relationships at the local level.
(p. 82) **FALSE**
- Chapter - Chapter 03 #180
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
181. The capacity to empathize with other cultures is an important characteristic of global mindset.
(p. 82) **TRUE**
- Chapter - Chapter 03 #181
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
182. Developing a global mindset begins with self-awareness.
(p. 82) **TRUE**
- Chapter - Chapter 03 #182
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
183. One way companies can develop a global mindset is by allowing employees to compare their mental models with co-workers from other regions of the world.
(p. 82) **TRUE**
- Chapter - Chapter 03 #183
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
184. A global mindset includes having an awareness of, openness to, and respect for one's views and practices throughout the world.
(p. 82) **FALSE**
- Chapter - Chapter 03 #184
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
185. Some of the knowledge required to develop a global mindset can be acquired through diversity training, instead of work experience.
(p. 83) **TRUE**
- Chapter - Chapter 03 #185
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

186. Deep absorption of knowledge required to develop a global mindset results from immersion in the foreign cultures.

(p. 83)

TRUE

Chapter - Chapter 03 #186
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

187. Sending teams of employees on social responsibility missions in developing countries is a way to accelerate global mindset development.

(p. 83)

TRUE

Chapter - Chapter 03 #187
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

188. When the Royal Ontario Bank (ROB) acquired a major investment firm, senior executives noticed hostilities forming between the financial analysts in the investment company and the bank's marketing people who provide marketing expertise for the investment firm's mutual funds and other investment vehicles. The marketing staff say that the finance types wouldn't know a customer if they stepped on one. They partly attribute this to the poor marketing expertise in the investment firm before the bank bought it. The finance types, many of whom have graduate degrees from top universities, privately complain that the marketing types don't have enough brainpower to turn on a light switch. Use what you know about social identity and the processes of categorization, homogenization, and differentiation to explain why these hostilities might exist.

(p. 73)

Social identity theory states that people perceive themselves and others in terms of their unique characteristics and membership in various social groups. Social identity explains why the hostilities occur in terms of three processes.

First, social identity is a comparative process, meaning that we define ourselves in terms of our differences with people who belong to other groups. In this situation, the finance and marketing people clearly do not define themselves in the same group. This common group membership is possible because they all belong to the same organization. However, both clearly separate themselves, possibly even believing that they really aren't the same firm (a common problem in mergers and acquisitions). The finance people seem to identify themselves more by their professional membership. This might also be true for the marketing people, although they refer more to differences between organizations.

Second, social identity is a homogenization process. We think that people within our group share certain traits, and people in comparison groups share a different set of traits. In this situation, the marketing people see all the finance people as the same and the finance people see all the marketing people as the same. This homogenization makes it perceptually difficult to recognize the unique features—including some positive features—of each person in the other group.

Third, through the differentiation process people develop more positive views of traits in their own groups and less positive views of traits in other groups. That problem clearly occurs here. The perceptual process tends to encourage the development of negative images of people in other groups.

Chapter - Chapter 03 #188
Difficulty: Medium
Gradable: manual
Learning Objective: 3

189. A diversity awareness consultant submits a proposal to a company that wants to reduce stereotyping and prejudice. In the proposal, the consultant claims that his training program teaches employees to avoid the stereotyping process altogether when perceiving the world around them. "Our training will prevent the activation of stereotypes and other forms of categorical thinking," claims the consultant's proposal. Discuss the accuracy of this consultant's claim and explain what training programs can do regarding stereotyping.

The textbook explains how people CANNOT avoid stereotyping. It is a natural process (called categorical thinking) that helps us to organize information for long-term memory. Without categorical thinking, it would be difficult to retain as much information about the world around us. Thus, we cannot prevent the activation of stereotyping.

What training CAN do is minimize the application of stereotypic information in our decisions and actions. When perceiving someone, we can try to avoid relying on the stereotypic information that pops into our head. This involves being aware of stereotyping and consciously downplaying information that seems to be based on our stereotypes. This process—minimizing the application of stereotypic information—can be trained.

In answering this question, students might also mention meaningful interaction (based on the contact hypothesis) as a training intervention. Specifically, people who interact more often with someone from stereotyped groups are less likely to rely on stereotypes to perceive that other person.

Chapter - Chapter 03 #189
Difficulty: Medium
Gradable: manual
Learning Objective: 3

190. Comment on the accuracy of the following statement: 'We would work more effectively in organizational settings if we could avoid the process of stereotyping.'

This statement is FALSE to the extent that stereotyping is a normal part of perceptual organizational and interpretation. We want to make sense of our work environment, so we rely on observable information about a person to fill in the less observable information that takes longer to discover. Without stereotyping, we could not make sense of our world as quickly and, consequently, would experience more stress (due to environmental uncertainties) and would take longer to accomplish our tasks.

The problem with stereotyping is that stereotypes are often inaccurate and we have difficulty replacing incorrect stereotypes with more accurate ones. In some situations, stereotyping results in employment discrimination and poor decision making.

The textbook identifies two reasons why stereotypes are often inaccurate. One general problem is that most stereotyped traits do not accurately describe every person in that social category. For example, it may be true that some professors are absent-minded, but there are many who are not. The other general problem with stereotypes is that we tend to screen out or misinterpret information that is inconsistent with the stereotype. In other words, we subconsciously try to keep our perceptions of reality simple by maintaining existing stereotypes.

Chapter - Chapter 03 #190
Difficulty: Medium
Gradable: manual
Learning Objective: 3

191. Female employees at a large brokerage firm are upset because their supervisors do not accept their explanations for lateness or absenteeism. They claim the supervisors-almost all of whom are male-are insensitive to family and other obligations and issues facing women. As a result, these supervisors tend to attribute lateness and absenteeism among female staff to their lack of motivation. If these supervisors are engaging in fundamental attribution error, what corrective action should the organization take to minimize this perceptual problem?
- (p. 72-74)

The first step to minimizing the fundamental attribution error is to make supervisors aware of this perceptual bias so that they become more sensitive to their perceptual processes in the future. Next, the organization should identify ways for the supervisors to empathize more fully with the situation of female employees. This might involve special sessions in which female employees and supervisors share common experiential activities and thereby learn about each other's perspectives on various issues. Finally, the organization might consider promoting more female staff into supervisory positions. This would likely develop the strongest level of empathy with female employees and therefore provide the lowest level of fundamental attribution error.

Chapter - Chapter 03 #191
Difficulty: Medium
Gradable: manual
Learning Objective: 3

A supervisor receives regular information about a sales employee's performance (e.g. sales volume, incomplete paperwork, etc.) and must complete a performance appraisal of the person's work. The supervisor has a complete description of the employee's job but has never worked in the field as a sales representative. Moreover, the supervisor is relatively new to this job and therefore has little experience observing or appraising the performance of salespeople.

Chapter - Chapter 03

192. What attribution error is likely to occur under these conditions and what effect would it have on the performance appraisal results?
- (p. 74-76)

Fundamental attribution error is very likely to occur here because the supervisor lacks the knowledge of and empathy for the employee's position. This would cause the supervisor to be relatively insensitive to external forces on the employee's performance. Since the employee works away from the office as a field sales representative, the supervisor is unlikely to receive reliable information about these external factors. Instead, the supervisor will engage in fundamental attribution error whereby the employee's behaviour and performance are attributed more to his or her own characteristics (ability and motivation).

Fundamental attribution error can have a significant effect on the performance appraisal results. In the case of good performance, the supervisor would give the employee perhaps more credit than is due because the supporting external conditions are not apparent. Where performance is poor, the employee would be assigned more blame than is due and, consequently, the appraisal results would be lower than where the supervisor's perceptions are not biased by fundamental attribution error.

Chapter - Chapter 03 #192
Difficulty: Medium
Gradable: manual
Learning Objective: 3

193. To what extent is halo effect a problem here?
(p. 77)

There is a strong likelihood that halo effect would occur here if the supervisor must evaluate the employee on performance dimensions that are not readily observed (such as customer service skills and time management). In this situation, the supervisor would tend to rely on observable characteristics (sales volume, interpersonal skills when talking with the supervisor) to form a general impression. This general impression would then be used to shape the supervisor's evaluation of the employee on the unobservable performance dimensions.

Chapter - Chapter 03 #193
Difficulty: Medium
Gradable: manual
Learning Objective: 3

194. What corrective action should the organization take to minimize this attribution error?
(p. 79-81)

The first step to minimizing the fundamental attribution error is to make supervisors aware of this perceptual bias so that they become more sensitive to their perceptual processes in the future. Next, the organization should identify ways for the supervisors to communicate and interact more frequently with sales employees. This might involve special sessions in which sales employees and supervisors share common experiential activities and thereby learn about each other's perspectives on various issues. Third, the supervisors could spend some time with sales staff while they work in the field. This would facilitate communication as well as giving supervisors first-hand experience in the dynamics of field work. It would make them more sensitive to external influences in the field. Finally, the organization might consider promoting supervisors mainly from sales positions. This would likely develop the strongest level of empathy with sales employees and therefore provide the lowest level of fundamental attribution error.

Chapter - Chapter 03 #194
Difficulty: Medium
Gradable: manual
Learning Objective: 4

195. Several junior investment analysts recently hired by a major firm have been placed under the guidance of senior investment analyst Roger Yu. One of the new recruits, Daphne Silberg, is the daughter of a well-known mutual fund executive who retired from the industry a few years ago. Yu has a lot of respect for Silberg's father and has quickly developed the belief that Silberg could be as successful as her father. Based on your knowledge of self-fulfilling prophecy, explain how Yu's expectations of Silberg might unknowingly turn into a reality.
(p. 76-77)

Self-fulfilling prophecy occurs when our expectations about another person cause that person to act in a way that is consistent with those expectations. In this incident, Yu believes that Daphne Silberg will be successful. This expectation influences Yu's behaviour towards Silberg and, without realizing it, may cause Silberg to perform the job better than if Yu didn't have this strong positive expectation. Consequently, Yu's perception, even if originally incorrect, is confirmed.

Students should identify a few specific actions that Yu might unknowingly engage in to improve Silberg's performance. Specifically, high-expectancy employees (those expected to do well) receive more emotional support through non-verbal cues (e.g. more smiling and eye contact), more frequent and valuable feedback and reinforcement, more challenging goals, better training, and more opportunities to demonstrate their performance. Based on these actions, Silberg receives more training and feedback, which will probably help her to learn more skills and knowledge than a low-expectancy employee. Silberg will also probably develop a stronger self-confidence—that is, she will have a higher belief in her ability to perform the work. This, in turn, increases her motivation because high self-confidence improve the E-to-P expectancy in expectancy theory.

Chapter - Chapter 03 #195
Difficulty: Medium
Gradable: manual
Learning Objective: 3

196. Comment on the accuracy of the following statement: 'Self-fulfilling prophecy can be an effective management practice.'
(p. 76-77)

The answer to this question is ambivalent. Students should be able to recognize the potentially positive side of self-fulfilling prophecy, but also explain the problems with putting positive prophecies into practice when not naturally occurring.

The textbook explains that while most self-fulfilling prophecy incidents are negative, some prophecies improve the employee's performance beyond levels achieved without the prophecy. Specifically, if a supervisor believes an employee will be a superstar, that employee receives positive work conditions, feedback, and training, which improves the employee's chances of actually becoming a better performer.

In theory, it makes sense that supervisors can deliberately create positive self-fulfilling prophecies. Indeed, scholars in this topic operated training programs to help supervisors develop contagious enthusiasm, which would result in positive self-fulfilling prophecies. Unfortunately, the evidence suggests that these programs usually fail. Supervisors have difficulty creating positive prophecies of people who they don't think are very good.

However, without necessarily developing contagious enthusiasm, supervisors can develop positive conditions that at least minimize the chance of negative prophecies forming early. First, the company needs to develop a learning orientation so mistakes are considered a natural part of learning rather than a sign of failure. Second, supervisors can learn how to develop an employee's self-confidence by showing how the employee has the skills and resources to perform the job well enough.

Chapter - Chapter 03 #196
Difficulty: Medium
Gradable: manual
Learning Objective: 3

197. NuGas Corp. has just sent a dozen (mostly white male) managers from Germany to its exploration site in a remote area of Indonesia. Few of these managers have worked with Indonesian employees, so the company has asked you to design an on-site one-day experiential training program to help these managers to minimize perceptual problems that might otherwise occur. The program must be experiential (i.e. participants interact with each other rather than attend an awareness lecture) and the activities must help the managers to discover biases that may be hidden or unknown to them. Describe the key features of this training program and discuss its conceptual foundations.
(p. 79-80)

This question relates to the Johari Window process. The answer may take several forms, but it must relate to the two processes of feedback and disclosure. With respect to feedback, the Indonesian employees and German managers might participate in a role-play or simulation, then the Indonesians evaluate the Germans on their behaviours towards the Indonesian participants. Alternatively, the Indonesian participants might describe their past experiences with Germans and how this affected them.

With respect to disclosure, participants could engage in an exercise that reveals something about their past, perhaps a past experience with someone from the other culture.

An important point to note is that Indonesian culture might not be as compatible with the Johari Window process. In particular, Indonesian people might be more reluctant than Germans to reveal their feelings or to criticize and evaluate in public. The process might be adapted to fit these cultural values, such as by having more anonymous feedback, or by engaging in exercises that focus participants on other people rather than themselves (e.g. watch a video and then have participants comment on the behaviours of people in that video).

Chapter - Chapter 03 #197
Difficulty: Medium
Gradable: manual
Learning Objective: 4

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3 Summary

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4

1. Which of the following statements about emotions is FALSE?
 - A. We continuously experience an emotion for days or weeks at a time.
 - B. We experience emotions psychologically.
 - C. We experience emotions physiologically.
 - D. Emotions create a state of readiness.
 - E. Emotions are directed toward someone or something.
2. Emotions are defined as:
 - A. feelings that are not directed towards anything in particular.
 - B. our judgments about what is right or wrong.
 - C. our intentions to act towards the attitude object.
 - D. the cluster of beliefs, assessed feelings and behavioural intentions towards an attitude object.
 - E. None of the answers apply.
3. _____ are brief physiological, behavioural, and psychological experiences directed toward someone or something that put people in a state of readiness.
 - A. Attitudes
 - B. Perceptions
 - C. Behavioural intentions
 - D. Emotions
 - E. Most forms of organizational commitment
4. Anger, fear, joy and sadness represent:
 - A. beliefs that influence our attitudes towards something or someone.
 - B. the first four stages of emotional labour.
 - C. types of emotions.
 - D. four dimensions of job satisfaction.
 - E. beliefs that influence our attitudes towards something or someone and types of emotions.
5. Emotions have what effect on us?
 - A. They make us aware of events that possibly affect our important goals.
 - B. They put us into a state of readiness.
 - C. They provide a communication to us about the presence of relevant events in the external environment.
 - D. They make us aware of events that possibly affect our important goals and they provide a . communication to ourselves about the presence of relevant events in the external environment.
 - E. All of the above answers are correct.
6. Which of the following is NOT usually identified as a category of emotions?
 - A. Recognition
 - B. Excited
 - C. Fearful
 - D. Relaxed
 - E. Gloomy
7. Which of the following is an emotion?
 - A. Surprise
 - B. Perception
 - C. Values
 - D. Job dissatisfaction
 - E. Organizational commitment

8. Joy, fear, and anger are types of:
 - A. attitudes.
 - B. perceptions.
 - C. behavioural intentions.
 - D. emotions.
 - E. moods.
9. The difference between emotions and attitudes is comparable to the difference between:
 - A. eating something versus drinking something.
 - B. experiencing something versus judging something.
 - C. perceiving something versus behaving toward something.
 - D. knowing about something versus doing something.
 - E. there is no difference between emotions and attitudes; they are the same thing.
10. Which of these statements about emotions is FALSE?
 - A. Emotions are influenced by our personality traits.
 - B. Emotions are directed towards specific people or objects, whereas moods are not directed towards anything in particular.
 - C. Emotions include a person's beliefs, feelings and behavioural intentions.
 - D. Emotions influence a person's assessed feelings about the attitude object.
 - E. Some people have positive emotional states due to their personality.
11. Beliefs, feelings, and behavioural intentions are components of:
 - A. attitudes.
 - B. the EVLN model.
 - C. organizational commitment.
 - D. emotions.
 - E. the psychological contract.
12. In the model of emotions, attitudes, and behaviour, feelings are directly influenced by:
 - A. behavioural intentions.
 - B. emotions.
 - C. beliefs.
 - D. All of the answers are correct.
 - E. Emotions and beliefs.
13. Which of these statements represents the feeling dimension of attitudes?
 - A. I don't like how my boss treats his employees.
 - B. I want to transfer out of this department to get away from this manager.
 - C. My supervisor barks at his employees in public.
 - D. I intend to tell the human resource manager that my supervisor should be demoted.
 - E. All of the answers are correct.
14. Which of the following best represents the most common linkage between attitudes and behaviour?
 - A. Intentions->feelings->beliefs->behaviour.
 - B. Behaviour->job satisfaction->cognitive dissonance->organizational commitment.
 - C. Beliefs->feelings->intentions->behaviour.
 - D. Cognitive dissonance->behavioural intentions->job satisfaction->behaviour.
 - E. Behaviour->feelings->intentions->beliefs.

15. Which of the following statements about work attitudes and behaviour is FALSE?
 - A. Our beliefs about someone represent the best predictor in the attitude model of our behaviour toward that person.
 - B. In some circumstances, our behaviours towards an attitude object cause us to change our attitudes towards that object.
 - C. People with the same behavioural intentions toward an attitude object might engage in different behaviours toward that object.
 - D. Two employees with the same feelings towards an attitude object might form different intentions towards that object.
 - E. Work attitudes can predict employee behaviour to some extent.
16. Emotions affect behaviour:
 - A. through a person's beliefs.
 - B. through a person's feelings.
 - C. directly.
 - D. through a person's beliefs and through a person's feelings.
 - E. All of the above answers are correct.
17. Both Jane and Joey believe that their boss makes them stay late to complete work and are assigned challenging workloads. Even though they have the same beliefs about their boss, Jane complains to higher management about her boss' behaviour whereas Joey does not complain. According to the model of emotions, attitudes, and behaviour, Jane and Joey probably engaged in different behaviour toward their boss because:
 - A. they might have different feelings about their boss's characteristics.
 - B. their unique experiences in the past have reinforced different behaviour intentions.
 - C. they experience different emotions regarding staying late for work and observing their boss's poor interpersonal skills.
 - D. All of the answers are correct.
 - E. The model of emotions, attitudes, and behaviour cannot explain why people with the same beliefs engage in different behaviours.
18. After working weeks on a difficult proposal for a client, Jack learns that the client has accepted the proposal and will award the contract to Jack's firm. Upon hearing this from his boss, Jack yelps 'Yahoo!' and thrusts his fist in the air. This behaviour is most likely an example of:
 - A. perceptions directly influencing beliefs.
 - B. behavioural intentions directly influencing behaviour.
 - C. emotions directly influencing feelings.
 - D. beliefs directly influencing feelings.
 - E. emotions directly influencing behaviour.
19. The uncomfortable tension felt when our behaviour and attitudes are inconsistent with each other is called:
 - A. cognitive distance.
 - B. emotional intelligence.
 - C. cognitive justification.
 - D. cognitive dissonance.
 - E. neglect.
20. Which of these jobs would normally require emotional labour?
 - A. Bank teller
 - B. Bill collector
 - C. Funeral director
 - D. Disney World employee dressed up as Mickey Mouse
 - E. All of the answers are correct

21. Which of these statements about emotional labour is FALSE?
- A. Most jobs involving customer service require some degree of emotional labour.
 - B. Research indicates that emotional display rules and standards are very similar around the world.
 - C. Emotional labour increases with the extent to which employees must abide by emotional display rules.
 - D. In spite of the presence of emotional display rules, it is difficult to hide our true emotions.
 - E. Display rules are norms requiring employees to display certain emotions and withholding others.
22. Emotional labour is defined as any situation in which:
- A. you get upset with customers at times when you are supposed to remain calm.
 - B. you begin to feel burned out from facing too many customers in one day.
 - C. you don't realize that your emotions are causing you to act differently toward someone than you had intended.
 - D. All of the answers are correct.
 - E. none of the answers represent the emotional labour definition.
23. Emotional labour refers to:
- A. the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions.
 - B. the tendency to change our attitudes so they become more consistent with our behaviours.
 - C. a person's evaluation of the job and work context.
 - D. a person's emotional attachment to identification with, and involvement in a particular organization.
 - E. None of the answers defines emotional labour.
24. Emotional dissonance is:
- A. the emotion people experience when they are dissatisfied with their paycheque.
 - B. a significant cause of stress and job burnout.
 - C. present whenever emotional labour is not required in the job.
 - D. the main source of ethical conduct in organizational settings.
 - E. The emotion people experience when they are dissatisfied with their paycheque and the main source of . ethical conduct in organizational settings.
25. Emotional dissonance occurs when:
- A. there are no known emotional display rules for a particular situation.
 - B. we experience conflict between the required emotions and our true emotions.
 - C. we work with someone who has high emotional intelligence.
 - D. job satisfaction is at the same level as organizational commitment.
 - E. Either there are no known emotional display rules for a particular situation or we work with someone . who has high emotional intelligence.
26. _____ involves modifying behaviour to be consistent with required emotions but continuing to hold different internal feelings.
- A. Deep acting
 - B. Pretending
 - C. Surface acting
 - D. Method acting
 - E. Being a drama queen
27. The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others is called:
- A. emotional intelligence.
 - B. emotional labour.
 - C. cognitive dissonance.
 - D. self-awareness.
 - E. job satisfaction.

28. Emotional intelligence is best described as:
- A. a personality trait.
 - B. a set of abilities.
 - C. a form of organizational commitment.
 - D. an action-tendency indicating that the person is highly motivated.
 - E. a form of empathy.
29. Management of others' emotions is:
- A. a negative, highly activated emotion.
 - B. one of three types of organizational commitment.
 - C. an outcome of emotional dissonance.
 - D. the highest level of emotional intelligence.
 - E. the opposite of employability the psychological contract.
30. Awareness of one's emotions and the emotions of others are elements of:
- A. affective commitment.
 - B. emotional labour.
 - C. emotional intelligence.
 - D. continuance commitment.
 - E. the circumplex model of emotions.
31. The highest level of emotional intelligence is:
- A. self-awareness.
 - B. affective.
 - C. organizational comprehension.
 - D. behavioural intentions.
 - E. None of the answers apply.
32. Managing our emotions and the emotions of others represents:
- A. the main feature of psychological contracts.
 - B. the highest level of emotional intelligence.
 - C. one of the four parts of the circumplex model of emotions.
 - D. one of the main causes of continuance commitment.
 - E. one of the four categories in the exit-voice-loyalty-neglect (EVLN) model.
33. Self-awareness is the _____ level of _____.
- A. lowest; emotional intelligence.
 - B. highest; emotional labour.
 - C. highest; emotional intelligence.
 - D. highest; continuance commitment.
 - E. lowest; affective commitment.
34. Emotional intelligence includes the ability to:
- A. avoid acting impulsively.
 - B. understand and be sensitive to the feelings of others.
 - C. manage the emotions of others.
 - D. do all of the above.
 - E. do 'A' and 'C' only.
35. Claude is usually able to calm employees when they are upset and to get others enthusiastic about an otherwise mundane activity. This ability probably means that Claude has:
- A. the highest level of emotional intelligence.
 - B. the highest level of negative affectivity.
 - C. a high degree of continuance commitment.
 - D. all of the above.
 - E. both 'A' and 'C'.

36. The competency most strongly associated with awareness of others' emotions is:
- A. sympathy.
 - B. sociopathy.
 - C. empathy.
 - D. self-management.
 - E. telepathy.
37. Inspiring others, managing conflict, and developing others' capabilities are:
- A. required in all psychological contracts.
 - B. abilities representing the highest level of emotional intelligence.
 - C. elements of the circumplex model of emotions.
 - D. three of the main causes of continuance commitment.
 - E. three categories in the exit-voice-loyalty-neglect (EVLN) model.
38. Which of these statements about emotional intelligence is FALSE?
- A. Emotional intelligence can be learned to some extent.
 - B. Preliminary evidence suggests that medical professionals have slightly below average emotional intelligence.
 - C. Older employees tend to have lower levels of emotional intelligence than do younger employees.
 - D. Emotional intelligence is related to the concept of maturity.
 - E. People with high emotional intelligence tend to perform better in jobs requiring emotional labour.
39. Which of the following statements about job satisfaction is TRUE?
- A. Job satisfaction refers to the emotional experiences that people have at work.
 - B. Surveys over the past decade have reported that the large majority of Canadians are dissatisfied with their jobs.
 - C. Employees can be satisfied with some aspects of the job while dissatisfied with other aspects of the job.
 - D. Job satisfaction is usually defined as the employee's emotional attachment to, identification with, and involvement in a particular organization.
 - E. Job satisfaction is a personal value, not an attitude.
40. A person's evaluation of his or her job and work context is called:
- A. job satisfaction.
 - B. emotional intelligence.
 - C. affective commitment.
 - D. cognitive dissonance.
 - E. emotions.
41. By asking a single direct question (such as "How satisfied are you with your job?"), job satisfaction surveys tend to:
- A. underestimate the true level of job satisfaction among employees.
 - B. measure organizational commitment rather than job satisfaction.
 - C. overestimate the true level of job satisfaction among employees.
 - D. confuse people who are completing the survey.
 - E. provide a better estimate of job satisfaction than if the survey asked several questions.
42. The exit-voice-loyalty-neglect (EVLN) model:
- A. outlines the four consequences of emotional intelligence.
 - B. identifies the four ways to manage employee emotions.
 - C. explains why the psychological contract differs between employees and their employers.
 - D. is a template for organizing and understanding the consequences of job dissatisfaction.
 - E. explains the main differences between affective commitment and continuance commitment.

43. Sue is unhappy about her work situation and her supervisor, so she has started to pay less attention to the quality of her work. She also arrives late for work and generally puts less effort into her work. This information suggests that Sue's main reaction to job dissatisfaction is:
- A. exit.
 - B. voice.
 - C. commitment.
 - D. loyalty.
 - E. neglect.
44. Shawna is dissatisfied with her co-workers for not assisting her when she recently needed additional resources for a project, and is frustrated that her boss has not supported her work or recognized her job performance. In spite of these problems, Shawna does not complain and does not intend to move elsewhere. Instead, she maintains her level of work effort and hopes the company will eventually correct these problems. According to the EVLN model, Shawna is mainly engaging in:
- A. exit.
 - B. voice.
 - C. employability.
 - D. loyalty.
 - E. neglect.
45. According to the EVLN model, people who are dissatisfied with their jobs might:
- A. quit.
 - B. complain about the dissatisfying aspects of their jobs.
 - C. increase their absenteeism from work.
 - D. keep quiet and hope the sources of job dissatisfaction are eventually corrected.
 - E. All of the answers are correct
46. Compared to people with low job satisfaction, employees with high job satisfaction usually have which of the following?
- A. Lower employee turnover.
 - B. Better job performance.
 - C. Lower absenteeism.
 - D. All of the answers are correct.
 - E. None of the answers apply.
47. Which of the following statements about job satisfaction and job performance is TRUE?
- A. Employees who are dissatisfied with their jobs never have high job performance.
 - B. Job satisfaction has almost no effect on job performance.
 - C. Employees who are satisfied with their jobs tend to have somewhat higher job performance.
 - D. Happy workers are less productive workers.
 - E. High-performing employees have higher job satisfaction only after they have received a financial reward for performing their jobs well.
48. Organizational behaviour experts have concluded that:
- A. as job performance increases, job satisfaction decreases.
 - B. job performance is the best predictor of job satisfaction.
 - C. job satisfaction is the best predictor of job performance.
 - D. there is a moderate positive relationship between job performance and job satisfaction.
 - E. job performance is the best predictor of job satisfaction and job satisfaction is the best predictor of job performance.
49. Happy workers (those with higher job satisfaction) tend to be more productive workers:
- A. in every job.
 - B. only when those workers have high emotional intelligence.
 - C. mainly in jobs where employees rewards are linked to their work output.
 - D. only in jobs requiring continuous direct supervision.
 - E. never job satisfaction has no effect on job performance.

50. Which of these statements about job satisfaction and customer satisfaction is TRUE?
- A. Employees with higher job satisfaction tend to give poorer customer service.
 - B. Satisfied employees have a more positive mood, which communicates friendliness to customers.
 - C. Satisfied employees are less likely to quit, so customers receive more consistent and familiar service.
 - D. Satisfied employees are more likely to engage in "neglect," so customers receive poorer service from these employees.
 - E. Satisfied employees have a more positive mood, which communicates friendliness to customers and are less likely to quit, so customers receive more consistent and familiar service.
51. The positive effect of job satisfaction on customer satisfaction is most clearly explained by:
- A. organizational commitment.
 - B. emotional intelligence.
 - C. affective commitment.
 - D. employee-customer-profit chain model.
 - E. None of the above
52. According to the employee-customer-profit-chain model:
- A. employees believe it is in their best interest to remain with the organization.
 - B. employees who are satisfied with their jobs are less likely to quit.
 - C. higher customer satisfaction results in repeat business and higher profits for the organization.
 - D. all of the above.
 - E. both 'B' and 'C'
53. When employees have higher job satisfaction they tend to:
- A. provide friendlier service to customers.
 - B. get angry at customers more often than when they were dissatisfied with their jobs.
 - C. provide the same quality of customer service as when they were dissatisfied with their jobs.
 - D. provide more consistent service to customers because of their longer employment in the job.
 - E. stay on the job longer, so they have better knowledge and skills to serve clients.
54. Employees who stay with an organization mainly because they believe it will cost them financially to leave, likely have:
- A. high continuance commitment.
 - B. high emotional intelligence.
 - C. high affective commitment.
 - D. All of the answers are correct.
 - E. None of the answers apply; these employees have low organizational commitment.
55. Continuance commitment is explicitly discussed in the topic of emotional intelligence as:
- A. the main process through which people become emotionally attached to the organization.
 - B. the main process through which you manage the emotions of others.
 - C. the means through which people become sensitized to the perceptions and needs of others.
 - D. the way in which employees are trained to develop higher emotional intelligence.
 - E. Continuance commitment is not explicitly discussed in the topic of emotional intelligence.
56. The concept of affective organizational commitment includes:
- A. an emotional attachment to the organization.
 - B. an identification with the organization.
 - C. an involvement with the organization.
 - D. All of the answers are correct.
 - E. None of the answers apply.
57. Employees with an emotional attachment to, identification with, and involvement in a particular organization are said to have:
- A. a high level of pay satisfaction.
 - B. extreme emotional dissonance.
 - C. a low level of emotional activation.
 - D. a high level of continuance commitment.
 - E. None of the answers apply.

58. Employees with strong organizational commitment are more likely to:
- A. engage in organizational citizenship behaviours.
 - B. steal from their employer.
 - C. show up late for work.
 - D. quit their jobs.
 - E. All of the answers are correct.
59. Which of the following tends to occur when organizations use financial incentives to prevent dissatisfied employees from quitting?
- A. Employees increase their level of affective commitment.
 - B. Employees increase their level of continuance commitment.
 - C. Employees increase their level of job satisfaction.
 - D. Employees decrease their level of emotional intelligence.
 - E. Employees decrease their level of continuance commitment.
60. Which of the following tends to result in increased continuance commitment?
- A. Corporate leaders demonstrate increasing trust in employees.
 - B. The company helps employees learn more about the organization through departmental visits and . special seminars on company products.
 - C. Employees receive low interest loans and other incentives from their employer that make it costly for them to quit.
 - D. The company's values are similar to the employee's personal values.
 - E. All of the answers are correct.
61. Organizational loyalty tends to increase when employees:
- A. are involved in organizational decisions.
 - B. are kept informed about significant organizational activities.
 - C. receive fair pay and working conditions from their employer.
 - D. hold personal values that are congruent with the organization's values.
 - E. All of the answers are correct.
62. Which of the following tends to increase due to higher employee involvement?
- A. Affective commitment
 - B. Cognitive dissonance
 - C. Continuance commitment
 - D. All of the answers are correct
 - E. None of the answers apply
63. Keeping employees informed about and involved in the organization tends to:
- A. increase affective commitment.
 - B. reduce job satisfaction.
 - C. produce cognitive dissonance.
 - D. reduce emotional intelligence.
 - E. have no effect on work attitudes.
64. Recent evidence indicates that:
- A. few Canadians experience work-related stress.
 - B. Japanese employees report less anxiety and stress today than two decades ago.
 - C. work-related stress is almost non-existent in India and the United Kingdom.
 - D. All of these statements are correct.
 - E. None of these statements are correct.
65. The adaptive response to a situation that is perceived as challenging or threatening to the person's well-being is called:
- A. self-leadership.
 - B. job burnout.
 - C. eustress.
 - D. workaholism.
 - E. stress.

66. Stress is best described as:
- A. the physiological disorders we experience from adverse environmental conditions.
 - B. an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being.
 - C. a series of events that cause emotional exhaustion and cynicism towards customers.
 - D. environmental conditions that place a physical or emotional demand on the person.
 - E. a behaviour pattern of people with low risk of heart disease.
67. Which of the following statements about stress is FALSE?
- A. Employees are the most productive when they experience no stress.
 - B. Stress is caused by stressors.
 - C. Canadian women in management jobs experience more stress than men in similar jobs.
 - D. The general adaptation syndrome describes the stress experience.
 - E. Continued exposure to very high stress levels may lead to permanent physiological and psychological damage.
68. Eustress refers to:
- A. the degree of physiological, psychological and behavioural deviation from healthy functioning.
 - B. stress experienced by anyone who is less than 25 years old.
 - C. the process of emotional exhaustion, cynicism and reduced efficacy resulting from prolonged exposure to stress.
 - D. any stressful situation that causes the employee to experience involuntary fits of laughter.
 - E. the healthy, positive, constructive outcome of stressful events and the stress response.
69. The stress experience in moderation is known as:
- A. distress.
 - B. burnout.
 - C. the general adaptation syndrome.
 - D. eustress.
 - E. Type A behaviour pattern.
70. The general adaptation syndrome model includes all of the following EXCEPT:
- A. a three-stage process.
 - B. resistance.
 - C. cynicism.
 - D. alarm reaction.
 - E. exhaustion.
71. According to the general adaptation syndrome, the first stage of stress adaptation is:
- A. exhaustion.
 - B. resistance.
 - C. relapse.
 - D. role ambiguity.
 - E. None of these statements are correct.
72. Which of the following describes the stress experience?
- A. General adaptation syndrome
 - B. Job burnout
 - C. Stressors
 - D. Strain-based conflict
 - E. Type A behaviour pattern
73. The general adaptation syndrome is:
- A. the most common strategy that employees use to cope with work-related stressors.
 - B. an innovative corporate practice that removes unnecessary stressors from the work site.
 - C. a stress disorder that was once rare but is becoming increasingly common among executives.
 - D. a model of the stress experience.
 - E. a form of social support where several employees experience the same form of stress and help each other through the experience.

74. People who frequently experience the general adaptation syndrome:
- A. have increased risk of physiological and psychological damage.
 - B. become immune to the effects of this syndrome.
 - C. learn to adapt to the consequences of stress.
 - D. eventually develop an overwhelming need to work.
 - E. have a long-term risk of increased physiological and psychological damage AND become immune to the effects of this syndrome.
75. The three stages of the general adaptation syndrome, in order, are:
- A. exhaustion, recovery, burnout.
 - B. exhaustion, resistance, alarm reaction.
 - C. emotional exhaustion, cynicism, reduced efficacy.
 - D. cynicism, resistance, reduced efficacy.
 - E. alarm reaction, resistance, exhaustion.
76. Which of the following is a source of stress in the workplace?
- A. Sexual harassment
 - B. Psychological harassment
 - C. Low task control
 - D. Work overload
 - E. All of these statements are sources of workplace stress
77. Job burnout includes:
- A. emotional exhaustion.
 - B. cynicism.
 - C. feelings of reduced efficacy.
 - D. all of these conditions.
 - E. only cynicism and emotional exhaustion, NOT feelings of reduced efficacy.
78. Emotional exhaustion and increased cynicism are:
- A. two stages of job burnout.
 - B. two physiological consequences of stress.
 - C. two elements of the general adaptation syndrome.
 - D. characteristics that identify people with a Type B behaviour pattern.
 - E. the two most common sources of stress.
79. Emotional exhaustion, cynicism, and reduced efficacy are characteristics of:
- A. eustress.
 - B. job burnout.
 - C. hypertension.
 - D. low motivation.
 - E. workaholism.
80. People who lack energy, feel tired, and think their emotional resources are depleted:
- A. are in the final stages of workaholism.
 - B. have a Type B behaviour pattern.
 - C. are experiencing the final stage of job burnout.
 - D. will probably engage in workplace aggression unless they soon manage the stress.
 - E. are experiencing the first stage of job burnout.
81. The first stage of job burnout is:
- A. feelings of reduced efficacy.
 - B. role ambiguity.
 - C. alarm reaction.
 - D. increased cynicism.
 - E. None of these statements describes the first stage of job burnout.

82. Kelly is a nurse who has been saying that she doesn't seem to make a difference in her job. At work, Kelly seems to lack empathy with patients. She strictly follows rules and coldly labels patients by their ailments ('the broken leg in Room 3D'). When she gets home, Kelly lacks the energy to do anything. Kelly likely is experiencing:
- A. low iron in her blood.
 - B. workaholism.
 - C. job burnout.
 - D. the results of a relaxation and meditation program.
 - E. a very high level of job satisfaction.
83. The combined effects of increases in technology and globalization in the workplace will likely:
- A. increase stress caused by work/non-work stressors.
 - B. reduce stress caused by work/non-work stressors.
 - C. increase stress caused by interpersonal stressors.
 - D. reduce stress caused by interpersonal stressors.
 - E. have no effect on workplace stress.
84. Sexual harassment, work overload and low task control:
- A. types of work related stressors.
 - B. common outcomes of ineffective work-life balance.
 - C. elements of the general adaptation syndrome.
 - D. types of physical environment stressors.
 - E. None of these statements are correct.
85. Repeated and hostile or unwanted conduct, verbal comments, actions or gestures that affect an employee's dignity or psychological or physical integrity is called:
- A. job burnout.
 - B. workplace violence.
 - C. a role-related stressor.
 - D. sexual harassment.
 - E. psychological harassment.
86. Which of these statements about psychological harassment is TRUE?
- A. Some European countries have passed laws against workplace bullying.
 - B. The Quebec government passed the first workplace anti-harassment legislation in North America.
 - C. Organizations should have a grievance, mediation or other conflict resolution process for victims of harassment.
 - D. All of these statements are correct.
 - E. None of these statements are correct.
87. Psychological harassment includes all of the following EXCEPT:
- A. hostile or unwanted conduct.
 - B. verbal comments that affect an employee's dignity
 - C. actions or gestures that threaten an employee's psychological or physical integrity.
 - D. workplace incivility.
 - E. role conflict.
88. Quid pro quo and hostile work environment are two forms of:
- A. sexual harassment.
 - B. resilience.
 - C. general adaptation syndrome.
 - D. role conflict.
 - E. role ambiguity.

89. Studies on work overload in Canada indicate that:
- A. work overload has increased in Canada over the past decade.
 - B. Canadians identified work overload as the second highest stressor, after insufficient salary.
 - C. the percentage of Canadians working more than 50 hours per week has increased over the past decade.
 - D. All of these statements are correct.
 - E. both 'B' and 'C'.
90. In Japan, Karoshi refers to:
- A. death from overwork.
 - B. one of the three stages in the general adaptation syndrome.
 - C. a role-related stressor.
 - D. a unique relaxation technique applied throughout Asia.
 - E. a variation of Karaoke played in offices to relieve stress.
91. People whose work is paced by a machine experience:
- A. a task control stressor.
 - B. a role-related stressor.
 - C. more resilience.
 - D. a physical environment stressor.
 - E. None of these statements are correct.
92. Employees experience task control stressors when they work in a job that:
- A. has a clear description of tasks.
 - B. is paced by a machine.
 - C. has low responsibility.
 - D. has all of these conditions.
 - E. are not paced by a machine.
93. The extent to which task control is a stressor increases when employees also have:
- A. low responsibility.
 - B. flexible work schedules.
 - C. high responsibility.
 - D. no duties involving monitoring equipment.
 - E. supportive coworkers.
94. Low task control occurs when:
- A. the work schedule is controlled by someone else.
 - B. the employee's work is paced by a machine.
 - C. the job involves monitoring equipment.
 - D. All of these conditions exist.
 - E. None of these conditions exist.
95. People who experience stress at work are more likely to:
- A. experience more stressful relations with family and friends due to the effects of the work-related stress.
 - B. engage in dysfunctional parenting behaviours at home.
 - C. have this stress spill over to their personal lives, resulting in stress at home.
 - D. have all of these conditions.
 - E. have none of these conditions.
96. People who are optimistic and confident are:
- A. less likely to experience stress.
 - B. more likely to experience job burnout.
 - C. less likely to experience eustress.
 - D. more likely to experience stress.
 - E. are more likely to experience job burnout AND eustress.

97. What effect does high emotional stability have on work-related stress?
- A. Employees with high resilience pull through a stressful experience more quickly.
 - B. Employees with low resilience are less likely to experience psychological harassment.
 - C. Employees with high resilience are less likely to work in jobs that have any stressors.
 - D. All of these statements are correct.
 - E. None of these statements are correct.
98. Which of the following types of people are less likely to experience stress than other people who face the same stressors?
- A. People who are optimistic
 - B. People with higher self-confidence
 - C. People with a healthy lifestyle
 - D. People with high emotional intelligence
 - E. All of these statements are correct
99. Two employees in the same job face the same stressors each day, yet one shows signs of distress while the other does not. This difference occurs because:
- A. the low-stress employee might perceive the stressors as less of a threat.
 - B. the high-stress employee might be less physically and mentally fit and therefore has a lower threshold of resistance to stress.
 - C. the high-stress employee might be using ineffective strategies to cope with the consequences of stress.
 - D. All of these statements explain the different reactions by these two people.
 - E. None of these statements explain the different reactions by these two people.
100. People who cope successfully in the face of significant change, adversity, or risk have:
- A. a Type A behaviour pattern.
 - B. a higher risk of job burnout.
 - C. the general adaptation syndrome.
 - D. a high level of job burnout.
 - E. a high emotional stability.
101. People tend to have high _____ when their personality includes optimism, confidence, and a positive emotional state.
- A. emotional exhaustion
 - B. emotional stability
 - C. job boredom
 - D. strain-based conflict
 - E. workaholism (work addicts)
102. Workaholism includes the three dimensions of:
- A. efficacy, cynicism, and emotional exhaustion.
 - B. high work involvement, compulsion to work, and low enjoyment of work.
 - C. alarm reaction, resistance, exhaustion.
 - D. time, strain, and role.
 - E. cynicism, drive to succeed, and resistance.
103. Compared to non-workaholics, classic workaholics tend to experience:
- A. higher job satisfaction.
 - B. lower enjoyment of work.
 - C. improved personal health.
 - D. more work/life balance.
 - E. both 'A' and 'C'.
104. Some of the strategies for removing work-related stressors are:
- A. firing employees who complain that they are stressed.
 - B. ignoring the stressors that cause unnecessary tension and burnout.
 - C. providing programs that make employees more stressed.
 - D. changing all work-life initiatives into work intensive initiatives.
 - E. None of the above.

105. Research suggests that employees who try to ignore or deny the existence of a stressor:
- A. are better able to avoid the stress experience.
 - B. experience more stress in the long run.
 - C. are less likely to work in jobs that have any stressors.
 - D. have higher resilience.
 - E. are better able to avoid the stress experience AND have higher resilience.
106. Which of these is considered a work/life balance initiative to minimize stress?
- A. Flexible work time
 - B. Job sharing
 - C. Teleworking
 - D. Childcare facilities
 - E. All of these statements describes a family-friendly or work/life initiative to minimize stress
107. Providing childcare facilities and offering employees flexible work hours have what effect on work-related stress?
- A. They help employees to cope with the consequences of stress.
 - B. They help employees to temporarily remove themselves from the stressor.
 - C. They remove stressors from the workplace.
 - D. They help employees to cope AND help employees to temporarily remove themselves from the stressor.
 - E. They have no known effect on work-related stress.
108. Which of the following reduces stress by withdrawing from the stressor?
- A. Coffee breaks
 - B. Sabbaticals
 - C. Vacations
 - D. All of the above.
 - E. None of these statements describes ways to reduce stress by withdrawing from the stressor.
109. To ward off stress, a film director likes to have a good laugh. When under pressure, the director will crack jokes and ensure everyone has a good laugh during the hard work. These actions mainly reduce stress:
- A. by removing the stressor.
 - B. by providing social support.
 - C. by changing stress perceptions.
 - D. by controlling the consequences of stress.
 - E. in none of the ways stated here.
110. Self-reinforcement can potentially minimize stress by:
- A. removing people from stressors.
 - B. helping employees to temporarily remove themselves from the stressor.
 - C. helping employees to control the consequences of stress.
 - D. helping employees to develop more favourable perceptions of the stressors.
 - E. Self-leadership has no known effect on work-related stress.
111. Employee wellness programs help employees to reduce stress by:
- A. teaching them how to adopt more effective coping mechanisms.
 - B. helping employees to understand that stress cannot be reduced in most cases.
 - C. removing the stressors that cause the high stress.
 - D. doing everything described in the other statements.
 - E. doing none of the things described in the other statements.
112. Social support has what effect on work-related stress?
- A. It increases the individual's self-esteem regarding the stressor.
 - B. It provides the individual with information or other resources used to remove the stressor.
 - C. It makes the individual feel that he or she is not facing the stressor alone.
 - D. They do everything described in the other statements.
 - E. There is no evidence that social support has any beneficial effect on work-related stress.

113. Which of these stress management activities helps employees to improve their perceived ability to cope with the stressor and possibly remove the stressor?
- A. Teleworking
 - B. Social support
 - C. Meditation
 - D. Siestas
 - E. Fitness programs
114. Emotions represent the cluster of beliefs, assessed feelings, and behavioural intentions towards something or someone.
True False
115. Emotions are brief events or "episodes".
True False
116. Moods represent our reaction to specific people or events, whereas emotions are not directed toward anything in particular.
True False
117. People are consciously aware of most emotions they experience.
True False
118. Emotions generate a core affect that something is good or bad, helpful or harmful, to be approached or avoided.
True False
119. Strong emotions trigger our conscious awareness of a threat or opportunity in the external environment.
True False
120. Moods tend to be longer-term emotional states.
True False
121. Emotions serve to put us in a state of readiness.
True False
122. Attitudes are fleeting physiological experiences we have in response to an attitude object.
True False
123. Attitudes develop from our emotional experiences as well as from the perceptual process.
True False
124. Attitudes consist of the following three components: emotions, beliefs, and behaviours.
True False
125. Beliefs represent our perceptions about the attitude object.
True False
126. Attitudes represent a cluster of beliefs, motivation and feelings about an attitude object.
True False
127. In the model of emotions, attitudes, and behaviour, feelings lead to beliefs, which in turn lead to behaviours.
True False
128. People with the same feelings may form different behavioural intentions based on their unique past experience.
True False

129. Research concludes that when our emotions and logical analysis of a situation conflict with each other, we should follow our emotions.
True False
130. Cognitive dissonance is more likely to occur when the dissonant behaviour is known to everyone, was done voluntarily and can't be undone.
True False
131. One way people reduce cognitive dissonance is by changing their beliefs and feelings.
True False
132. A person's emotions are influenced by his or her personality, not just from workplace experiences.
True False
133. Emotional labour refers to any physical work that makes employees feel angry that they must perform this kind of work.
True False
134. Display rules are norms that require employees to show certain emotions and to withhold others.
True False
135. Emotional dissonance occurs when we use our emotional intelligence on others but other people do not use their emotional intelligence on us.
True False
136. Emotional dissonance refers to the conflict experienced between the emotions we are required to display and our true emotions in that situation.
True False
137. According to a major study, most Canadians agree with the statement that overtly expressing personal emotions at work is unprofessional.
True False
138. Conflict between required and true emotions is called emotional intelligence.
True False
139. Emotional dissonance is most common where emotional display rules are highly regulated and employees must display emotions quite different from their true emotions.
True False
140. Jobs require more emotional labour when employees must display a variety of emotions, rather than just one or two.
True False
141. The norms and expectations governing emotional display rules are similar around the world.
True False
142. Emotional labour can be difficult for most of us, because it is difficult to conceal true emotions.
True False
143. Employees experience less stress from emotional labour when they practice surface acting rather than deep acting.
True False
144. Employees minimize the stress from emotional labour by actually changing their emotions to match the job requirements (deep acting), rather than displaying emotions contrary to their true emotions (surface acting).
True False

145. Emotional intelligence refers to the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others.
True False
146. Experts have concluded that cognitive intelligence and emotional intelligence are the same things.
True False
147. Emotional intelligence is a set of abilities.
True False
148. Three dimensions of emotional intelligence are cognitive dissonance, continuance commitment, and emotional labour.
True False
149. Emotional intelligence can be learned to some extent.
True False
150. Management of others' emotions represents the highest level of emotional intelligence.
True False
151. The four dimensions of emotional intelligence form a hierarchy.
True False
152. Emotional intelligence tends to increase with age.
True False
153. Job satisfaction represents a person's evaluation of his or her job and work context.
True False
154. Job satisfaction in Canada is below the typical American score.
True False
155. Job satisfaction among Canadian employees is usually above the global average.
True False
156. Employees in Nordic countries report higher levels of job satisfaction than employees in Canada.
True False
157. Employees are more likely to quit their jobs and be absent from work if they are dissatisfied with their jobs.
True False
158. The exit-voice-loyalty-neglect model states that some employees respond to their job dissatisfaction by patiently waiting for the problem to work itself out or get resolved by others.
True False
159. According to the exit-voice-loyalty-neglect model, some dissatisfied employees engage in "voice" by constructively recommending solutions to the source of their dissatisfaction.
True False
160. Personality and previous experiences influence an employee's decision to engage in exit, voice, loyalty, or neglect when they are dissatisfied with their job.
True False
161. Researchers have consistently found that there is a strong positive relationship between job satisfaction and job performance.
True False
162. The relationship between job satisfaction and job performance would likely be stronger if more organizations provided valued rewards for good performance.
True False

163. The employee-customer-profit chain model states that companies with higher profits tend to subsequently lay off employees, which reduces the future number of customers.
True False
164. Research indicates that employees with higher job satisfaction tend to provide better customer service.
True False
165. Employees with higher job satisfaction tend to convey more friendliness and positive feelings to customers.
True False
166. Job satisfaction is an ethical issue that influences the organization's reputation in the community.
True False
167. Organizational commitment refers to an employee's contractual obligation to provide a minimum amount of time and effort to the organization in return for a fair day's pay from the organization.
True False
168. The two types of organizational commitment are affective and afflictive.
True False
169. Continuance commitment is a calculative decision to remain with the organization, rather than an emotional attachment to the firm.
True False
170. Employees with high levels of affective commitment tend to engage in more organizational citizenship behaviours.
True False
171. Continuance commitment motivates employees to increase their work effort beyond expectations.
True False
172. Lower performance ratings usually reduce continuance commitment.
True False
173. Employees with very high loyalty tend to have high conformity.
True False
174. Trust, employee involvement, and organizational comprehension tend to increase organizational commitment.
True False
175. Employees experience more continuance commitment when the organization provides opportunities for employee involvement.
True False
176. Trust is a reciprocal activity; to receive trust from employees, corporate leaders must demonstrate their trust in those employees.
True False
177. Employees tend to have higher organizational commitment when their personal values differ from the company's values.
True False
178. Affective commitment is higher in organizations with moral integrity values.
True False
179. Employees with very high loyalty tend to have high conformity, which results in lower creativity.
True False

180. Affective commitment is higher in organizations that fulfil their obligations to employees.
True False
181. Work-related stress is an affliction in Canada and the United States that is a relatively minor workplace concern in other countries.
True False
182. Even experts have trouble defining stress.
True False
183. Stress is a psychological and physiological adaptive response to a situation that is perceived as challenging or threatening to the person's well-being.
True False
184. Stress refers mainly to environmental conditions that cause people to experience fear.
True False
185. Everyone needs some level of stress to survive.
True False
186. Eustress refers to the short-term causes of stress, whereas distress refers to long-term causes.
True False
187. People began using the word stress to describe the human response to harsh environmental conditions more than 500 years ago.
True False
188. The general adaptation syndrome describes the consequences of stress.
True False
189. The individual's energy level and ability to cope with stress decrease at the beginning of the general adaptation syndrome.
True False
190. Resistance is the final stage of the stress experience (i.e. the general adaptation syndrome).
True False
191. Employees can build up a resistance to stress by frequently experiencing the exhaustion stage of the general adaptation syndrome.
True False
192. There are three stages in the job burnout process.
True False
193. In the final stage of job burnout, affected employees quit their jobs.
True False
194. Job burnout occurs most of the time because people work too hard.
True False
195. Job burnout refers to situations where employees experience stress because they are deprived of contact with clients, colleagues and other people.
True False
196. The job burnout process occurs in the following sequence: (1) reduced efficacy, (2) emotional exhaustion and (3) higher blood pressure.
True False
197. Quebec was the first province in Canada to pass a workplace anti-harassment law.
True False

198. Bullying, and other actions that affect an employee's dignity are forms of psychological harassment.
True False
199. In certain cases, even subtle or persistent incivility can constitute psychological harassment.
True False
200. Sexual harassment is a stressor.
True False
201. Sexual harassment includes both unwanted sexual relations as well as a hostile work environment.
True False
202. Subtle yet persistent forms of workplace incivility do not constitute psychological harassment.
True False
203. Workplace incivility is a form of psychological harassment.
True False
204. In Japan, karoshi mainly leads to death because of exhaustion and overwork.
True False
205. Death from overwork (karoshi) is caused by a poor lifestyle resulting from long work hours which in turn causes weight gain that damages the cardiovascular system.
True False
206. Employees are more likely to experience stress when they lack control over their work activities.
True False
207. One way to reduce work-related stress is to have your work paced by a machine.
True False
208. Inflexible work schedules may cause stress for employees.
True False
209. Two people exposed to the same stressors can have different stress experiences.
True False
210. One important way to remove workplace stressors is to give employees more control over their work environment.
True False
211. Individuals who have a healthy lifestyle are better able to cope with high stress levels.
True False
212. Someone who works in a so-called 'high-stress job' might experience the same level of stress as someone who works in a low-stress job.
True False
213. Two employees in the same job might experience different stress levels because they perceive the situation differently.
True False
214. Individuals with high emotional stability cope more successfully in the face of significant change, adversity, or risk.
True False
215. Having a positive self-concept protects us from stress.
True False
216. People who are extroverts tend to experience lower stress than do introverts.
True False

217. The classic workaholic is highly involved in work, feels compelled or driven to work because of inner pressures, and has high enjoyment at work.
True False
218. Workaholics are more prone to suffer from poor health due to their work addiction.
True False
219. Person-job matching can help to remove role-related stressors.
True False
220. Companies can reduce employee stress by transferring them to jobs for which they are better suited to perform.
True False
221. Personal leave, telework, and flexible work time represent the three most common role-related stressors.
True False
222. Job sharing and telework are usually considered ways to reduce stress through work/life balance.
True False
223. Some firms offer personal leaves to give employees a temporary withdrawal from the stressors of work.
True False
224. Personal goal setting, self-reinforcement practices reduce stress by changing stress perceptions.
True False
225. Corporate fitness and wellness programs improve employee health, but have almost no effect on the consequences of work-related stress.
True False
226. Social support helps employees to manage stress by increasing their self-esteem.
True False
227. Social support is only helpful in reducing the stress experienced in non-work situations.
True False
228. Tai was overjoyed when she learned that she would be promoted to a position with higher responsibility and pay. However, even before hearing about the promotion, she believed that the regional manager who made the promotion decision was fair-minded. Use the emotions, attitudes, and behaviour model to explain how Tai's emotions and beliefs influence her positive feelings towards the regional manager.
229. Three employees believe that their pay is too low, yet one of them quits, the second complains to management about the low pay and the third does nothing. Explain why these employees engaged in different behaviours even though they held the same beliefs about their pay cheques.

230. Advanced Photonics Ltd (APL) is a large developer of laser technologies. Competitive pressures as well as the speed of new developments in the industry have made some employees tense and somewhat dissatisfied with their work at APL. To improve employee attitudes, the vice-president has established a 'fun week' where employee teams find and implement various ways to have fun on this job. APL has also brought in a comedy team for the week to entertain employees and coach them on having more fun. Use your knowledge of workplace emotions and attitudes to explain the implications of a fun week on employee attitudes.
231. Explain how an employee's attitudes might be affected by cognitive dissonance.
232. Comment on the accuracy of the following statement: 'Employees are more effective when they display their true emotions on the job.'
233. Several government department employees who regularly meet unemployed citizens say they experience considerable stress. The problem, they claim, is that they try to act pleasant and sympathetic to their clients, but it is difficult to hide their true emotions when clients act rude and angry during visits to their office (which distributes unemployment insurance cheques). Based on your knowledge of surface and deep acting, describe what these government department employees might do to minimize their stress in this situation.

234. For many years, a financial investment firm focused on cognitive intelligence to promote the best employees into management positions. These people proved to be very good at derivatives and other forms of financial analysis. Now, some executives believe that the investment firm should promote people into management based more on their emotional intelligence. Explain why emotional intelligence might be a good (or better) predictor of management ability than the employee's cognitive intelligence.
235. If you believed a co-worker had a high level of emotional intelligence, what evidence would you look for to confirm your belief?
236. A senior executive in your organization read an older organizational behaviour textbook, which concluded that there is little relationship between job satisfaction and job performance. The senior executive now believes that it is a waste of time and money to have 'happy workers'. Instead, the executive is recommending finding ways to improve productivity without any consideration for employee well-being (beyond legal requirements). The company president is concerned that the executive's information may convince other members of the management committee to take a similar harsh view. Provide three different arguments why companies should try to maintain a reasonable level of job satisfaction among employees in this organization.
237. You are a senior executive in a large pharmaceutical firm and have just hired a chemist who is recognized as a 'rising star' in the industry. Your organization has spent a lot of money recruiting this person and hopes that the chemist will stay with this firm for many years. However, as with many scientists, the new hire seems to have very little loyalty to or identification with any firm. Explain in detail (with action plan examples pertaining to this incident) four (4) strategies that would try to increase this employee's loyalty to this organization.

238. Universal Broadcasting Corp. is concerned about losing some of its best technical staff to competitors. Senior executives have decided that the best way to build a loyal work force is to introduce a deferred profit-sharing plan. Employees would receive half of each year's profit share at the end of the year, but the other half would be paid out over the next two years as trailers. Anyone who leaves, other than due to retirement or layoffs, would forfeit some or all of the deferred payments. Explain what effect this plan may have on organizational commitment and employee behaviours.
239. Give two reasons why employee involvement tends to increase organizational commitment.
240. Comment on the accuracy of the following statement: 'Stress is best described as a working condition that hurts employee job performance.'
241. Jake tells you that he is feeling very stressed. Based on your knowledge of the general adaptation syndrome, what information would you ask or look for to determine what stage of stress Jake is experiencing?
242. The Director of Nursing at Smalltown General Hospital claims that several nurses are experiencing job burnout. Describe the three components of this job burnout that should be evident from these nurses. Your description of each component should include an example related to nursing. Also, briefly identify two possible characteristics of nursing that might have contributed to this job burnout.

243. James is a hard worker on the construction site, but two colleagues have discouraged him from working too quickly on his part of the project. At first, they would taunt him about 'sucking up' to the project boss and for trying to make everyone else among the construction crew look lazy. But more recently, the two colleagues have acted more threateningly towards James. One day during lunch break, the two cornered James and wouldn't let him pass by until they had uttered a few obscenities at him. A couple of days later, the two colleagues stood near his car in the parking lot. They didn't prevent James from getting into his car and driving away, but the experience was uncomfortable and quite stressful. What type of stressor is James experiencing and what is the most effective stress management strategy in this situation?
244. Some jobs are considered more stressful than others. Describe what this really means and give two reasons why someone in a 'high-stress' job might experience less stress than another person in a 'low-stress' job.
245. Janine and Anitra work as bank customer service representatives. Janine often comes home at the end of the working day with a headache and feeling emotionally exhausted. She has difficulty sleeping immediately before and after some days at work. Anitra performs the same job duties as Janine and often works with the same clients. Yet Anitra rarely experiences these symptoms. Using your knowledge of stress, give three explanations why these two are reacting differently to their jobs.
246. From a survey of employees, a major health-products company discovered that many staff members felt overworked and had too little time to balance their personal lives with job demands. A significant percentage of employees said that they were thinking of quitting because of this stress. Moreover, the concerns were raised by unmarried employees without children, not just among married women with children. Describe two different types of initiatives that would likely ease the type of stress identified in this survey.

247. Head-office employees at Acme Widgets have had heavy workloads over the past year, due mainly to downsizing and increased demand for widgets. Acme's CEO wants to introduce a stress management program that would control the consequences of this stress. Describe three types of stress management programs that would help employees to cope more effectively with the physiological and/or psychological consequences of stress. Your answer should also briefly state the specific benefits that each type of program provides.
248. Several employees at the head office of Southern Mining Corp. want the company to provide a fitness centre. Senior executives know that physical fitness improves employee health, but have asked you to provide justification for the fitness centre in terms of stress management. Explain how the fitness centre potentially minimizes stress.

4 Key

1. Which of the following statements about emotions is FALSE?
(p. 93) **A.** We continuously experience an emotion for days or weeks at a time.
B. We experience emotions psychologically.
C. We experience emotions physiologically.
D. Emotions create a state of readiness.
E. Emotions are directed toward someone or something.

Chapter - Chapter 04 #1
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

2. Emotions are defined as:
(p. 93) A. feelings that are not directed towards anything in particular.
B. our judgments about what is right or wrong.
C. our intentions to act towards the attitude object.
D. the cluster of beliefs, assessed feelings and behavioural intentions towards an attitude object.
E. None of the answers apply.

Chapter - Chapter 04 #2
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

3. _____ are brief physiological, behavioural, and psychological experiences directed toward someone or something that put people in a state of readiness.
(p. 93) A. Attitudes
B. Perceptions
C. Behavioural intentions
D. Emotions
E. Most forms of organizational commitment

Chapter - Chapter 04 #3
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

4. Anger, fear, joy and sadness represent:
(p. 93) A. beliefs that influence our attitudes towards something or someone.
B. the first four stages of emotional labour.
C. types of emotions.
D. four dimensions of job satisfaction.
E. beliefs that influence our attitudes towards something or someone and types of emotions.

Chapter - Chapter 04 #4
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

5. Emotions have what effect on us?
(p. 93-94) A. They make us aware of events that possibly affect our important goals.
B. They put us into a state of readiness.
C. They provide a communication to us about the presence of relevant events in the external environment.
D. They make us aware of events that possibly affect our important goals and they provide a communication to ourselves about the presence of relevant events in the external environment.
E. All of the above answers are correct.

Chapter - Chapter 04 #5
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

6. Which of the following is NOT usually identified as a category of emotions?

- (p. 93)
- A.** Recognition
 - B. Excited
 - C. Fearful
 - D. Relaxed
 - E. Gloomy

Chapter - Chapter 04 #6
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

7. Which of the following is an emotion?

- (p. 93)
- A.** Surprise
 - B. Perception
 - C. Values
 - D. Job dissatisfaction
 - E. Organizational commitment

Chapter - Chapter 04 #7
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

8. Joy, fear, and anger are types of:

- (p. 93)
- A. attitudes.
 - B. perceptions.
 - C. behavioural intentions.
 - D.** emotions.
 - E. moods.

Chapter - Chapter 04 #8
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

9. The difference between emotions and attitudes is comparable to the difference between:

- (p. 93-94)
- A. eating something versus drinking something.
 - B.** experiencing something versus judging something.
 - C. perceiving something versus behaving toward something.
 - D. knowing about something versus doing something.
 - E. there is no difference between emotions and attitudes; they are the same thing.

Chapter - Chapter 04 #9
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

10. Which of these statements about emotions is FALSE?

- (p. 93-94)
- A. Emotions are influenced by our personality traits.
 - B. Emotions are directed towards specific people or objects, whereas moods are not directed towards anything in particular.
 - C.** Emotions include a person's beliefs, feelings and behavioural intentions.
 - D. Emotions influence a person's assessed feelings about the attitude object.
 - E. Some people have positive emotional states due to their personality.

Chapter - Chapter 04 #10
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

11. Beliefs, feelings, and behavioural intentions are components of:

- (p. 94)
- A.** attitudes.
 - B. the EVLN model.
 - C. organizational commitment.
 - D. emotions.
 - E. the psychological contract.

Chapter - Chapter 04 #11
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

12. In the model of emotions, attitudes, and behaviour, feelings are directly influenced by:
(p. 95) A. behavioural intentions.
B. emotions.
C. beliefs.
D. All of the answers are correct.
E. Emotions and beliefs.

Chapter - Chapter 04 #12
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

13. Which of these statements represents the feeling dimension of attitudes?
(p. 95) **A. I don't like how my boss treats his employees.**
B. I want to transfer out of this department to get away from this manager.
C. My supervisor barks at his employees in public.
D. I intend to tell the human resource manager that my supervisor should be demoted.
E. All of the answers are correct.

Chapter - Chapter 04 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

14. Which of the following best represents the most common linkage between attitudes and behaviour?
(p. 95) A. Intentions->feelings->beliefs->behaviour.
B. Behaviour->job satisfaction->cognitive dissonance->organizational commitment.
C. Beliefs->feelings->intentions->behaviour.
D. Cognitive dissonance->behavioural intentions->job satisfaction->behaviour.
E. Behaviour->feelings->intentions->beliefs.

Chapter - Chapter 04 #14
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

15. Which of the following statements about work attitudes and behaviour is FALSE?
(p. 95-96) **A. Our beliefs about someone represent the best predictor in the attitude model of our behaviour toward that person.**
B. In some circumstances, our behaviours towards an attitude object cause us to change our attitudes towards that object.
C. People with the same behavioural intentions toward an attitude object might engage in different behaviours toward that object.
D. Two employees with the same feelings towards an attitude object might form different intentions towards that object.
E. Work attitudes can predict employee behaviour to some extent.

Chapter - Chapter 04 #15
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

16. Emotions affect behaviour:
(p. 95) A. through a person's beliefs.
B. through a person's feelings.
C. directly.
D. through a person's beliefs and through a person's feelings.
E. All of the above answers are correct.

Chapter - Chapter 04 #16
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

17. Both Jane and Joey believe that their boss makes them stay late to complete work and are assigned challenging workloads. Even though they have the same beliefs about their boss, Jane complains to higher management about her boss' behaviour whereas Joey does not complain. According to the model of emotions, attitudes, and behaviour, Jane and Joey probably engaged in different behaviour toward their boss because:
- (p. 95-96)
- A. they might have different feelings about their boss's characteristics.
 - B. their unique experiences in the past have reinforced different behaviour intentions.
 - C. they experience different emotions regarding staying late for work and observing their boss's poor interpersonal skills.
 - D. All of the answers are correct.**
 - E. The model of emotions, attitudes, and behaviour cannot explain why people with the same beliefs engage in different behaviours.

Chapter - Chapter 04 #17
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

18. After working weeks on a difficult proposal for a client, Jack learns that the client has accepted the proposal and will award the contract to Jack's firm. Upon hearing this from his boss, Jack yelps 'Yahoo!' and thrusts his fisted arm in the air. This behaviour is most likely an example of:
- (p. 96)
- A. perceptions directly influencing beliefs.
 - B. behavioural intentions directly influencing behaviour.
 - C. emotions directly influencing feelings.
 - D. beliefs directly influencing feelings.
 - E. emotions directly influencing behaviour.**

Chapter - Chapter 04 #18
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

19. The uncomfortable tension felt when our behaviour and attitudes are inconsistent with each other is called:
- (p. 97)
- A. cognitive distance.
 - B. emotional intelligence.
 - C. cognitive justification.
 - D. cognitive dissonance.**
 - E. neglect.

Chapter - Chapter 04 #19
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

20. Which of these jobs would normally require emotional labour?
- (p. 98)
- A. Bank teller
 - B. Bill collector
 - C. Funeral director
 - D. Disney World employee dressed up as Mickey Mouse
 - E. All of the answers are correct**

Chapter - Chapter 04 #20
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

21. Which of these statements about emotional labour is FALSE?
- (p. 98-99)
- A. Most jobs involving customer service require some degree of emotional labour.
 - B. Research indicates that emotional display rules and standards are very similar around the world.**
 - C. Emotional labour increases with the extent to which employees must abide by emotional display rules.
 - D. In spite of the presence of emotional display rules, it is difficult to hide our true emotions.
 - E. Display rules are norms requiring employees to display certain emotions and withholding others.

Chapter - Chapter 04 #21
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

22. Emotional labour is defined as any situation in which:
(p. 98-99) A. you get upset with customers at times when you are supposed to remain calm.
B. you begin to feel burned out from facing too many customers in one day.
C. you don't realize that your emotions are causing you to act differently toward someone than you had intended.
D. All of the answers are correct.
E. none of the answers represent the emotional labour definition.

Chapter - Chapter 04 #22
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

23. Emotional labour refers to:
(p. 99) **A.** the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions.
B. the tendency to change our attitudes so they become more consistent with our behaviours.
C. a person's evaluation of the job and work context.
D. a person's emotional attachment to identification with, and involvement in a particular organization.
E. None of the answers defines emotional labour.

Chapter - Chapter 04 #23
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

24. Emotional dissonance is:
(p. 99) A. the emotion people experience when they are dissatisfied with their paycheque.
B. a significant cause of stress and job burnout.
C. present whenever emotional labour is not required in the job.
D. the main source of ethical conduct in organizational settings.
E. The emotion people experience when they are dissatisfied with their paycheque and the main source of ethical conduct in organizational settings.

Chapter - Chapter 04 #24
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

25. Emotional dissonance occurs when:
(p. 99) A. there are no known emotional display rules for a particular situation.
B. we experience conflict between the required emotions and our true emotions.
C. we work with someone who has high emotional intelligence.
D. job satisfaction is at the same level as organizational commitment.
E. Either there are no known emotional display rules for a particular situation or we work with someone who has high emotional intelligence.

Chapter - Chapter 04 #25
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

26. _____ involves modifying behaviour to be consistent with required emotions but continuing to hold different internal feelings.
(p. 99) A. Deep acting
B. Pretending
C. Surface acting
D. Method acting
E. Being a drama queen

Chapter - Chapter 04 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

27. The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others is called:
(p. 100)
- A.** emotional intelligence.
 - B. emotional labour.
 - C. cognitive dissonance.
 - D. self-awareness.
 - E. job satisfaction.

Chapter - Chapter 04 #27
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

28. Emotional intelligence is best described as:
(p. 100)
- A. a personality trait.
 - B.** a set of abilities.
 - C. a form of organizational commitment.
 - D. an action-tendency indicating that the person is highly motivated.
 - E. a form of empathy.

Chapter - Chapter 04 #28
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

29. Management of others' emotions is:
(p. 101)
- A. a negative, highly activated emotion.
 - B. one of three types of organizational commitment.
 - C. an outcome of emotional dissonance.
 - D.** the highest level of emotional intelligence.
 - E. the opposite of employability the psychological contract.

Chapter - Chapter 04 #29
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

30. Awareness of one's emotions and the emotions of others are elements of:
(p. 101)
- A. affective commitment.
 - B. emotional labour.
 - C.** emotional intelligence.
 - D. continuance commitment.
 - E. the circumplex model of emotions.

Chapter - Chapter 04 #30
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

31. The highest level of emotional intelligence is:
(p. 101)
- A. self-awareness.
 - B. affective.
 - C. organizational comprehension.
 - D. behavioural intentions.
 - E.** None of the answers apply.

Chapter - Chapter 04 #31
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

32. Managing our emotions and the emotions of others represents:
(p. 101)
- A. the main feature of psychological contracts.
 - B.** the highest level of emotional intelligence.
 - C. one of the four parts of the circumplex model of emotions.
 - D. one of the main causes of continuance commitment.
 - E. one of the four categories in the exit-voice-loyalty-neglect (EVLN) model.

Chapter - Chapter 04 #32
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

33. Self-awareness is the _____ level of _____.
(p. 100) **A.** lowest; emotional intelligence.
B. highest; emotional labour.
C. highest; emotional intelligence.
D. highest; continuance commitment.
E. lowest; affective commitment.

Chapter - Chapter 04 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

34. Emotional intelligence includes the ability to:
(p. 100-101) **A.** avoid acting impulsively.
B. understand and be sensitive to the feelings of others.
C. manage the emotions of others.
D. do all of the above.
E. do 'A' and 'C' only.

Chapter - Chapter 04 #34
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

35. Claude is usually able to calm employees when they are upset and to get others enthusiastic about an otherwise mundane activity. This ability probably means that Claude has:
(p. 100-101) **A.** the highest level of emotional intelligence.
B. the highest level of negative affectivity.
C. a high degree of continuance commitment.
D. all of the above.
E. both 'A' and 'C'.

Chapter - Chapter 04 #35
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

36. The competency most strongly associated with awareness of others' emotions is:
(p. 100) **C.** empathy.
A. sympathy.
B. sociopathy.
D. self-management.
E. telepathy.

Chapter - Chapter 04 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

37. Inspiring others, managing conflict, and developing others' capabilities are:
(p. 100-101) **B.** abilities representing the highest level of emotional intelligence.
A. required in all psychological contracts.
C. elements of the circumplex model of emotions.
D. three of the main causes of continuance commitment.
E. three categories in the exit-voice-loyalty-neglect (EVLN) model.

Chapter - Chapter 04 #37
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

38. Which of these statements about emotional intelligence is FALSE?
(p. 100-101)
- A. Emotional intelligence can be learned to some extent.
 - B. Preliminary evidence suggests that medical professionals have slightly below average emotional intelligence.
 - C. Older employees tend to have lower levels of emotional intelligence than do younger employees.**
 - D. Emotional intelligence is related to the concept of maturity.
 - E. People with high emotional intelligence tend to perform better in jobs requiring emotional labour.

Chapter - Chapter 04 #38
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

39. Which of the following statements about job satisfaction is TRUE?
(p. 102)
- A. Job satisfaction refers to the emotional experiences that people have at work.
 - B. Surveys over the past decade have reported that the large majority of Canadians are dissatisfied with their jobs.
 - C. Employees can be satisfied with some aspects of the job while dissatisfied with other aspects of the job.**
 - D Job satisfaction is usually defined as the employee's emotional attachment to, identification with, and involvement in a particular organization.
 - E. Job satisfaction is a personal value, not an attitude.

Chapter - Chapter 04 #39
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

40. A person's evaluation of his or her job and work context is called:
(p. 102)
- A. job satisfaction.**
 - B. emotional intelligence.
 - C. affective commitment.
 - D. cognitive dissonance.
 - E. emotions.

Chapter - Chapter 04 #40
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

41. By asking a single direct question (such as "How satisfied are you with your job?"), job satisfaction surveys tend to:
(p. 102)
- A. underestimate the true level of job satisfaction among employees.
 - B. measure organizational commitment rather than job satisfaction.
 - C. overestimate the true level of job satisfaction among employees.**
 - D. confuse people who are completing the survey.
 - E. provide a better estimate of job satisfaction than if the survey asked several questions.

Chapter - Chapter 04 #41
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

42. The exit-voice-loyalty-neglect (EVLN) model:
(p. 103)
- A. outlines the four consequences of emotional intelligence.
 - B. identifies the four ways to manage employee emotions.
 - C. explains why the psychological contract differs between employees and their employers.
 - D. is a template for organizing and understanding the consequences of job dissatisfaction.**
 - E. explains the main differences between affective commitment and continuance commitment.

Chapter - Chapter 04 #42
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

43. Sue is unhappy about her work situation and her supervisor, so she has started to pay less attention to the quality of her work. She also arrives late for work and generally puts less effort into her work. This information suggests that Sue's main reaction to job dissatisfaction is:
- A. exit.
 - B. voice.
 - C. commitment.
 - D. loyalty.
 - E. neglect.**

Chapter - Chapter 04 #43
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

44. Shawna is dissatisfied with her co-workers for not assisting her when she recently needed additional resources for a project, and is frustrated that her boss has not supported her work or recognized her job performance. In spite of these problems, Shawna does not complain and does not intend to move elsewhere. Instead, she maintains her level of work effort and hopes the company will eventually correct these problems. According to the EVLN model, Shawna is mainly engaging in:
- A. exit.
 - B. voice.
 - C. employability.
 - D. loyalty.**
 - E. neglect.

Chapter - Chapter 04 #44
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

45. According to the EVLN model, people who are dissatisfied with their jobs might:
- A. quit.
 - B. complain about the dissatisfying aspects of their jobs.
 - C. increase their absenteeism from work.
 - D. keep quiet and hope the sources of job dissatisfaction are eventually corrected.
 - E. All of the answers are correct**

Chapter - Chapter 04 #45
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

46. Compared to people with low job satisfaction, employees with high job satisfaction usually have which of the following?
- A. Lower employee turnover.
 - B. Better job performance.
 - C. Lower absenteeism.
 - D. All of the answers are correct.**
 - E. None of the answers apply.

Chapter - Chapter 04 #46
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

47. Which of the following statements about job satisfaction and job performance is TRUE?
- A. Employees who are dissatisfied with their jobs never have high job performance.
 - B. Job satisfaction has almost no effect on job performance.
 - C. Employees who are satisfied with their jobs tend to have somewhat higher job performance.**
 - D. Happy workers are less productive workers.
 - E. High-performing employees have higher job satisfaction only after they have received a financial reward for performing their jobs well.

Chapter - Chapter 04 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

48. Organizational behaviour experts have concluded that:
(p. 103) A. as job performance increases, job satisfaction decreases.
B. job performance is the best predictor of job satisfaction.
C. job satisfaction is the best predictor of job performance.
D. there is a moderate positive relationship between job performance and job satisfaction.
E. job performance is the best predictor of job satisfaction and job satisfaction is the best predictor of job performance.

Chapter - Chapter 04 #48
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

49. Happy workers (those with higher job satisfaction) tend to be more productive workers:
(p. 103-104) A. in every job.
B. only when those workers have high emotional intelligence.
C. mainly in jobs where employees rewards are linked to their work output.
D. only in jobs requiring continuous direct supervision.
E. never job satisfaction has no effect on job performance.

Chapter - Chapter 04 #49
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

50. Which of these statements about job satisfaction and customer satisfaction is TRUE?
(p. 104-105) A. Employees with higher job satisfaction tend to give poorer customer service.
B. Satisfied employees have a more positive mood, which communicates friendliness to customers.
C. Satisfied employees are less likely to quit, so customers receive more consistent and familiar service.
D. Satisfied employees are more likely to engage in "neglect," so customers receive poorer service from these employees.
E. Satisfied employees have a more positive mood, which communicates friendliness to customers and are less likely to quit, so customers receive more consistent and familiar service.

Chapter - Chapter 04 #50
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

51. The positive effect of job satisfaction on customer satisfaction is most clearly explained by:
(p. 104-105) A. organizational commitment.
B. emotional intelligence.
C. affective commitment.
D. employee-customer-profit chain model.
E. None of the above

Chapter - Chapter 04 #51
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

52. According to the employee-customer-profit-chain model:
(p. 104-105) A. employees believe it is in their best interest to remain with the organization.
B. employees who are satisfied with their jobs are less likely to quit.
C. higher customer satisfaction results in repeat business and higher profits for the organization.
D. all of the above.
E. both 'B' and 'C'

Chapter - Chapter 04 #52
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

53. When employees have higher job satisfaction they tend to:
- (p. 105)
- A. provide friendlier service to customers.
 - B. get angry at customers more often than when they were dissatisfied with their jobs.
 - C. provide the same quality of customer service as when they were dissatisfied with their jobs.
 - D. provide more consistent service to customers because of their longer employment in the job.
 - E. stay on the job longer, so they have better knowledge and skills to serve clients.**

Chapter - Chapter 04 #53
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

54. Employees who stay with an organization mainly because they believe it will cost them financially to leave, likely have:
- (p. 106)
- A. high continuance commitment.**
 - B. high emotional intelligence.
 - C. high affective commitment.
 - D. All of the answers are correct.
 - E. None of the answers apply; these employees have low organizational commitment.

Chapter - Chapter 04 #54
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

55. Continuance commitment is explicitly discussed in the topic of emotional intelligence as:
- (p. 106)
- A. the main process through which people become emotional attached to the organization.
 - B. the main process through which you manage the emotions of others.
 - C. the means through which people become sensitized to the perceptions and needs of others.
 - D. the way in which employees are trained to develop higher emotional intelligence.
 - E. Continuance commitment is not explicitly discussed in the topic of emotional intelligence.**

Chapter - Chapter 04 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

56. The concept of affective organizational commitment includes:
- (p. 106)
- A. an emotional attachment to the organization.
 - B. an identification with the organization.
 - C. an involvement with the organization.
 - D. All of the answers are correct.**
 - E. None of the answers apply.

Chapter - Chapter 04 #56
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

57. Employees with an emotional attachment to, identification with, and involvement in a particular organization are said to have:
- (p. 106)
- A. a high level of pay satisfaction.
 - B. extreme emotional dissonance.
 - C. a low level of emotional activation.
 - D. a high level of continuance commitment.
 - E. None of the answers apply.**

Chapter - Chapter 04 #57
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

58. Employees with strong organizational commitment are more likely to:
- (p. 106) A. engage in organizational citizenship behaviours.
B. steal from their employer.
C. show up late for work.
D. quit their jobs.
E. All of the answers are correct.

Chapter - Chapter 04 #58
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

59. Which of the following tends to occur when organizations use financial incentives to prevent dissatisfied employees from quitting?
- (p. 106) A. Employees increase their level of affective commitment.
B. Employees increase their level of continuance commitment.
C. Employees increase their level of job satisfaction.
D. Employees decrease their level of emotional intelligence.
E. Employees decrease their level of continuance commitment.

Chapter - Chapter 04 #59
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

60. Which of the following tends to result in increased continuance commitment?
- (p. 106) A. Corporate leaders demonstrate increasing trust in employees.
B. The company helps employees learn more about the organization through departmental visits and special seminars on company products.
C. Employees receive low interest loans and other incentives from their employer that make it costly for them to quit.
D. The company's values are similar to the employee's personal values.
E. All of the answers are correct.

Chapter - Chapter 04 #60
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

61. Organizational loyalty tends to increase when employees:
- (p. 106-107) A. are involved in organizational decisions.
B. are kept informed about significant organizational activities.
C. receive fair pay and working conditions from their employer.
D. hold personal values that are congruent with the organization's values.
E. All of the answers are correct.

Chapter - Chapter 04 #61
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

62. Which of the following tends to increase due to higher employee involvement?
- (p. 107) A. Affective commitment
B. Cognitive dissonance
C. Continuance commitment
D. All of the answers are correct
E. None of the answers apply

Chapter - Chapter 04 #62
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

63. Keeping employees informed about and involved in the organization tends to:
- (p. 107) **A.** increase affective commitment.
B. reduce job satisfaction.
C. produce cognitive dissonance.
D. reduce emotional intelligence.
E. have no effect on work attitudes.

Chapter - Chapter 04 #63
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

64. Recent evidence indicates that:
- (p. 108) **A.** few Canadians experience work-related stress.
B. Japanese employees report less anxiety and stress today than two decades ago.
C. work-related stress is almost non-existent in India and the United Kingdom.
D. All of these statements are correct.
E. None of these statements are correct.

Chapter - Chapter 04 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

65. The adaptive response to a situation that is perceived as challenging or threatening to the person's well-being is called:
- (p. 108) **A.** self-leadership.
B. job burnout.
C. eustress.
D. workaholism.
E. stress.

Chapter - Chapter 04 #65
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

66. Stress is best described as:
- (p. 108) **A.** the physiological disorders we experience from adverse environmental conditions.
B. an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being.
C. a series of events that cause emotional exhaustion and cynicism towards customers.
D. environmental conditions that place a physical or emotional demand on the person.
E. a behaviour pattern of people with low risk of heart disease.

Chapter - Chapter 04 #66
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

67. Which of the following statements about stress is FALSE?
- (p. 108) **A.** Employees are the most productive when they experience no stress.
B. Stress is caused by stressors.
C. Canadian women in management jobs experience more stress than men in similar jobs.
D. The general adaptation syndrome describes the stress experience.
E. Continued exposure to very high stress levels may lead to permanent physiological and psychological damage.

Chapter - Chapter 04 #67
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

68. Eustress refers to:
(p. 108) A. the degree of physiological, psychological and behavioural deviation from healthy functioning.
B. stress experienced by anyone who is less than 25 years old.
C. the process of emotional exhaustion, cynicism and reduced efficacy resulting from prolonged exposure to stress.
D. any stressful situation that causes the employee to experience involuntary fits of laughter.
E. the healthy, positive, constructive outcome of stressful events and the stress response.

Chapter - Chapter 04 #68
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

69. The stress experience in moderation is known as:
(p. 108) A. distress.
B. burnout.
C. the general adaptation syndrome.
D. eustress.
E. Type A behaviour pattern.

Chapter - Chapter 04 #69
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

70. The general adaptation syndrome model includes all of the following EXCEPT:
(p. 109) A. a three-stage process.
B. resistance.
C. cynicism.
D. alarm reaction.
E. exhaustion.

Chapter - Chapter 04 #70
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

71. According to the general adaptation syndrome, the first stage of stress adaptation is:
(p. 109) A. exhaustion.
B. resistance.
C. relapse.
D. role ambiguity.
E. None of these statements are correct.

Chapter - Chapter 04 #71
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

72. Which of the following describes the stress experience?
(p. 109) **A.** General adaptation syndrome
B. Job burnout
C. Stressors
D. Strain-based conflict
E. Type A behaviour pattern

Chapter - Chapter 04 #72
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

73. The general adaptation syndrome is:
(p. 109) A. the most common strategy that employees use to cope with work-related stressors.
B. an innovative corporate practice that removes unnecessary stressors from the work site.
C. a stress disorder that was once rare but is becoming increasingly common among executives.
D. a model of the stress experience.
E. a form of social support where several employees experience the same form of stress and help each other through the experience.

Chapter - Chapter 04 #73
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

74. People who frequently experience the general adaptation syndrome:
(p. 109) **A.** have increased risk of physiological and psychological damage.
B. become immune to the effects of this syndrome.
C. learn to adapt to the consequences of stress.
D. eventually develop an overwhelming need to work.
E. have a long-term risk of increased physiological and psychological damage AND become immune to the effects of this syndrome.

Chapter - Chapter 04 #74
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

75. The three stages of the general adaptation syndrome, in order, are:
(p. 109) A. exhaustion, recovery, burnout.
B. exhaustion, resistance, alarm reaction.
C. emotional exhaustion, cynicism, reduced efficacy.
D. cynicism, resistance, reduced efficacy.
E. alarm reaction, resistance, exhaustion.

Chapter - Chapter 04 #75
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

76. Which of the following is a source of stress in the workplace?
(p. 110-111) A. Sexual harassment
B. Psychological harassment
C. Low task control
D. Work overload
E. All of these statements are sources of workplace stress

Chapter - Chapter 04 #76
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

77. Job burnout includes:
(p. 110) A. emotional exhaustion.
B. cynicism.
C. feelings of reduced efficacy.
D. all of these conditions.
E. only cynicism and emotional exhaustion, NOT feelings of reduced efficacy.

Chapter - Chapter 04 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

78. Emotional exhaustion and increased cynicism are:
(p. 110) A. two stages of job burnout.
B. two physiological consequences of stress.
C. two elements of the general adaptation syndrome.
D. characteristics that identify people with a Type B behaviour pattern.
E. the two most common sources of stress.

Chapter - Chapter 04 #78
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

79. Emotional exhaustion, cynicism, and reduced efficacy are characteristics of:
(p. 110) A. eustress.
B. job burnout.
C. hypertension.
D. low motivation.
E. workaholism.

Chapter - Chapter 04 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

80. People who lack energy, feel tired, and think their emotional resources are depleted:
(p. 109-110) A. are in the final stages of workaholism.
B. have a Type B behaviour pattern.
C. are experiencing the final stage of job burnout.
D. will probably engage in workplace aggression unless they soon manage the stress.
E. are experiencing the first stage of job burnout.

Chapter - Chapter 04 #80
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

81. The first stage of job burnout is:
(p. 109-110) A. feelings of reduced efficacy.
B. role ambiguity.
C. alarm reaction.
D. increased cynicism.
E. None of these statements describes the first stage of job burnout.

Chapter - Chapter 04 #81
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

82. Kelly is a nurse who has been saying that she doesn't seem to make a difference in her job. At work, Kelly seems to lack empathy with patients. She strictly follows rules and coldly labels patients by their ailments ('the broken leg in Room 3D'). When she gets home, Kelly lacks the energy to do anything. Kelly likely is experiencing:
(p. 110) A. low iron in her blood.
B. workaholism.
C. job burnout.
D. the results of a relaxation and meditation program.
E. a very high level of job satisfaction.

Chapter - Chapter 04 #82
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

83. The combined effects of increases in technology and globalization in the workplace will likely:
- (p. 110-111)
- A. increase stress caused by work/non-work stressors.
 - B. reduce stress caused by work/non-work stressors.
 - C. increase stress caused by interpersonal stressors.**
 - D. reduce stress caused by interpersonal stressors.
 - E. have no effect on workplace stress.

Chapter - Chapter 04 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

84. Sexual harassment, work overload and low task control:
- (p. 110-111)
- A. types of work related stressors.**
 - B. common outcomes of ineffective work-life balance.
 - C. elements of the general adaptation syndrome.
 - D. types of physical environment stressors.
 - E. None of these statements are correct.

Chapter - Chapter 04 #84
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

85. Repeated and hostile or unwanted conduct, verbal comments, actions or gestures that affect an employee's dignity or psychological or physical integrity is called:
- (p. 110)
- A. job burnout.
 - B. workplace violence.
 - C. a role-related stressor.
 - D. sexual harassment.
 - E. psychological harassment.**

Chapter - Chapter 04 #85
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

86. Which of these statements about psychological harassment is TRUE?
- (p. 110)
- A. Some European countries have passed laws against workplace bullying.
 - B. The Quebec government passed the first workplace anti-harassment legislation in North America.
 - C. Organizations should have a grievance, mediation or other conflict resolution process for victims of harassment.
 - D. All of these statements are correct.**
 - E. None of these statements are correct.

Chapter - Chapter 04 #86
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

87. Psychological harassment includes all of the following EXCEPT:
- (p. 110)
- A. hostile or unwanted conduct.
 - B. verbal comments that affect an employee's dignity
 - C. actions or gestures that threaten an employee's psychological or physical integrity.
 - D. workplace incivility.
 - E. role conflict.**

Chapter - Chapter 04 #87
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

88. Quid pro quo and hostile work environment are two forms of:

- (p. 110)
- A.** sexual harassment.
 - B. resilience.
 - C. general adaptation syndrome.
 - D. role conflict.
 - E. role ambiguity.

Chapter - Chapter 04 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

89. Studies on work overload in Canada indicate that:

- (p. 110)
- A. work overload has increased in Canada over the past decade.
 - B. Canadians identified work overload as the second highest stressor, after insufficient salary.
 - C. the percentage of Canadians working more than 50 hours per week has increased over the past decade.
 - D. All of these statements are correct.
 - E.** both 'B' and 'C'.

Chapter - Chapter 04 #89
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

90. In Japan, Karoshi refers to:

- (p. 111)
- A. death from overwork.
 - B. one of the three stages in the general adaptation syndrome.
 - C.** a role-related stressor.
 - D. a unique relaxation technique applied throughout Asia.
 - E. a variation of Karaoke played in offices to relieve stress.

Chapter - Chapter 04 #90
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

91. People whose work is paced by a machine experience:

- (p. 111)
- A.** a task control stressor.
 - B. a role-related stressor.
 - C. more resilience.
 - D. a physical environment stressor.
 - E. None of these statements are correct.

Chapter - Chapter 04 #91
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

92. Employees experience task control stressors when they work in a job that:

- (p. 111)
- A. has a clear description of tasks.
 - B.** is paced by a machine.
 - C. has low responsibility.
 - D. has all of these conditions.
 - E. are not paced by a machine.

Chapter - Chapter 04 #92
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

93. The extent to which task control is a stressor increases when employees also have:

- (p. 111)
- A. low responsibility.
 - B. flexible work schedules.
 - C.** high responsibility.
 - D. no duties involving monitoring equipment.
 - E. supportive coworkers.

Chapter - Chapter 04 #93
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

94. Low task control occurs when:
(p. 111) A. the work schedule is controlled by someone else.
B. the employee's work is paced by a machine.
C. the job involves monitoring equipment.
D. All of these conditions exist.
E. None of these conditions exist.

Chapter - Chapter 04 #94
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

95. People who experience stress at work are more likely to:
(p. 111-112) A. experience more stressful relations with family and friends due to the effects of the work-related stress.
B. engage in dysfunctional parenting behaviours at home.
C. have this stress spill over to their personal lives, resulting in stress at home.
D. have all of these conditions.
E. have none of these conditions.

Chapter - Chapter 04 #95
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

96. People who are optimistic and confident are:
(p. 112) **A.** less likely to experience stress.
B. more likely to experience job burnout.
C. less likely to experience eustress.
D. more likely to experience stress.
E. are more likely to experience job burnout AND eustress.

Chapter - Chapter 04 #96
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

97. What effect does high emotional stability have on work-related stress?
(p. 112) **A.** Employees with high resilience pull through a stressful experience more quickly.
B. Employees with low resilience are less likely to experience psychological harassment.
C. Employees with high resilience are less likely to work in jobs that have any stressors.
D. All of these statements are correct.
E. None of these statements are correct.

Chapter - Chapter 04 #97
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

98. Which of the following types of people are less likely to experience stress than other people who face the same stressors?
(p. 112) A. People who are optimistic
B. People with higher self-confidence
C. People with a healthy lifestyle
D. People with high emotional intelligence
E. All of these statements are correct

Chapter - Chapter 04 #98
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

99. Two employees in the same job face the same stressors each day, yet one shows signs of distress while the other does not. This difference occurs because:
- (p. 111-112)
- A. the low-stress employee might perceive the stressors as less of a threat.
 - B. the high-stress employee might be less physically and mentally fit and therefore has a lower threshold of resistance to stress.
 - C. the high-stress employee might be using ineffective strategies to cope with the consequences of stress.
 - D.** All of these statements explain the different reactions by these two people.
 - E. None of these statements explain the different reactions by these two people.

Chapter - Chapter 04 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

100. People who cope successfully in the face of significant change, adversity, or risk have:
- (p. 112)
- A. a Type A behaviour pattern.
 - B. a higher risk of job burnout.
 - C. the general adaptation syndrome.
 - D. a high level of job burnout.
 - E.** a high emotional stability.

Chapter - Chapter 04 #100
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

101. People tend to have high _____ when their personality includes optimism, confidence, and a positive emotional state.
- (p. 112)
- A. emotional exhaustion
 - B.** emotional stability
 - C. job boredom
 - D. strain-based conflict
 - E. workaholism (work addicts)

Chapter - Chapter 04 #101
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

102. Workaholism includes the three dimensions of:
- (p. 112)
- A. efficacy, cynicism, and emotional exhaustion.
 - B.** high work involvement, compulsion to work, and low enjoyment of work.
 - C. alarm reaction, resistance, exhaustion.
 - D. time, strain, and role.
 - E. cynicism, drive to succeed, and resistance.

Chapter - Chapter 04 #102
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

103. Compared to non-workaholics, classic workaholics tend to experience:
- (p. 112)
- A. higher job satisfaction.
 - B.** lower enjoyment of work.
 - C. improved personal health.
 - D. more work/life balance.
 - E. both 'A' and 'C'.

Chapter - Chapter 04 #103
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

104. Some of the strategies for removing work-related stressors are:
(p. 112) A. firing employees who complain that they are stressed.
B. ignoring the stressors that cause unnecessary tension and burnout.
C. providing programs that make employees more stressed.
D. changing all work-life initiatives into work intensive initiatives.
E. None of the above.

Chapter - Chapter 04 #104
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

105. Research suggests that employees who try to ignore or deny the existence of a stressor:
(p. 112) A. are better able to avoid the stress experience.
B. experience more stress in the long run.
C. are less likely to work in jobs that have any stressors.
D. have higher resilience.
E. are better able to avoid the stress experience AND have higher resilience.

Chapter - Chapter 04 #105
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

106. Which of these is considered a work/life balance initiative to minimize stress?
(p. 112) A. Flexible work time
B. Job sharing
C. Teleworking
D. Childcare facilities
E. All of these statements describes a family-friendly or work/life initiative to minimize stress

Chapter - Chapter 04 #106
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

107. Providing childcare facilities and offering employees flexible work hours have what effect on work-related stress?
(p. 112) A. They help employees to cope with the consequences of stress.
B. They help employees to temporarily remove themselves from the stressor.
C. They remove stressors from the workplace.
D. They help employees to cope AND help employees to temporarily remove themselves from the stressor.
E. They have no known effect on work-related stress.

Chapter - Chapter 04 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

108. Which of the following reduces stress by withdrawing from the stressor?
(p. 113) A. Coffee breaks
B. Sabbaticals
C. Vacations
D. All of the above.
E. None of these statements describes ways to reduce stress by withdrawing from the stressor.

Chapter - Chapter 04 #108
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

109. To ward off stress, a film director likes to have a good laugh. When under pressure, the director will crack jokes and ensure everyone has a good laugh during the hard work. These actions mainly reduce stress:
(p. 113)
- A. by removing the stressor.
 - B. by providing social support.
 - C. by changing stress perceptions.**
 - D. by controlling the consequences of stress.
 - E. in none of the ways stated here.

Chapter - Chapter 04 #109
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

110. Self-reinforcement can potentially minimize stress by:
(p. 113)
- A. removing people from stressors.
 - B. helping employees to temporarily remove themselves from the stressor.
 - C. helping employees to control the consequences of stress.
 - D. helping employees to develop more favourable perceptions of the stressors.**
 - E. Self-leadership has no known effect on work-related stress.

Chapter - Chapter 04 #110
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

111. Employee wellness programs help employees to reduce stress by:
(p. 113)
- A. teaching them how to adopt more effective coping mechanisms.**
 - B. helping employees to understand that stress cannot be reduced in most cases.
 - C. removing the stressors that cause the high stress.
 - D. doing everything described in the other statements.
 - E. doing none of the things described in the other statements.

Chapter - Chapter 04 #111
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

112. Social support has what effect on work-related stress?
(p. 113-114)
- A. It increases the individual's self-esteem regarding the stressor.
 - B. It provides the individual with information or other resources used to remove the stressor.
 - C. It makes the individual feel that he or she is not facing the stressor alone.
 - D. They do everything described in the other statements.**
 - E. There is no evidence that social support has any beneficial effect on work-related stress.

Chapter - Chapter 04 #112
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

113. Which of these stress management activities helps employees to improve their perceived ability to cope with the stressor and possibly remove the stressor?
(p. 113-114)
- A. Teleworking
 - B. Social support**
 - C. Meditation
 - D. Siestas
 - E. Fitness programs

Chapter - Chapter 04 #113
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

114. Emotions represent the cluster of beliefs, assessed feelings, and behavioural intentions towards something or someone.
(p. 93)
- FALSE**

Chapter - Chapter 04 #114
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

115. Emotions are brief events or "episodes".

(p. 93) **TRUE**

Chapter - Chapter 04 #115
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

116. Moods represent our reaction to specific people or events, whereas emotions are not directed toward anything in particular.

(p. 93) **FALSE**

Chapter - Chapter 04 #116
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

117. People are consciously aware of most emotions they experience.

(p. 93) **FALSE**

Chapter - Chapter 04 #117
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

118. Emotions generate a core affect that something is good or bad, helpful or harmful, to be approached or avoided.

(p. 93) **TRUE**

Chapter - Chapter 04 #118
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

119. Strong emotions trigger our conscious awareness of a threat or opportunity in the external environment.

(p. 93) **TRUE**

Chapter - Chapter 04 #119
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

120. Moods tend to be longer-term emotional states.

(p. 93) **TRUE**

Chapter - Chapter 04 #120
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

121. Emotions serve to put us in a state of readiness.

(p. 93) **TRUE**

Chapter - Chapter 04 #121
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

122. Attitudes are fleeting physiological experiences we have in response to an attitude object.

(p. 94) **FALSE**

Chapter - Chapter 04 #122
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

123. Attitudes develop from our emotional experiences as well as from the perceptual process.

(p. 94) **TRUE**

Chapter - Chapter 04 #123
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

124. Attitudes consist of the following three components: emotions, beliefs, and behaviours.

(p. 94) **FALSE**

Chapter - Chapter 04 #124
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

125. Beliefs represent our perceptions about the attitude object.

(p. 95) **TRUE**

Chapter - Chapter 04 #125
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

126. Attitudes represent a cluster of beliefs, motivation and feelings about an attitude object.

(p. 94) **FALSE**

Chapter - Chapter 04 #126
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

127. In the model of emotions, attitudes, and behaviour, feelings lead to beliefs, which in turn lead to behaviours.

(p. 95) **FALSE**

Chapter - Chapter 04 #127
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

128. People with the same feelings may form different behavioural intentions based on their unique past experience.

(p. 95) **TRUE**

Chapter - Chapter 04 #128
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

129. Research concludes that when our emotions and logical analysis of a situation conflict with each other, we should follow our emotions.

(p. 96) **FALSE**

Chapter - Chapter 04 #129
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

130. Cognitive dissonance is more likely to occur when the dissonant behaviour is known to everyone, was done voluntarily and can't be undone.

(p. 97) **TRUE**

Chapter - Chapter 04 #130
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

131. One way people reduce cognitive dissonance is by changing their beliefs and feelings.

(p. 97) **TRUE**

Chapter - Chapter 04 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

132. A person's emotions are influenced by his or her personality, not just from workplace experiences.

(p. 98) **TRUE**

Chapter - Chapter 04 #132
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

133. Emotional labour refers to any physical work that makes employees feel angry that they must perform this kind of work.

(p. 98) **FALSE**

Chapter - Chapter 04 #133
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

134. Display rules are norms that require employees to show certain emotions and to withhold others.

(p. 98) **TRUE**

Chapter - Chapter 04 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

135. Emotional dissonance occurs when we use our emotional intelligence on others but other people do not use their emotional intelligence on us.

FALSE

Chapter - Chapter 04 #135
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

136. Emotional dissonance refers to the conflict experienced between the emotions we are required to display and our true emotions in that situation.

TRUE

Chapter - Chapter 04 #136
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

137. According to a major study, most Canadians agree with the statement that overtly expressing personal emotions at work is unprofessional.

FALSE

Chapter - Chapter 04 #137
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

138. Conflict between required and true emotions is called emotional intelligence.

(p. 99) **FALSE**

Chapter - Chapter 04 #138
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

139. Emotional dissonance is most common where emotional display rules are highly regulated and employees must display emotions quite different from their true emotions.

TRUE

Chapter - Chapter 04 #139
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

140. Jobs require more emotional labour when employees must display a variety of emotions, rather than just one or two.

(p. 98-99) **TRUE**

Chapter - Chapter 04 #140
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

141. The norms and expectations governing emotional display rules are similar around the world.

(p. 99) **FALSE**

Chapter - Chapter 04 #141
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

142. Emotional labour can be difficult for most of us, because it is difficult to conceal true emotions.

(p. 99) **TRUE**

Chapter - Chapter 04 #142
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

143. Employees experience less stress from emotional labour when they practice surface acting rather than deep acting.
(p. 99) **FALSE**
- Chapter - Chapter 04 #143
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
144. Employees minimize the stress from emotional labour by actually changing their emotions to match the job requirements (deep acting), rather than displaying emotions contrary to their true emotions (surface acting).
(p. 99) **TRUE**
- Chapter - Chapter 04 #144
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
145. Emotional intelligence refers to the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others.
(p. 100) **TRUE**
- Chapter - Chapter 04 #145
Difficulty: Easy
Gradable: automatic
Learning Objective: 2
146. Experts have concluded that cognitive intelligence and emotional intelligence are the same things.
(p. 100) **FALSE**
- Chapter - Chapter 04 #146
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
147. Emotional intelligence is a set of abilities.
(p. 100) **TRUE**
- Chapter - Chapter 04 #147
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
148. Three dimensions of emotional intelligence are cognitive dissonance, continuance commitment, and emotional labour.
(p. 100) **FALSE**
- Chapter - Chapter 04 #148
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
149. Emotional intelligence can be learned to some extent.
(p. 101) **TRUE**
- Chapter - Chapter 04 #149
Difficulty: Easy
Gradable: automatic
Learning Objective: 2
150. Management of others' emotions represents the highest level of emotional intelligence.
(p. 101) **TRUE**
- Chapter - Chapter 04 #150
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
151. The four dimensions of emotional intelligence form a hierarchy.
(p. 101) **TRUE**
- Chapter - Chapter 04 #151
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

152. Emotional intelligence tends to increase with age.

(p. 101) **TRUE**

Chapter - Chapter 04 #152
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

153. Job satisfaction represents a person's evaluation of his or her job and work context.

(p. 102) **TRUE**

Chapter - Chapter 04 #153
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

154. Job satisfaction in Canada is below the typical American score.

(p. 102) **TRUE**

Chapter - Chapter 04 #154
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

155. Job satisfaction among Canadian employees is usually above the global average.

(p. 102) **TRUE**

Chapter - Chapter 04 #155
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

156. Employees in Nordic countries report higher levels of job satisfaction than employees in Canada.

(p. 102) **TRUE**

Chapter - Chapter 04 #156
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

157. Employees are more likely to quit their jobs and be absent from work if they are dissatisfied with their jobs.

(p. 103) **TRUE**

Chapter - Chapter 04 #157
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

158. The exit-voice-loyalty-neglect model states that some employees respond to their job dissatisfaction by patiently waiting for the problem to work itself out or get resolved by others.

(p. 103) **TRUE**

Chapter - Chapter 04 #158
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

159. According to the exit-voice-loyalty-neglect model, some dissatisfied employees engage in "voice" by constructively recommending solutions to the source of their dissatisfaction.

(p. 103) **TRUE**

Chapter - Chapter 04 #159
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

160. Personality and previous experiences influence an employee's decision to engage in exit, voice, loyalty, or neglect when they are dissatisfied with their job.

(p. 103) **TRUE**

Chapter - Chapter 04 #160
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

161. Researchers have consistently found that there is a strong positive relationship between job satisfaction and job performance.

(p. 103)

FALSE

Chapter - Chapter 04 #161
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

162. The relationship between job satisfaction and job performance would likely be stronger if more organizations provided valued rewards for good performance.

(p. 104)

TRUE

Chapter - Chapter 04 #162
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

163. The employee-customer-profit chain model states that companies with higher profits tend to subsequently lay off employees, which reduces the future number of customers.

(p. 104)

FALSE

Chapter - Chapter 04 #163
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

164. Research indicates that employees with higher job satisfaction tend to provide better customer service.

(p. 104-105)

TRUE

Chapter - Chapter 04 #164
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

165. Employees with higher job satisfaction tend to convey more friendliness and positive feelings to customers.

(p. 105)

TRUE

Chapter - Chapter 04 #165
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

166. Job satisfaction is an ethical issue that influences the organization's reputation in the community.

(p. 105)

TRUE

Chapter - Chapter 04 #166
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

167. Organizational commitment refers to an employee's contractual obligation to provide a minimum amount of time and effort to the organization in return for a fair day's pay from the organization.

(p. 106)

FALSE

Chapter - Chapter 04 #167
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

168. The two types of organizational commitment are affective and afflitive.

(p. 106)

FALSE

Chapter - Chapter 04 #168
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

169. Continuance commitment is a calculative decision to remain with the organization, rather than an emotional attachment to the firm.

(p. 106)

TRUE

Chapter - Chapter 04 #169
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

170. Employees with high levels of affective commitment tend to engage in more organizational citizenship behaviours.

(p. 106)

TRUE

Chapter - Chapter 04 #170
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

171. Continuance commitment motivates employees to increase their work effort beyond expectations.

(p. 106)

FALSE

Chapter - Chapter 04 #171
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

172. Lower performance ratings usually reduce continuance commitment.

(p. 106)

FALSE

Chapter - Chapter 04 #172
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

173. Employees with very high loyalty tend to have high conformity.

(p. 106)

TRUE

Chapter - Chapter 04 #173
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

174. Trust, employee involvement, and organizational comprehension tend to increase organizational commitment.

(p. 107)

TRUE

Chapter - Chapter 04 #174
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

175. Employees experience more continuance commitment when the organization provides opportunities for employee involvement.

(p. 107)

FALSE

Chapter - Chapter 04 #175
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

176. Trust is a reciprocal activity; to receive trust from employees, corporate leaders must demonstrate their trust in those employees.

(p. 107)

TRUE

Chapter - Chapter 04 #176
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

177. Employees tend to have higher organizational commitment when their personal values differ from the company's values.

(p. 106-107)

FALSE

Chapter - Chapter 04 #177
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

178. Affective commitment is higher in organizations with moral integrity values.

(p. 106)

TRUE

Chapter - Chapter 04 #178
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

179. Employees with very high loyalty tend to have high conformity, which results in lower creativity.

(p. 106) **TRUE**

Chapter - Chapter 04 #179
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

180. Affective commitment is higher in organizations that fulfil their obligations to employees.

(p. 106) **TRUE**

Chapter - Chapter 04 #180
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

181. Work-related stress is an affliction in Canada and the United States that is a relatively minor workplace concern in other countries.

FALSE

Chapter - Chapter 04 #181
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

182. Even experts have trouble defining stress.

(p. 108) **TRUE**

Chapter - Chapter 04 #182
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

183. Stress is a psychological and physiological adaptive response to a situation that is perceived as challenging or threatening to the person's well-being.

TRUE

Chapter - Chapter 04 #183
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

184. Stress refers mainly to environmental conditions that cause people to experience fear.

(p. 108) **FALSE**

Chapter - Chapter 04 #184
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

185. Everyone needs some level of stress to survive.

(p. 108) **TRUE**

Chapter - Chapter 04 #185
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

186. Eustress refers to the short-term causes of stress, whereas distress refers to long-term causes.

(p. 108) **FALSE**

Chapter - Chapter 04 #186
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

187. People began using the word stress to describe the human response to harsh environmental conditions more than 500 years ago.

TRUE

Chapter - Chapter 04 #187
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

188. The general adaptation syndrome describes the consequences of stress.

(p. 109) **FALSE**

Chapter - Chapter 04 #188
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

189. The individual's energy level and ability to cope with stress decrease at the beginning of the general adaptation syndrome.
(p. 109)

TRUE

Chapter - Chapter 04 #189
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

190. Resistance is the final stage of the stress experience (i.e. the general adaptation syndrome).
(p. 109)

FALSE

Chapter - Chapter 04 #190
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

191. Employees can build up a resistance to stress by frequently experiencing the exhaustion stage of the general adaptation syndrome.
(p. 109)

FALSE

Chapter - Chapter 04 #191
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

192. There are three stages in the job burnout process.
(p. 109)

TRUE

Chapter - Chapter 04 #192
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

193. In the final stage of job burnout, affected employees quit their jobs.
(p. 109)

FALSE

Chapter - Chapter 04 #193
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

194. Job burnout occurs most of the time because people work too hard.
(p. 109)

FALSE

Chapter - Chapter 04 #194
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

195. Job burnout refers to situations where employees experience stress because they are deprived of contact with clients, colleagues and other people.
(p. 109)

FALSE

Chapter - Chapter 04 #195
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

196. The job burnout process occurs in the following sequence: (1) reduced efficacy, (2) emotional exhaustion and (3) higher blood pressure.
(p. 109-110)

FALSE

Chapter - Chapter 04 #196
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

197. Quebec was the first province in Canada to pass a workplace anti-harassment law.
(p. 110)

TRUE

Chapter - Chapter 04 #197
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

198. Bullying, and other actions that affect an employee's dignity are forms of psychological harassment.
(p. 110) **TRUE**

Chapter - Chapter 04 #198
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

199. In certain cases, even subtle or persistent incivility can constitute psychological harassment.
(p. 110) **TRUE**

Chapter - Chapter 04 #199
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

200. Sexual harassment is a stressor.
(p. 110) **TRUE**

Chapter - Chapter 04 #200
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

201. Sexual harassment includes both unwanted sexual relations as well as a hostile work environment.
(p. 110) **TRUE**

Chapter - Chapter 04 #201
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

202. Subtle yet persistent forms of workplace incivility do not constitute psychological harassment.
(p. 110) **FALSE**

Chapter - Chapter 04 #202
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

203. Workplace incivility is a form of psychological harassment.
(p. 110) **TRUE**

Chapter - Chapter 04 #203
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

204. In Japan, karoshi mainly leads to death because of exhaustion and overwork.
(p. 111) **TRUE**

Chapter - Chapter 04 #204
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

205. Death from overwork (karoshi) is caused by a poor lifestyle resulting from long work hours which in turn causes weight gain that damages the cardiovascular system.
(p. 111) **FALSE**

Chapter - Chapter 04 #205
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

206. Employees are more likely to experience stress when they lack control over their work activities.
(p. 111) **TRUE**

Chapter - Chapter 04 #206
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

207. One way to reduce work-related stress is to have your work paced by a machine.
(p. 111) **FALSE**

Chapter - Chapter 04 #207
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

208. Inflexible work schedules may cause stress for employees.

(p. 111) **TRUE**

Chapter - Chapter 04 #208
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

209. Two people exposed to the same stressors can have different stress experiences.

(p. 111-112) **TRUE**

Chapter - Chapter 04 #209
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

210. One important way to remove workplace stressors is to give employees more control over their work environment.

TRUE

Chapter - Chapter 04 #210
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

211. Individuals who have a healthy lifestyle are better able to cope with high stress levels.

(p. 111) **TRUE**

Chapter - Chapter 04 #211
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

212. Someone who works in a so-called 'high-stress job' might experience the same level of stress as someone who works in a low-stress job.

TRUE

Chapter - Chapter 04 #212
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

213. Two employees in the same job might experience different stress levels because they perceive the situation differently.

TRUE

Chapter - Chapter 04 #213
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

214. Individuals with high emotional stability cope more successfully in the face of significant change, adversity, or risk.

TRUE

Chapter - Chapter 04 #214
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

215. Having a positive self-concept protects us from stress.

(p. 112) **TRUE**

Chapter - Chapter 04 #215
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

216. People who are extroverts tend to experience lower stress than do introverts.

(p. 112) **TRUE**

Chapter - Chapter 04 #216
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

217. The classic workaholic is highly involved in work, feels compelled or driven to work because of inner pressures, and has high enjoyment at work.
(p. 112) **FALSE**
- Chapter - Chapter 04 #217
Difficulty: Medium
Gradable: automatic
Learning Objective: 4
218. Workaholics are more prone to suffer from poor health due to their work addiction.
(p. 112) **TRUE**
- Chapter - Chapter 04 #218
Difficulty: Easy
Gradable: automatic
Learning Objective: 4
219. Person-job matching can help to remove role-related stressors.
(p. 112) **TRUE**
- Chapter - Chapter 04 #219
Difficulty: Easy
Gradable: automatic
Learning Objective: 5
220. Companies can reduce employee stress by transferring them to jobs for which they are better suited to perform.
(p. 112) **TRUE**
- Chapter - Chapter 04 #220
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
221. Personal leave, telework, and flexible work time represent the three most common role-related stressors.
(p. 112) **FALSE**
- Chapter - Chapter 04 #221
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
222. Job sharing and telework are usually considered ways to reduce stress through work/life balance.
(p. 112) **TRUE**
- Chapter - Chapter 04 #222
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
223. Some firms offer personal leaves to give employees a temporary withdrawal from the stressors of work.
(p. 113) **TRUE**
- Chapter - Chapter 04 #223
Difficulty: Easy
Gradable: automatic
Learning Objective: 5
224. Personal goal setting, self-reinforcement practices reduce stress by changing stress perceptions.
(p. 113) **TRUE**
- Chapter - Chapter 04 #224
Difficulty: Medium
Gradable: automatic
Learning Objective: 5
225. Corporate fitness and wellness programs improve employee health, but have almost no effect on the consequences of work-related stress.
(p. 113) **FALSE**
- Chapter - Chapter 04 #225
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

226. Social support helps employees to manage stress by increasing their self-esteem.

(p. 112-113) **TRUE**

Chapter - Chapter 04 #226
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

227. Social support is only helpful in reducing the stress experienced in non-work situations.

(p. 112-113) **FALSE**

Chapter - Chapter 04 #227
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

228. Tai was overjoyed when she learned that she would be promoted to a position with higher responsibility and pay. However, even before hearing about the promotion, she believed that the regional manager who made the promotion decision was fair-minded. Use the emotions, attitudes, and behaviour model to explain how Tai's emotions and beliefs influence her positive feelings towards the regional manager.

(p. 93-95)

To answer this question, students should perhaps draw the emotions, attitude, and behaviour model to show how emotions and beliefs relate to feelings. Generally, students must separately describe how beliefs and emotions influence feelings in the model.

With respect to emotions, Tai felt joy towards her announced promotion and clearly attributed this emotion to her regional manager. According to the model, Tai developed a positive assessment of her regional manager (a positive feeling) from the joyous emotion that she experienced. She probably also developed this positive feeling from other emotions experienced when she saw other actions representing fair-mindedness.

According to the attitude model, Tai probably also developed positive feelings towards the regional manager through her beliefs. For example, she may have observed actions by the manager that she believed were fair-minded, and thereby developed a belief that the manager is fair-minded. Her positive feelings towards fair-mindedness are then carried over to her feelings towards the regional manager.

Chapter - Chapter 04 #228
Difficulty: Medium
Gradable: manual
Learning Objective: 1

229. Three employees believe that their pay is too low, yet one of them quits, the second complains to management about the low pay and the third does nothing. Explain why these employees engaged in different behaviours even though they held the same beliefs about their pay cheques.
(p. 93-95)

(Note: This question is rated as 'Difficult' because some of the points in this answer are not explicitly described in the textbook. However, more advanced students should be able to infer the answer through logic and available information on this topic.)

To answer this question, we must consider the emotions, attitudes, and behaviour model as well as the contingencies that redirect individuals at each link in the model. First, while three people may hold the same beliefs about the attitude object, their feelings towards the characteristic of that belief may differ. In our incident, the two employees who complained and quit probably have a very strong positive feelings towards a high pay cheque (or, conversely, a negative feeling towards a low pay cheque) whereas the third person might have more neutral or less intense feelings about pay. The result is that the three people may develop different degrees of dissatisfaction with the pay they receive.

Even if all three people developed the same feelings towards pay, they may develop different intentions. Behavioural intentions are formed from past experiences. The person who complained may have found this to be a better strategy than simply quitting, whereas the person who quit may have had an unsatisfactory past experience with trying to change anything in the company. The employee who did nothing may have found it more palatable to simply withdraw from the situation (neglect in the EVLN model) or change the comparison other if the perceived low pay level is based on an equity comparison process.

Finally, people with the same beliefs, feelings and intentions may act differently due to unique situational factors. For example, all three people may have intended to quit their jobs, but only one (the employee who actually did quit) was given a satisfactory job offer elsewhere. The person who complained and the person who did nothing may have searched for employment elsewhere but found no suitable job offers.

230. Advanced Photonics Ltd (APL) is a large developer of laser technologies. Competitive pressures as well as the speed of new developments in the industry have made some employees tense and somewhat dissatisfied with their work at APL. To improve employee attitudes, the vice-president has established a 'fun week' where employee teams find and implement various ways to have fun on this job. APL has also brought in a comedy team for the week to entertain employees and coach them on having more fun. Use your knowledge of workplace emotions and attitudes to explain the implications of a fun week on employee attitudes.
(p. 93-95)

To answer this question, students should refer to the emotions, attitudes, and behaviour model presented in the textbook. They should also distinguish between employee attitudes towards their work and the concept of 'emotions' which the fun week is trying to develop. Students should also explain that the fun week might not create positive emotions if employees interpret the events the wrong way.

The emotions (both positive and negative) developed from the fun week would have a direct effect on employee feelings towards the organization. For example, if many employees laugh a lot at the comedy team and the antics of other employee teams, then these emotions will create positive feelings towards the workplace. However, feelings are also influenced by beliefs. If employees believe that they are overworked, for instance, then feelings towards the organization might still be negative.

Some students might also explain that emotions have a direct effect on behaviour. However, it isn't clear what type of spontaneous behaviour would result from the fun week.

*Chapter - Chapter 04 #230
Difficulty: Medium
Gradable: manual
Learning Objective: 1*

231. Explain how an employee's attitudes might be affected by cognitive dissonance.
(p. 97-98)

Cognitive dissonance is the uncomfortable tension that people feel when they have engaged in a behaviour that is inconsistent with their beliefs, feelings and intentions.

Attitudes affect cognitive dissonance in the sense that this dissonance is formed from the conflict between attitudes and past behaviours. Attitudes also play a central role in reducing cognitive dissonance. Specifically, when the behaviour cannot be changed or denied, then we tend to adjust our attitudes to fit the previous behaviour pattern. For example, if we did something to support the organization, we might develop more favourable beliefs, feelings and intentions towards the company.

*Chapter - Chapter 04 #231
Difficulty: Easy
Gradable: manual
Learning Objective: 1*

232. Comment on the accuracy of the following statement: 'Employees are more effective when they display their true emotions on the job.'
(p. 98-99)

This question requires discussion of at least two perspectives on emotional labour. First, most jobs require emotional labour—they require employees to follow prescribed display rules in interpersonal interactions, even when they do not feel the emotions conveyed by these display rules. From this perspective, the statement is false. Employees should hide their true emotions and instead convey those prescribed by the role because this fulfils customer service needs.

From the other perspective, employees suffer from stress, job burnout and emotional numbness when they continually display emotions that they do not truly feel. From this perspective, the statement is true. Employees should be able to display their true emotions or, at least, not be required to display emotions that conflict with their true emotions.

A good answer to this question would describe these two perspectives and would possibly identify situations where the two are reconciled. For instance, students might suggest that employees should be put into jobs where emotional display rules are compatible with their emotions in those jobs. This is a form of person-job matching and may refer to a person's personality that affects his/her positive or negative emotions. Another way to reconcile these two points is for employees to engage in "deep acting." Specifically, employees provide better service and experience less stress when they deliberately change their true emotions to match the required emotions for the situation (as opposed to surface acting, which involves simply pretending to experience certain desired emotions when the employee actually feels otherwise.)

Chapter - Chapter 04 #232
Difficulty: Medium
Gradable: manual
Learning Objective: 2

233. Several government department employees who regularly meet unemployed citizens say they experience considerable stress. The problem, they claim, is that they try to act pleasant and sympathetic to their clients, but it is difficult to hide their true emotions when clients act rude and angry during visits to their office (which distributes unemployment insurance cheques). Based on your knowledge of surface and deep acting, describe what these government department employees might do to minimize their stress in this situation.
(p. 98-99)

It sounds like these government employees are engaging in surface acting rather than deep acting. Research indicates that employees experience more stress and burnout when they engage in surface acting, that is, they think through and act out behaviours that reflect the required emotions even though they hold quite different emotions. An example of surface acting would be smiling at a customer even though you feel irritated by that person. Surface acting is stressful because you have to act out behaviours while holding back your true emotions that are incompatible with those behaviours.

In contrast, deep acting involves changing your emotions to meet the job requirements. Rather than feeling irritated by a particular customer, you apply strategies that make you less irritated and generally happier to work with this person. For example, you might think that the customer is irritating due to personal problems and that you might help make the individual's life a little better through good service. Thus, rather than having a conflict between your required and true emotions, deep acting involves shifting your true emotions so they are more compatible with the required emotions. Not only does this reduce stress; it also creates a sense of accomplishment if your performance is effective.

Chapter - Chapter 04 #233
Difficulty: Medium
Gradable: manual
Learning Objective: 2

234. For many years, a financial investment firm focused on cognitive intelligence to promote the best employees into management positions. These people proved to be very good at derivatives and other forms of financial analysis. Now, some executives believe that the investment firm should promote people into management based more on their emotional intelligence. Explain why emotional intelligence might be a good (or better) predictor of management ability than the employee's cognitive intelligence.
- (p. 100-101)

To answer this question, students need to cite some parts of the emotional intelligence model. They also need to make some reference to management tasks to link specific features of emotional intelligence to the job.

Self-awareness: Self-awareness refers to having a deep understanding of one's own emotions as well as strengths, weaknesses, values, and motives. Managers require this ability as a prerequisite for the other elements of emotional intelligence. Only by being aware of their own emotions can managers display appropriate emotions and influence the emotions of others.

Self-management: This represents how well we control or redirect our internal states, impulses, and resources. Self-management ensures that managers do not display inappropriate emotions which would undermine employee well-being and motivation. It also includes managing the emotions we display to others. Managers need to be able to express emotions that are consistent with the demands of the situation. For example, managers need to show sympathy or excitement in the right situations. This emotional consistency or "fit" builds employee trust and respect, which increases the manager's power base.

Social awareness: This third level of EI is mainly about empathy-having understanding and sensitivity to the feelings, thoughts, and situation of others. This ability is important for managers because they need to anticipate employee reactions to specific situations.

Relationship management: This dimension of EI refers to managing other people's emotions. This is obviously vital for managers because they need to generate or control emotions in employees, such as building excitement among employees at a meeting and calming them in tense situations.

235. If you believed a co-worker had a high level of emotional intelligence, what evidence would you look for to confirm your belief?
(p. 100-101)

To answer this question, students need to refer to the four components or levels of emotional intelligence and to identify ways of recognizing each level in a person.

Self-awareness: Self-awareness refers to having a deep understanding of one's own emotions as well as strengths, weaknesses, values, and motives. This is probably the most difficult element of EI to directly observe. However, it is indirectly apparent by observing the co-worker on the other elements of EI because those elements require self-awareness as a prerequisite.

Self-management: This represents how well we control or redirect our internal states, impulses, and resources. You can identify this in the co-worker by noticing if they act appropriately in various situations, that is, their behaviours display appropriate emotions. You could identify someone with this feature by the fact that they remain calm even though the situation would make others angry or fearful.

Social awareness: This third level of EI is mainly about empathy-having understanding and sensitivity to the feelings, thoughts, and situation of others. This is apparent in a co-worker who accurately describes your thoughts and feelings about a particular situation. Socially aware people also act appropriately for the situation (such as avoiding humour in a solemn situation).

Relationship management: This dimension of EI refers to managing other people's emotions. A co-worker who is high on this dimension of EI would be able to change the emotions in other people in an intended way. For example, the co-worker could get people excited about completing a project.

236. (p. 102-104) A senior executive in your organization read an older organizational behaviour textbook, which concluded that there is little relationship between job satisfaction and job performance. The senior executive now believes that it is a waste of time and money to have 'happy workers'. Instead, the executive is recommending finding ways to improve productivity without any consideration for employee well-being (beyond legal requirements). The company president is concerned that the executive's information may convince other members of the management committee to take a similar harsh view. Provide three different arguments why companies should try to maintain a reasonable level of job satisfaction among employees in this organization.

The answer to this question combines information about the effects of job satisfaction on work behaviours, the relationship between job satisfaction and job performance, and the relationship between job satisfaction and customer satisfaction.

With respect to the effect of job satisfaction on work behaviours, it is well established that employees who are dissatisfied with their job are more likely to quit, have higher absenteeism, engage in counterproductive behaviours, and pay less attention to work quality. Each of these outcomes can be costly and disruptive for the organization.

Although the executive read an older textbook indicating a weak relationship between job satisfaction and job performance, recent evidence now concludes that the earlier findings were wrong. Instead, there is a moderate relationship between job satisfaction and job performance. Moreover, the relationship may be high in this organization if employees who perform their jobs well receive higher rewards, and where employees have considerable discretion over their job performance.

With respect to the relationship between job satisfaction and customer satisfaction, the evidence indicates that happy employees produce better customer service. Their positive mood creates more pleasant interactions with clients. Moreover, satisfied employees are less likely to quit their jobs, so customers have more experienced and more familiar service.

237. (p. 106-108) You are a senior executive in a large pharmaceutical firm and have just hired a chemist who is recognized as a 'rising star' in the industry. Your organization has spent a lot of money recruiting this person and hopes that the chemist will stay with this firm for many years. However, as with many scientists, the new hire seems to have very little loyalty to or identification with any firm. Explain in detail (with action plan examples pertaining to this incident) four (4) strategies that would try to increase this employee's loyalty to this organization.

Some students will try to discuss the use of 'golden handcuff' incentives to tie the person to the organization through continuance commitment. Although this is a form of commitment, it is not usually considered part of the meaning of 'loyalty'. Moreover, there are negative consequences of building continuance commitment rather than affective commitment.

The preferred answer to this question is to describe and apply any four of the strategies listed below. These actions build affective commitment.

Fairness and support. The company would ensure that it provides a clear understanding of the psychological contract and fulfills those contractual arrangements. It would also support the employee, such as with work/life balance and time off for pressing family needs.

Shared values. Although not likely possible to alter the values of this person, the company might eventually shifts its dominant values to become more compatible with those of the employee.

Trust. The company might give the chemist certain privileges that show its trust in the employee which, in turn, strengthens the chemist's loyalty to the firm.

Organizational comprehension. The chemist might feel more loyalty to the firm by learning more about the different parts of the company, being kept informed of organizational changes, and by developing a better understanding of the company's past and future directions.

Employee involvement. The chemist might build more loyalty to the firm by being involved in important organizational decisions.

*Chapter - Chapter 04 #237
Difficulty: Medium
Gradable: manual
Learning Objective: 3*

238. (p. 106) Universal Broadcasting Corp. is concerned about losing some of its best technical staff to competitors. Senior executives have decided that the best way to build a loyal work force is to introduce a deferred profit-sharing plan. Employees would receive half of each year's profit share at the end of the year, but the other half would be paid out over the next two years as trailers. Anyone who leaves, other than due to retirement or layoffs, would forfeit some or all of the deferred payments. Explain what effect this plan may have on organizational commitment and employee behaviours.

This scenario describes a classic form of golden handcuff—reward systems that motivate employees to stay with the organization because of the financial cost of leaving. These incentives develop continuance commitment. Continuance commitment is the degree that employees believe it is in their own personal interest to remain with the organization. This form of commitment may reduce employee turnover, but it is also known to have an adverse effect on job performance.

*Chapter - Chapter 04 #238
Difficulty: Easy
Gradable: manual
Learning Objective: 3*

239. Give two reasons why employee involvement tends to increase organizational commitment.

(p. 107-108)

One reason why employee involvement increases organizational commitment is that it demonstrates the company's (i.e. senior management's) trust in its employees. This evidence of trust is important because trust directly strengthens loyalty.

The other reason why employee involvement increases loyalty is because employees feel part of the organization when they make decisions that guide the organization's future. Through participation, employees begin to see how the organization is a reflection of their decisions.

Chapter - Chapter 04 #239
Difficulty: Easy
Gradable: manual
Learning Objective: 3

240. Comment on the accuracy of the following statement: 'Stress is best described as a working condition that hurts employee job performance.'

(p. 108)

The statement is incorrect in two ways. First, stress is an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being. In other words, it is the physiological and psychological reaction within the individual as described by the general adaptation syndrome. Working conditions that cause stress are known as stressors. They do not represent the stress itself.

Second, stress is not always negative. In fact, a low stress level (known as eustress) is a necessary condition of life. People need stress to activate and motivate them to achieve goals and succeed in life's challenges.

Chapter - Chapter 04 #240
Difficulty: Medium
Gradable: manual
Learning Objective: 4

241. Jake tells you that he is feeling very stressed. Based on your knowledge of the general adaptation syndrome, what information would you ask or look for to determine what stage of stress Jake is experiencing?

(p. 108-109)

This question asks students to describe the three stages of the general adaptation syndrome in a way that diagnoses Jake's perception of stress. To answer the question, students must identify the main features of each stage of the general adaptation syndrome:

Alarm reaction. This stage is apparent because Jake would experience increased respiration rate, blood pressure, heartbeat, muscle tension and other physiological responses. The person's survival capabilities are temporarily reduced. Shock may occur in extreme circumstances. He would likely also be able to identify perceived threats or challenges in his life.

Resistance. This stage is apparent from various biochemical, psychological and behavioural conditions. One of these is a higher level of adrenalin. Jake would also be taking behavioural actions to defend against the threats or challenges.

Exhaustion. At this stage, Jake would experience varying levels of exhaustion. He may also experience psychological and/or physiological problems described in the consequences of stress section of this chapter (e.g. ranging from a short temper to heart disease).

Chapter - Chapter 04 #241
Difficulty: Medium
Gradable: manual
Learning Objective: 4

242. (p. 109-110) The Director of Nursing at Smalltown General Hospital claims that several nurses are experiencing job burnout. Describe the three components of this job burnout that should be evident from these nurses. Your description of each component should include an example related to nursing. Also, briefly identify two possible characteristics of nursing that might have contributed to this job burnout.

Job burnout is due to interpersonal and role-related stressors. Thus, burnout may be due to the fact that nurses must endure irate patients, ineffective management and related interpersonal stressors. With respect to role-related stressors, they might experience role conflict (such as following a doctor's orders that the nurse disagrees with), role ambiguity (such as uncertainty over which of two doctors have primary authority over a patient) or work overload.

The three components of job burnout are emotional exhaustion, cynicism and reduced efficacy. Emotional exhaustion represents the first stage and is characterised by a lack of energy and a feeling that one's emotional resources are depleted. For example, nurses with job burnout no longer feel able to give as much support and caring to patients.

Cynicism follows emotional exhaustion and is identified by the treatment of others as objects rather than people. Burned out employees become emotionally detached from clients and cynical about the organization. For example, a burned out nurse might coldly label a patient as 'the kidney in room 307'. Cynicism is also apparent when employees strictly follow rules and regulations rather than trying to understand the client's needs and search for a mutually acceptable solution. Thus, a nurse might follow a doctor's orders closely rather than being flexible enough for the patient's needs.

Reduced efficacy, the final component of job burnout, refers to the decline in one's feelings of competence and success and is observed by feelings of diminished competency (self-efficacy). For example, nurses who feel job burnout no longer believe that their efforts make a difference. They doubt their ability and competence at work.

243. James is a hard worker on the construction site, but two colleagues have discouraged him from working too quickly on his part of the project. At first, they would taunt him about 'sucking up' to the project boss and for trying to make everyone else among the construction crew look lazy. But more recently, the two colleagues have acted more threateningly towards James. One day during lunch break, the two cornered James and wouldn't let him pass by until they had uttered a few obscenities at him. A couple of days later, the two colleagues stood near his car in the parking lot. They didn't prevent James from getting into his car and driving away, but the experience was uncomfortable and quite stressful. What type of stressor is James experiencing and what is the most effective stress management strategy in this situation?

James is experiencing psychological harassment, which is an interpersonal stressor. Psychological harassment includes repeated and hostile or unwanted conduct, verbal comments, actions or gestures, that affect an employee's dignity or psychological or physical integrity and that result in a harmful work environment for the employee. Although its boundaries are somewhat fuzzy, most people would probably conclude that the incidents that James has experienced are forms of psychological harassment.

Psychological harassment is an interpersonal stressor. While the textbook describes a variety of stress management strategies, the single most important strategy for psychological harassment is to remove the stressor. In other words, companies must make reasonable efforts to minimize and avoid psychological harassment. The textbook identifies a few ways to do this. The first step is to set up a policy and program to create a more respectful workplace. Companies should explicitly remind employees that they have a moral obligation to treat each other with consideration, respect and dignity. Past behaviour is the best predictor of future behaviour, so companies should carefully screen applicants in terms of past incidents. Feedback, particularly the 360-degree variety, lets employees know when their behaviour is out of line. Lastly, organizations should have a grievance, mediation or other conflict resolution process that employees trust when they become victims of psychological harassment.

Chapter - Chapter 04 #243
Difficulty: Difficult
Gradable: manual
Learning Objective: 4

244. Some jobs are considered more stressful than others. Describe what this really means and give two reasons why someone in a 'high-stress' job might experience less stress than another person in a 'low-stress' job.

Jobs are more stressful if they have more stressors than other jobs. However, this does not necessarily mean that all people in high-stress jobs experience more stress than people in lower-stress jobs.

One problem with rating the stress of occupations is that task characteristics and job environments differ considerably for the same job in different organizations and societies. A police officer's job may be less stressful in a small town, for instance, than in a large city where crime rates are higher and the organizational hierarchy is more formal.

Another problem with identifying a job as 'high stress' is that a job with many stressors may be stressful to one person and create very little stress to another. In this respect, we must be careful not to conclude that people in high-stress occupations actually experience higher stress than people in other occupations. They are exposed to more serious stressors, but careful selection and training can result in stress levels no different from those experienced by people in other jobs.

Chapter - Chapter 04 #244
Difficulty: Medium
Gradable: manual
Learning Objective: 4

245. Janine and Anitra work as bank customer service representatives. Janine often comes home at the end of the working day with a headache and feeling emotionally exhausted. She has difficulty sleeping immediately before and after some days at work. Anitra performs the same job duties as Janine and often works with the same clients. Yet Anitra rarely experiences these symptoms. Using your knowledge of stress, give three explanations why these two are reacting differently to their jobs.

(p. 111-112)

(Note: This question is similar to discussion question 3 in the textbook.)

Janine is experiencing several symptoms (consequences) of stress, including headaches, sleeplessness and emotional exhaustion. Anitra, on the other hand, has few symptoms. There are three possible reasons for this difference.

One explanation is that employees perceive the situation differently. Those with low self-esteem are more likely to see job loss as a threat than those with higher self-esteem. Some people are more sensitive to certain environmental stimuli or they interpret those stimuli as more or less threatening.

Second, people have different threshold levels of resistance to a stressor. Anitra may be in better physical condition than Janine or she may have a larger store of energy to cope with high stress levels.

Third, people may experience the same level of stress and yet exhibit different stress outcomes because they use different coping strategies. For example, Anitra may have learned to withdraw temporarily from the stressors or she might have more social support to cope with the work-related stress. Janine might be using poor stress-coping strategies.

A fourth explanation (somewhat related to the first explanation above) is high emotional stability. High emotional stability is the capability of individuals to cope successfully in the face of significant change, adversity, or risk. Such people have personality traits that generate more optimism, confidence, and positive emotions. High emotional stability also involves specific competencies and behaviours to respond and adapt more effectively to stressors. Resilience is also an inner force that motivates us to move forward.

246. From a survey of employees, a major health-products company discovered that many staff members felt overworked and had too little time to balance their personal lives with job demands. A significant percentage of employees said that they were thinking of quitting because of this stress. Moreover, the concerns were raised by unmarried employees without children, not just among married women with children. Describe two different types of initiatives that would likely ease the type of stress identified in this survey.

This survey indicates that employees are experiencing stress due to poor work/life balance. This likely includes some degree of time-based conflict, but also strain-based conflict. Students should identify any two work/life initiatives that would offset these stressors. It is important to watch out for students who focus too much on family-friendly initiatives (e.g. childcare). While these may benefit some employees, the survey indicates that people who are unmarried and without children also experience stress due to a poor work/life balance.

Flexible work time. The company might allow employees to start and end their working day at different times to suit their non-work needs.

Job sharing. This strategy would give some employees the opportunity to work part-time in a meaningful job. It would certainly free up much time for non-work activities.

Teleworking. Some employees might benefit from the opportunity to work from home or a satellite office closer to home. This reduces commuting time (which would transfer to non-work time) and might give them more flexibility to complete non-work tasks (e.g. shopping during midday). Students should be cautious about the idea that teleworking allows employees to care for young children while working, however. This isn't usually effective.

Personal leave programs. Some work/life balance stress might be resolved by giving employees paid days off to care for an elderly family member or a young child, or for the opportunity to try out a new experience.

Childcare. This option is probably the least important here because the problem extends to employees without children. For those with children, on-site (or nearby) childcare might reduce travelling to distant childcare sites and minimize stress resulting from having young children being cared for at a distance (i.e. the employee can check in with the child during the day).

247. (p. 113) Head-office employees at Acme Widgets have had heavy workloads over the past year, due mainly to downsizing and increased demand for widgets. Acme's CEO wants to introduce a stress management program that would control the consequences of this stress. Describe three types of stress management programs that would help employees to cope more effectively with the physiological and/or psychological consequences of stress. Your answer should also briefly state the specific benefits that each type of program provides.

The textbook describes three general types of activities that potentially control the consequences of stress. These include relaxation and meditation programs, fitness and lifestyle programs, and employee counselling programs. Students should describe all three types to answer this question. However, the instructor may allow answers that treat each specific program as a separate type (e.g. fitness different from lifestyle).

Relaxation and meditation programs. Relaxation and meditation programs help employees to adjust their physiological response to the stressor and stress perception. In relaxation training, the objective is to achieve a relaxation response in which heart rate, blood pressure, muscle tension and breathing rate decrease. Relaxation and meditation programs are effective in reducing blood-pressure levels, muscle tension and breathing rate.

Fitness and wellness programs. Corporate fitness programs help employees to lower their respiration, muscle tension, heartbeat and stomach acidity, thereby reducing the physiological consequences of stress. Wellness programs train employees and reinforce their behaviour in better nutrition and fitness, regular sleep and other good health habits.

Employee counselling. Many organizations have introduced employee assistance programs (EAPs) to help employees with stressful life experiences and to overcome ineffective coping mechanisms such as alcoholism. Broad-brush programs counsel employees on most work or personal problems. They often help employees to overcome dysfunctional stress coping strategies, such as alcoholism.

*Chapter - Chapter 04 #247
Difficulty: Medium
Gradable: manual
Learning Objective: 5*

248. (p. 113) Several employees at the head office of Southern Mining Corp. want the company to provide a fitness centre. Senior executives know that physical fitness improves employee health, but have asked you to provide justification for the fitness centre in terms of stress management. Explain how the fitness centre potentially minimizes stress.

The textbook explains that physical exercise is a stress management strategy because it reduces the adverse consequences of stress. Specifically, physical fitness reduces the physiological consequences of stress by helping employees to lower their respiration, muscle tension, heartbeat and stomach acidity. Through these actions, physically fit employees are in better shape (literally!) to withstand the adverse consequences of stress at work.

*Chapter - Chapter 04 #248
Difficulty: Easy
Gradable: manual
Learning Objective: 5*

4 Summary

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5

1. The challenge facing organizational leaders today is that:
A. employers have difficulty understanding the different needs and expectations that younger generation employees bring to the workplace.
B. there are more layers of management today, which makes it more difficult to motivate everyone in management positions.
C. corporate downsizing and reduced job security have damaged the levels of trust employees need to work beyond minimum levels.
D. employees aren't very engaged.
E. All of the answers are correct.
2. Commonly mentioned influences on employee engagement include:
A. rate of pay.
B. appealing company mission statement.
C. organizational justice.
D. work/life balance.
E. All of the above.
3. All of the following are reasons given for why some employees are "disengaged" EXCEPT:
A. Companies have not strived for employee involvement.
B. Organizational injustices.
C. Communication about the business is lacking.
D. Employee development opportunities are lacking.
E. Basic needs of employees have not been provided or satisfied.
4. _____ produce emotions, whereas _____ represent the motivational force of those emotions which are channelled toward particular goals.
A. Drives; needs
B. Needs; drives
C. Thinking; doing
D. Planning; projecting
E. None of the above is correct.
5. Which of the following statements about drives is FALSE?
A. They are also called primary needs.
B. They activate emotions, which put us in a state of readiness to act.
C. They include only basic physiological essentials, such as hunger and thirst.
D. Drives and emotions represent the primary sources of motivation.
E. All of the above are correct.
6. Self-concept, social norms, and past experiences help us:
A. adjust our level of drive-based emotions.
B. regulate our decisions and behaviours.
C. adjust our drive-based emotions, but not our behaviours.
D. make unemotional decisions based on reason and logic.
E. direct us into goal-directed behaviour.
7. Which of these is the most widely known theory of human motivation?
A. Maslow's needs hierarchy theory
B. Expectancy theory
C. Goal setting theory
D. Equity theory
E. Learned needs theory

8. Maslow's needs hierarchy explicitly names the following needs EXCEPT:
- A. power.
 - B. self-actualization.
 - C. safety.
 - D. esteem.
 - E. belongingness.
9. The highest level need in Maslow's hierarchy of needs is:
- A. esteem.
 - B. safety.
 - C. power.
 - D. belongingness.
 - E. self-actualization.
10. In Maslow's needs hierarchy, the bottom four levels are collectively known as _____ needs, whereas self-actualization is called a _____ need.
- A. belongingness; infinite
 - B. fictitious; factual
 - C. primary; secondary
 - D. subordinate; superordinate
 - E. None of the above.
11. Maslow's needs hierarchy theory discusses all of the following concepts EXCEPT:
- A. physiological needs.
 - B. belongingness/love.
 - C. drive to acquire.
 - D. self-actualization.
 - E. safety needs.
12. Which of the following needs is NOT explicitly stated in Maslow's needs hierarchy theory?
- A. Physiological needs
 - B. Growth needs
 - C. Need for safety
 - D. Self-actualization
 - E. Esteem
13. Which of these theories states that we are motivated by several needs, but the strongest source is the lowest unsatisfied need?
- A. Four-drive theory
 - B. Needs hierarchy theory
 - C. Equity theory
 - D. Distributive justice theory
 - E. Learned needs theory
14. According to Maslow's needs hierarchy, after people have satisfied their physiological and safety needs, they are mainly motivated to fulfill their _____ needs.
- A. belongingness
 - B. growth
 - C. self-esteem
 - D. social esteem
 - E. existence
15. One feature of Maslow's needs hierarchy theory that continues to have support is that:
- A. everyone has the same needs hierarchy.
 - B. no one ever experiences self-actualization.
 - C. motivation is caused by the environment, not by internal thoughts or emotions.
 - D. we should build positive qualities and perspectives within individuals and institutions as opposed to . focussing on trying to fix what might be wrong with them.
 - E. everyone compares themselves to other people when determining what is fair.

16. Maslow's view of employee motivation:
 - A. became the foundation of positive organizational behaviour.
 - B. helped employers standardize reward systems.
 - C. was that we should focus mostly on need deprivation.
 - D. encouraged others to narrowly define needs or drives.
 - E. introduced a mechanistic perspective of the workplace in organizational behaviour.
17. If individuals are unable to satisfy a particular need, Maslow's needs hierarchy theory states that they:
 - A. keep trying to fulfill this need until it is satisfied.
 - B. redirect their efforts towards fulfilling a higher need in the hierarchy.
 - C. permanently remove the blocked need from their list of needs to satisfy.
 - D. become fixated on that particular need and are thus unable to progress.
 - E. None of the above is correct.
18. Needs hierarchy theory fails to explain the dynamics of employee motivation mainly because:
 - A. some people never experiences growth or self-actualization.
 - B. people do not have a needs hierarchy.
 - C. people do not fit into a single needs hierarchy.
 - D. people have drives, not needs.
 - E. both theories wrongly assume that everyone has hard-wired needs.
19. Unlike needs hierarchy models, recent studies suggest that:
 - A. values, self-concept, and social identity influence a person's unique needs hierarchy.
 - B. people do not have a needs hierarchy.
 - C. everyone has the same needs hierarchy.
 - D. physiological and safety needs are always the lowest level needs.
 - E. all needs are learned rather than formed from innate drives.
20. Current evidence indicates that a person's needs hierarchy:
 - A. is hardwired.
 - B. is common to everyone.
 - C. remains the same over a person's lifetime.
 - D. All of the answers are correct.
 - E. None of the answers apply.
21. Which of the following basic needs is explicitly stated in needs hierarchy theory and theory of learned needs?
 - A. Physiological needs
 - B. Safety needs
 - C. Power needs
 - D. Financial needs
 - E. None of the answers apply.
22. Through hard work, Gan lives comfortably without much financial debt. Now he wants to improve relations with colleagues and form stronger friendships. Which needs-based theory of motivation best explains Gan's recent focus on his social needs?
 - A. Four-drive theory
 - B. Learned needs theory
 - C. Needs hierarchy theory
 - D. Expectancy theory
 - E. Equity theory
23. Which of these motivation theories arranges employee needs in a hierarchy of importance?
 - A. Maslow's needs theory
 - B. Four-drive theory
 - C. Expectancy theory
 - D. McClelland's learned needs theory
 - E. ERG theory and McClelland's learned needs theory

24. Jane holds a well-paying job with good job security. She also gets along well with colleagues, but has been frustrated in her attempts to find new friends. Due to this frustration, Jane has recently started spending more time trying to get challenging work from her employer. She now spends less time enjoying social relations with colleagues. Which needs-based theory of motivation would best explain Jane's recent focus on seeking challenging work?
- A. Four-drive theory
 - B. Learned needs theory
 - C. Needs hierarchy theory
 - D. ERG theory
 - E. None of these theories explains why people change their dominant needs
25. Which of the following employee motivation theories does NOT arrange needs in a hierarchy of importance?
- A. Maslow's theory
 - B. Four-drive theory.
 - C. McClelland's learned needs theory
 - D. All of the above are correct.
 - E. 'C' and 'D' only.
26. McClelland's learned needs theory does NOT include which of these needs?
- A. Safety need
 - B. Achievement need
 - C. Socialized power need
 - D. Personalized power need
 - E. Affiliation need
27. According to McClelland, achievement, affiliation, and power needs are:
- A. instinctive.
 - B. genetic.
 - C. non-existent.
 - D. learned.
 - E. None of the answers apply.
28. The desire to seek approval from others, conform to their wishes and expectations, and avoid conflict and confrontations is called:
- A. Need for affiliation
 - B. Need for power
 - C. Need for achievement
 - D. Need for safety
 - E. Need for existence
29. Compared to people with low need for affiliation, people with a high need for affiliation tend to:
- A. have higher absenteeism.
 - B. be less effective in jobs requiring social interaction.
 - C. be better at mediating conflicts.
 - D. All of the answers are correct.
 - E. be less effective in jobs requiring social interaction and be better at mediating conflicts.
30. People with _____ are more effective in many jobs requiring social interaction, but they tend to be less effective at allocating scarce resources.
- A. High nAch
 - B. Low nPow
 - C. High nPow
 - D. Low nAff
 - E. High nAff

31. Research has found that entrepreneurs are more likely to succeed if they have:
 - A. a low need for socialized power.
 - B. a high need for personalized power.
 - C. a high need for affiliation.
 - D. a low existence need.
 - E. a high need for achievement.
32. People with a high need for affiliation:
 - A. want to form positive relationships with others.
 - B. try to project a favourable image of themselves.
 - C. try to smooth out conflicts that occur in meetings and other social settings.
 - D. tend to work well in coordinating roles.
 - E. All of the answers are correct.
33. The two types of need for power in learned needs theory are:
 - A. personalized and socialized.
 - B. individual and team.
 - C. corporate and political.
 - D. high and low.
 - E. monetary and non-monetary.
34. Research has found that effective leaders possess:
 - A. a high need for socialized power.
 - B. a high need for personalized power.
 - C. a high need for affiliation.
 - D. a high existence need.
 - E. a high need for personalized power and a high need for affiliation.
35. Alex demands loyalty from employees and gains satisfaction from controlling people. His actions don't seem to benefit the organization; rather, he does this to advance his own career and for the enjoyment of influencing others. Based on this information, it is most accurate to say that Alex has a:
 - A. high need for affiliation.
 - B. high need for socialized power.
 - C. high need for personalized power.
 - D. low need for achievement.
 - E. low need for personalized power.
36. Which of the following theories emphasizes the idea that some needs can be strengthened or weakened through training programs?
 - A. Maslow's needs hierarchy theory
 - B. ERG theory
 - C. Learned needs theory
 - D. Four-drive theory
 - E. All of the answers are correct.
37. According to the four-drive theory, which of the following is insatiable (i.e., can never be fulfilled, we always want more of it)?
 - A. Drive to acquire
 - B. Physiological needs
 - C. Drive to defend
 - D. Belongingness needs
 - E. Drive to acquire and drive to defend

38. In four-drive theory, the drive _____ is most closely associated with the need for relative status and recognition.
- A. to bond
 - B. for fairness
 - C. to achieve goals
 - D. to acquire
 - E. for feedback
39. In four-drive theory, the drive _____ is most closely associated with social identity theory.
- A. to bond
 - B. for fairness
 - C. to defend
 - D. to acquire
 - E. to achieve goals
40. Which theory explicitly includes the following concepts: acquire, bond, learn?
- A. Goal setting theory
 - B. Four-drive theory
 - C. Maslow's needs hierarchy
 - D. McClelland's learned needs theory
 - E. Expectancy theory
41. According to four-drive theory, the drive _____ is a fundamental ingredient in the success of organizations and development of societies.
- A. to defend
 - B. for fairness
 - C. to bond
 - D. to acquire
 - E. to achieve goals
42. Four-drive theory is based on the idea that:
- A. needs can be learned.
 - B. needs form a permanent hierarchy.
 - C. employee motivation is based on expectations.
 - D. the sources of employee needs are hard-wired.
 - E. people do not really have any needs.
43. Which drive in four-drive theory is reactive rather than proactive?
- A. Drive to acquire
 - B. Drive to learn
 - C. Drive to defend
 - D. Drive to bond
 - E. Drive for power
44. According to four-drive theory, _____ are the conscious sources of human motivation.
- A. co-workers
 - B. food and drink
 - C. emotional markers
 - D. drives
 - E. justice and equity
45. Which theory most explicitly relies on emotions to explain employee motivation?
- A. Four-drive theory
 - B. Maslow's needs hierarchy
 - C. Goal setting theory
 - D. McClelland's learned needs theory
 - E. Expectancy theory

46. The main practical implication of four-drive theory is that:
- A. companies should ensure everyone fulfills their social needs before status needs.
 - B. companies should avoid offering rewards with a high valence.
 - C. people experience a sense of fairness in the process, not just the outcomes.
 - D. companies should provide a balanced opportunity for employees to acquire, bond, learn, and defend.
 - E. employees should receive 360-degree feedback rather than just from their supervisor.
47. Four-drive theory recommends:
- A. that companies should encourage employees to fulfill one drive at a time.
 - B. that companies should provide sufficient rewards, learning opportunities, and social interaction at the same time.
 - C. that companies should only hire people with a strong drive to defend.
 - D. that companies should create a work environment that routinely triggers the employee's drive to defend.
 - E. None of the answers apply.
48. Four-drive theory states that the four drives:
- A. counterbalance each other.
 - B. are arranged in a hierarchy.
 - C. are learned, not innate.
 - D. are equivalent to the top four needs in Maslow's needs hierarchy.
 - E. should not be fulfilled in organizational settings.
49. Expectancy theory mainly helps us to predict an individual's:
- A. effort.
 - B. need for achievement.
 - C. distributive justice.
 - D. job satisfaction.
 - E. rewards.
50. Which motivation theory is based on the idea that work effort is directed toward behaviours that people believe will lead to desired outcomes?
- A. Equity theory
 - B. ERG theory
 - C. Goal setting theory
 - D. Four-drive theory
 - E. Expectancy theory
51. Expectancy theory mainly explains how employees:
- A. have different needs at different times.
 - B. can use personal expectations to reduce work-related stress.
 - C. can motivate themselves through power.
 - D. have different levels of work effort based on their expectations of performance and reward outcomes.
 - E. compare their inputs and outcomes to other people.
52. Which of these is found in the expectancy theory model?
- A. P-to-O expectancy
 - B. E-to-F expectancy
 - C. V-to-E expectancy
 - D. P-to-E expectancy
 - E. O-to-P expectancy
53. An individual's perceived probability that a particular level of effort will result in a particular level of performance refers to the:
- A. E-to-P need.
 - B. EP-to-PO outcome.
 - C. E-to-V expectancy.
 - D. E-to-P expectancy.
 - E. EV-to-PE outcome.

54. Which motivation theory considers the individual's perceived probability that his or her effort will result in a particular level of performance?
- A. Learned needs theory
 - B. Expectancy theory
 - C. Needs hierarchy theory
 - D. Equity theory
 - E. Four-drive theory
55. Which of the following statements about expectancy theory is FALSE?
- A. Expectancy theory is a drive-based theory of motivation.
 - B. Expectancy theory has been applied to a wide variety of studies.
 - C. The process of employee motivation is explained reasonably well by expectancy theory.
 - D. One way to increase the P-to-O expectancy in the expectancy theory model is to accurately measure job performance.
 - E. Expectancy theory has three main components relating to effort, performance and performance outcomes.
56. Employees who believe that accomplishing a particular task will almost certainly result in a day off with pay would have:
- A. an E-to-P expectancy above 100.
 - B. a P-to-O expectancy close to 1:0.
 - C. an outcome valence above 0:0.
 - D. an E-to-P expectancy close to minus 100.
 - E. a P-to-O expectancy close to 100.
57. According to expectancy theory, a reward that is not wanted has:
- A. a high E-to-P expectancy.
 - B. an inappropriate comparison other.
 - C. a negative outcome valence.
 - D. a low P-to-O expectancy.
 - E. a low need for socialized power.
58. In expectancy theory, valence refers to the:
- A. amount of effort a person puts towards a known goal.
 - B. individual's perceived probability of performing the task at a particular level.
 - C. anticipated satisfaction or dissatisfaction that an individual feels towards an outcome.
 - D. individual's perceived probability that his or her performance will lead to specific outcomes.
 - E. feelings that result from a comparison of the individual's outcome/input ratio with the outcome/input ratio of a comparison other.
59. According to expectancy theory, providing counselling and coaching to an employee who lacks self-confidence is most likely to increase the employee's:
- A. V-to-O expectancy.
 - B. E-to-P expectancy.
 - C. P-to-E expectancy.
 - D. O-to-P expectancy.
 - E. P-to-O expectancy.
60. Employee motivation tends to increase when people are assigned to jobs for which they are qualified and they receive coaching to improve their self-confidence. Both of these practices improve employee motivation by:
- A. reducing feelings of inequity.
 - B. increasing outcome valences.
 - C. satisfying existence needs.
 - D. increasing P-to-O expectancies.
 - E. increasing E-to-P expectancies.

61. According to expectancy theory, a skill-development training program would:
- A. have no effect on employee motivation.
 - B. mainly increase the effort-to-performance expectancy.
 - C. mainly increase the performance-to-outcome expectancy.
 - D. mainly increase the valence of pay increases and other organizational outcomes.
 - E. mainly alter the comparison other.
62. Which of the following actions would increase employee motivation mainly by enhancing their effort-to-performance expectancy?
- A. Convince employees that poor performance will not be rewarded.
 - B. Reward employees with things that they value.
 - C. Measure performance more accurately.
 - D. Let employees know that their chances of performing successfully are good.
 - E. All of the answers are correct.
63. One way to increase employee motivation by improving the P-to-O expectancies is to:
- A. measure employee performance accurately.
 - B. convince employees that they are able to accomplish the task.
 - C. select employees with the required skills and knowledge.
 - D. provide sufficient time and resources to perform the task.
 - E. give everyone the same reward.
64. ABC Corp. introduced a training program that ensured everyone had the required knowledge and skills to perform the work. The company also brought in a performance-based reward system that accurately identified employees who performed better than others. According to expectancy theory, these practices improve employee motivation by:
- A. increasing employee needs.
 - B. reducing feelings of inequity.
 - C. improving E-to-P expectancies.
 - D. improving P-to-O expectancies.
 - E. improving E-to-P expectancies and improving P-to-O expectancies.
65. According to expectancy theory, which of the following actions would NOT alter outcome valences?
- A. Show employees how their skills can accomplish the task.
 - B. Give employees a choice of rewards.
 - C. Minimize the presence of countervailing outcomes.
 - D. Distribute rewards that employees want.
 - E. Adapt the type of rewards offered to each employee's dominant needs.
66. According to expectancy theory, linking valued rewards to higher job performance mainly increases motivation by:
- A. strengthening the E-to-P expectancy.
 - B. increasing the valence of a \$1,000 bonus.
 - C. weakening the E-to-P expectancy.
 - D. strengthening both the E-to-P and P-to-O expectancies.
 - E. strengthening the P-to-O expectancy.
67. Which of these statements about expectancy theory is FALSE?
- A. Expectancy theory details a person's thinking process when translating demands from competing drives.
 - B. Expectancy theory doesn't explain motivation in different cultures.
 - C. Expectancy theory explains why coaching and pay-for-performance motivate employees.
 - D. Expectancy theory emphasizes rational thinking more than emotions.
 - E. Expectancy theory offers one of the best models available for predicting work effort and motivation.

68. Individualizing rewards enhances which expectancy theory component?
- A. performance expectancy
 - B. E-to-O expectancy
 - C. Valences of outcomes
 - D. E-to-P expectancy
 - E. V-to-E outcomes
69. Behaviour modification does NOT consider:
- A. the types of actions that reinforce behaviour.
 - B. the effect of feedback on behaviour.
 - C. employee behaviour before the behaviour modification strategy is applied.
 - D. employee attitudes towards the person reinforcing the behaviour.
 - E. changes in employee behaviour when the reinforcer is removed.
70. According to the A-B-C model of behaviour modification, antecedents:
- A. have no effect on behaviour.
 - B. cause people to act more randomly.
 - C. inform employees that certain behaviours will have particular consequences.
 - D. represent an older perspective of behaviour modification that is no longer relevant.
 - E. cause people to act more randomly and inform employees that certain behaviours will have particular consequences.
71. The A-B-C model of behaviour modification helps us to:
- A. teach language skills to employees more effectively.
 - B. determine which contingency of reinforcement is best in a particular situation.
 - C. understand how experiential learning differs from social learning.
 - D. determine which schedule of reinforcement is best in a particular situation.
 - E. understand how environmental conditions influence learning and behaviour.
72. Which of these statements about behaviour modification is FALSE?
- A. Behaviour modification programs are most effectively implemented where work behaviour is observable.
 - B. Behaviour modification considers the contingencies and schedules of reinforcement.
 - C. The reinforcer used in some behaviour modification programs tends to lose its effectiveness over time.
 - D. Behaviour modification theory argues that employee beliefs and attitudes cause behaviour.
 - E. A-B-C analysis considers what happens before and after the behaviour.
73. Which of the following is an example of punishment?
- A. The organization takes away some of your pay cheque to cover the cost of a machine that you carelessly broke.
 - B. Your boss doesn't say anything after you have the highest sales of the month.
 - C. Your boss stops complaining about your late arrival at work after you arrive early for several weeks.
 - D. After signing a contract with an important client, the company announces its appreciation of your work.
 - E. The organization takes away some of your pay cheque to cover the cost of a machine that you carelessly broke and your boss stops complaining about your late arrival at work after you arrive early for several weeks.
74. Which of the following increases the future probability of behaviour by removing a negative stimulus after the desired behaviour occurs?
- A. Punishment
 - B. Negative reinforcement
 - C. Positive reinforcement
 - D. Extinction
 - E. None of the answers apply.

75. Which of these occurs when the introduction of a consequence increases or maintains the frequency or future probability of a behaviour?
- A. Positive reinforcement
 - B. Extinction
 - C. Job dissatisfaction
 - D. Punishment
 - E. Negative reinforcement
76. Which of these occurs when a consequence that is introduced decreases the frequency or future probability of a behaviour?
- A. Negative reinforcement
 - B. Positive reinforcement
 - C. Punishment
 - D. Extinction
 - E. None of these
77. Co-workers no longer praise you when you engage in dangerous pranks, so you stop engaging in these pranks. This is an example of:
- A. negative reinforcement.
 - B. punishment.
 - C. positive reinforcement.
 - D. action learning.
 - E. extinction.
78. In most situations, we should follow desired behaviour with _____ and follow undesirable behaviour with _____.
- A. positive reinforcement; extinction
 - B. positive reinforcement; punishment
 - C. extinction; punishment
 - D. punishment; positive reinforcement
 - E. negative reinforcement; positive reinforcement
79. Receiving a commission only when a sale is made represents:
- A. a variable ratio schedule.
 - B. negative reinforcement.
 - C. non fixed interval schedule.
 - D. self-serving bias.
 - E. a fixed ratio schedule.
80. Promotions typically follow which of these schedules?
- A. Variable ratio
 - B. Fixed interval
 - C. Fixed ratio
 - D. Intermittent interval
 - E. None of the above is correct.
81. In behaviour modification, extinction occurs when:
- A. employees are forced to leave the organization.
 - B. a behaviour decreases in frequency because it is punished more than reinforced.
 - C. employees receive reinforcement less often now than in the past.
 - D. employees receive more reinforcement than they should receive.
 - E. a behaviour decreases in frequency because no consequence follows it.

82. A salesperson gets one sales order for every six clients called, on average. If a sales order is a form of positive reinforcement, what type of reinforcement schedule exists here?
- A. Continuous
 - B. Fixed interval
 - C. Fixed ratio
 - D. Variable ratio
 - E. Variable interval
83. Which reinforcement schedule is best for helping employees to learn new behaviours?
- A. Continuous
 - B. Fixed interval
 - C. Fixed ratio
 - D. Variable ratio
 - E. Variable interval
84. In behaviour modification, the variable ratio schedule:
- A. rewards behaviour continuously rather than infrequently.
 - B. occurs when employees receive their biweekly pay cheque.
 - C. reinforces behaviour after it occurs a varying length of time.
 - D. reinforces behaviour after it occurs a varying number of times.
 - E. All of the answers are correct.
85. ABC Corp. pays its employees a fixed salary in a paycheque received every Friday afternoon. This is an example of which reinforcement schedule?
- A. Continuous
 - B. Fixed interval
 - C. Fixed ratio
 - D. Variable ratio
 - E. None; pay cheques do not reinforce any behaviour
86. A British food company reduced absenteeism by giving employees with perfect attendance two chances (through a lottery) to win \$500. This is an example of:
- A. tacit knowledge.
 - B. behaviour modelling.
 - C. social learning.
 - D. a variable ratio schedule of reinforcement.
 - E. behaviour modification and a variable ratio schedule of reinforcement.
87. Which of these statements about behaviour modification is FALSE?
- A. Behaviour modification's behaviourist approach has lost favour among academics and practitioners.
 - B. Behaviour modification programs are sometimes viewed as a form of gambling.
 - C. Behaviour modification reinforcers tend to become too strong over time.
 - D. Behaviour modification focuses on behaviour rather than human thoughts.
 - E. Behaviour modification programs must run infrequently and only for short durations.
88. Social cognitive theory states that:
- A. we learn the consequences of behaviour by observing the experiences of other people.
 - B. we learn through self-reinforcement.
 - C. we learn by modelling the behaviour of other people.
 - D. All of the answers are correct.
 - E. employees cannot learn in social settings.
89. Behavioural modelling and self-reinforcement are components of:
- A. behaviour modification.
 - B. tacit knowledge.
 - C. social cognitive theory.
 - D. the MARS model of individual behaviour and performance.
 - E. organizational citizenship.

90. Which of the following is an advantage of behavioural modelling?
- A. Behavioural modelling helps employees to acquire tacit knowledge and skills from others.
 - B. Behavioural modelling often transmits information more efficiently than through documentation.
 - C. People learn by imitating and practicing those behaviours.
 - D. All of the answers are correct.
 - E. Behavioural modelling has none of these advantages.
91. Self-reinforcement is a component of:
- A. social cognitive theory.
 - B. behaviour modification.
 - C. Johari Window.
 - D. attribution theory.
 - E. None of the answers apply.
92. After completing a difficult assignment, you reward your accomplishment by playing a game on your computer. This reward is part of which of the following organizational behaviour concepts?
- A. MARS model
 - B. Behaviour modification
 - C. Four-needs theory
 - D. Social cognitive theory
 - E. Organizational citizenship
93. After discovering the cause of a computer network problem, Jessie rewards herself by taking a coffee break. Jessie's action of taking a break is an example of:
- A. poor performance.
 - B. learning through experience.
 - C. self-reinforcement.
 - D. behaviour modelling.
 - E. learning through feedback.
94. Goal setting influences employee behaviour and performance mainly by improving:
- A. situational contingencies and learned abilities.
 - B. aptitudes and learned abilities.
 - C. motivation and role perceptions.
 - D. role perceptions and learned abilities.
 - E. motivation and aptitudes.
95. Goal setting is most effective when:
- A. the supervisor sets the goals before discussing them with the employee.
 - B. the goals stretch the employee's abilities and motivation.
 - C. the goal statements are general rather than specific.
 - D. All of the answers are correct.
 - E. the supervisor sets the goals before discussing them with the employee and the goals stretch the employee's abilities and motivation.
96. The optimal level of goal:
- A. occurs where the goal is challenging but not impossible.
 - B. is the most challenging goal that the company can possibly imagine.
 - C. occurs only when employees set their own goal.
 - D. is the point at which the employee does not yet think the goal will 'stretch' them at all.
 - E. occurs where the goal is challenging but not impossible and when employees set their own goal
97. To increase goal performance, employees should participate in the goal-setting process:
- A. when employees would otherwise lack commitment to those goals.
 - B. whenever supervisors have any control over setting goals.
 - C. when employees possess knowledge that would improve goal quality.
 - D. Never; participation weakens the effectiveness of goal setting.
 - E. when employees would otherwise lack commitment to those goals and when employees possess knowledge that would improve goal quality.

98. Feedback affects behaviour and job performance by improving which of the following?
- A. Motivation
 - B. Role perceptions
 - C. Learned ability
 - D. All of the answers are correct
 - E. Role perceptions and learned ability
99. Effective feedback is all of the following EXCEPT:
- A. sufficiently frequent.
 - B. timely.
 - C. general.
 - D. credible.
 - E. relevant.
100. Effective feedback:
- A. is general enough that it applies to any employee.
 - B. is provided only through social sources.
 - C. is provided no more frequently than once every three months.
 - D. All of the answers are correct.
 - E. None of the answers apply.
101. Which of the following statements about performance feedback is FALSE?
- A. The optimal frequency of feedback depends on the type of job.
 - B. Feedback is more valuable when it comes from a credible source.
 - C. Feedback is more useful when it consists of general phrases, such as 'Your sales are going well!', rather than specific phrases.
 - D. Feedback should be available to employees as soon as possible.
 - E. Feedback is relevant when it is linked to goals.
102. How is effective feedback related to an employee's task cycle (the time required to complete a typical task in the job)?
- A. Feedback should be received an average of three times within each task cycle.
 - B. Employees with short task cycles usually need to receive feedback less often than employees with long task cycles.
 - C. Employees with short task cycles should receive feedback more frequently than employees with long task cycles.
 - D. Employees with short task cycles should never receive feedback.
 - E. Task cycles have no effect on effective feedback.
103. One problem with balanced scorecards is that they:
- A. apply to executives rather than to non-management employees.
 - B. rely on the company's share price to measure organizational performance.
 - C. operate as an individual incentive.
 - D. companies chose goals that easily measured rather than valuable.
 - E. All of the answers are correct.
104. Which of the following translates the organizations' vision and mission into specific, measurable performance goals related to financial, customer, internal, and learning/growth processes?
- A. Profit sharing plans.
 - B. Strategic report cards.
 - C. Point-factor reports
 - D. Balanced scorecard
 - E. All of the answers are correct.

105. Strengths-based feedback is consistent with the process of:
- A. self-reinforcement.
 - B. self-enhancement.
 - C. self-deprecation.
 - D. All of the answers are correct.
 - E. None of the answers apply.
106. Compared with supervisor-only feedback, 360-degree feedback tends to be:
- A. less accurate.
 - B. less relevant to the employee's actual performance.
 - C. less ambiguous.
 - D. All of the answers are correct.
 - E. None of the answers apply.
107. Which of the following provides feedback from a full circle of people around the employee?
- A. Hierarchical feedback
 - B. Executive coaching feedback
 - C. Behavioural feedback
 - D. 360-degree feedback
 - E. Nonsocial feedback
108. If supervisors are able to observe only a small portion of an employee's behaviour and performance, then they should:
- A. evaluate several employees and average their performance results.
 - B. evaluate the employee's performance based on their personal observations.
 - C. consider using 360-degree feedback for that employee.
 - D. infer job performance on unobserved tasks from the person's performance on observed tasks.
 - E. None of the answers apply.
109. 360-degree feedback tends to:
- A. be perceived as less accurate than feedback only from the supervisor.
 - B. be more effective when the results are used to determine pay increases and promotions, not just employee development.
 - C. be more complete and accurate information than feedback from a supervisor alone.
 - D. All of the answers are correct.
 - E. be perceived as less accurate than feedback only from the supervisor and be more ambiguous and conflicting than when feedback comes only from the supervisor.
110. Feedback from social sources is generally better than from non-social sources when:
- A. the feedback is negative.
 - B. employees want accurate information about their job performance.
 - C. employees perform poorly and are easily offended by negative feedback.
 - D. All of the answers are correct.
 - E. None of the answers apply.
111. Which of the following typically provides feedback from more than one source?
- A. Supervisor's quarterly performance review.
 - B. 360-degree feedback report.
 - C. Executive coaching session
 - D. Electronic display showing number of people waiting for call centre staff to answer their call.
 - E. None of the answers apply.
112. To correct performance problems, employees would most likely prefer to receive feedback from:
- A. the employee's supervisor once or twice each year.
 - B. co-workers.
 - C. customers.
 - D. a frequent computer printout or other document.
 - E. the employee's supervisor once or twice each year and co-workers.

113. Goal setting is rated by experts as:
- A. one of the top OB theories in terms of validity and usefulness.
 - B. a theory that motivates executives but has little or no effect on the motivation of non-management staff.
 - C. a theory which has the opposite effect on employee motivation than was originally intended.
 - D. None of the answers apply.
 - E. one of the top OB theories in terms of validity and usefulness, but has the opposite effect on employee motivation than was originally intended.
114. Organizational justice has two distinct facets called _____ and _____ justice.
- A. fair; illegal
 - B. distributive; procedural
 - C. active; passive
 - D. structural; social
 - E. innate; learned
115. The distributive justice rule applies the concept of:
- A. motivation.
 - B. individual needs.
 - C. equity.
 - D. goal setting.
 - E. None of the answers apply.
116. Which of the following theories suggests that employee motivation is influenced by what other people contribute to and receive from the organization?
- A. Expectancy theory
 - B. Equity theory
 - C. Needs-based theory
 - D. Need theory
 - E. Goal setting
117. Inputs, outcomes, and comparison other are elements of:
- A. four-drive theory.
 - B. Maslow's needs hierarchy.
 - C. equity theory.
 - D. expectancy theory.
 - E. goal setting theory.
118. To determine the fairness of pay or other outcomes, people usually apply:
- A. the equity principle.
 - B. the equality principle.
 - C. the need principle.
 - D. a combination of the above principles in different situations.
 - E. a combination of the equity principle and the need principle but never the equality principle.
119. Which of the following concepts is explicitly considered by equity theory?
- A. Comparison other
 - B. Effort-to-performance expectancy
 - C. Outcome/input ratio
 - D. All of the answers are correct.
 - E. Comparison other and outcome/input ratio
120. According to equity theory:
- A. everyone has the same needs over their working life.
 - B. money should never be used to motivate employees.
 - C. employees must set their own goals.
 - D. the importance of inputs and outcomes varies from one person to the next.
 - E. improving job security and working conditions will improve job satisfaction and, consequently, employee motivation.

121. According to equity theory:
- A. we compare ourselves with a comparison other only when we are certain that inequity exists.
 - B. our comparison other never exists in real life.
 - C. our comparison other is always someone in another organization.
 - D. we choose people as comparison others only when we know that they receive fewer outcomes than we do.
 - E. none of these statements are true.
122. Susan and Courtney have been in the same job for about the same length of time and perform very similar tasks. Susan's bonus for her performance over the past year was higher than Courtney's bonus. Susan believes that Courtney's job performance was lower than her job performance. Based on this information:
- A. Susan would definitely have feelings of underreward inequity.
 - B. Susan would definitely have feelings of overreward inequity.
 - C. Susan would definitely feel that she is rewarded equitably.
 - D. Susan would never have Courtney as a comparison other.
 - E. we cannot determine Susan's feelings of equity or inequity.
123. According to equity theory, feelings of inequity can be reduced by all of the following EXCEPT:
- A. disassociating inputs from outcomes
 - B. changing the comparison other
 - C. leaving the field
 - D. cognitively distorting inputs and outcomes
 - E. actually altering inputs or outcomes
124. Employees who receive a fixed amount of pay each week and who feel underrewarded are likely to:
- A. reduce their work effort.
 - B. increase their work effort.
 - C. change their perceptions, thinking that they work harder than they really do.
 - D. encourage the comparison other to reduce his or her work effort.
 - E. None of the answers apply.
125. Employees change their comparison other:
- A. never; people do not change their comparison other.
 - B. every three or four months.
 - C. only when they feel overpaid.
 - D. as the main way to alter their inputs.
 - E. as a means of reducing feelings of inequity.
126. People who are 'equity sensitive' tend to:
- A. avoid having a comparison other.
 - B. be tolerant of situations where they are underrewarded.
 - C. have a low E-to-P expectancy.
 - D. feel more comfortable in situations where they receive proportionately more than others.
 - E. want their outcome/input ratio to be equal to the outcome/input ratio of the comparison other.
127. It is often difficult to maintain feelings of equity among employees because:
- A. most employees feel inequitably treated no matter how much they receive for their work effort.
 - B. the equity theory model does not apply to non-management employees.
 - C. most employees don't know about feelings of equity.
 - D. each employee has different opinions regarding which inputs should be rewarded and which outcomes are more valuable than others.
 - E. All of the answers are correct.

128. Voice and the right to appeal are two important practices that influence:
- A. the size of outcome valences.
 - B. a person's innate drives.
 - C. a person's location in Maslow's needs hierarchy.
 - D. perceptions of procedural justice.
 - E. whether companies should use 360-degree feedback or just supervisor feedback.
129. With respect to procedural justice, the "value-expressive" function which "voice" provides refers to:
- A. the feeling employees get when they feel valued at work.
 - B. the way employees feel after voicing their opinions.
 - C. the cathartic benefits of shouting at each other.
 - D. the sense of pride employees derive when they are eloquent during presentations.
 - E. None of the answers are correct.
130. When people experience procedural injustice, they are more likely to:
- A. engage in more organizational citizenship behaviours.
 - B. engage in counterproductive work behaviours.
 - C. more likely to comply with higher authorities in the future.
 - D. All of the answers are correct.
 - E. engage in more organizational citizenship behaviours and are more likely to comply with higher authorities in the future.
131. Motivation is closely related to the concept of employee engagement.
True False
132. Motivation is one of the four essential drives of individual behaviour and performance.
True False
133. Research indicates that employee engagement is associated with higher organizational citizenship.
True False
134. The definition of employee engagement is still in debate.
True False
135. The concept of employee engagement is related to motivation, but not role perception.
True False
136. About 20 percent of Canadian employees have low engagement or are actively disengaged in their jobs.
True False
137. Young employees aged 25 to 34 are more likely to feel disengaged at work.
True False
138. The lowest levels of employee engagement are usually found in Brazil.
True False
139. The stronger your needs the less motivated you are to fulfill them, because you feel they are out of reach.
True False
140. Drives are needs, and are essential parts of human psychology.
True False
141. In the context of motivation, drives are also called, primary needs, fundamental needs, or innate needs.
True False
142. Experts agree that drives are limited to physiological essentials, such as hunger and thirst.
True False

143. Needs are defined as goal-oriented forces that people experience.

True False

144. Needs hierarchy theory explains how people develop perceptions of fairness in the distribution and exchange of resources.

True False

145. Maslow's needs hierarchy theory incorporates only five basic categories.

True False

146. Maslow's needs hierarchy theory states that people are motivated by only one need at a time.

True False

147. According to needs hierarchy theory, the need for self-actualization continues to develop even when it is fulfilled.

True False

148. Abraham Maslow was the first to recognize that human thoughts play a role in motivation.

True False

149. Maslow is credited for bringing a mechanistic perspective to the study of motivation.

True False

150. The positive organizations behaviour perspective focuses on teaching students the correct behaviours expected of them in modern work organizations.

True False

151. Maslow's theory fails to account for the fact that people have different hierarchies.

True False

152. Maslow's needs hierarchy theory failed to explain the dynamics of employee needs because they falsely assume that everyone fits into a single needs hierarchy.

True False

153. A person's hierarchy of needs is influenced by his or her values.

True False

154. David McClelland's research on need for achievement concluded that all needs are instinctive and fixed for life.

True False

155. People with a high need for achievement tend to avoid risks and prefer working in teams.

True False

156. Successful entrepreneurs tend to have a high need for achievement.

True False

157. People with a high need for affiliation tend to be more effective in jobs that allocate scarce resources among employees.

True False

158. People with a high need for affiliation tend to be more effective in jobs that require them to mediate conflicts.

True False

159. According to learned needs theory, people with a high personalized need for power enjoy power for its own sake and use it to advance their career rather than to benefit others.

True False

160. According to learned needs theory, companies should hire leaders with a strong need for personalized power.
True False
161. Four-drive theory states that people have a hierarchy of needs that they progress through as lower level needs are fulfilled.
True False
162. Two drives identified in four-drive theory are the drive to acquire and the drive to bond.
True False
163. According to four-drive theory, three drives are proactive (i.e. we actively seek to fulfill them) whereas the drive to defend is reactive (activated only in reaction to threat).
True False
164. In four-drive theory, the drive to bond does not produce any emotional markers.
True False
165. According to four-drive theory, social norms, past experience, and personal values translate emotional signals into goal-directed effort.
True False
166. According to four-drive theory, organizations maximize motivation by focusing employees on opportunities to fulfill only one of the four drives.
True False
167. Four-drive theory recommends keeping all four drives in "balance"; that is, organizations should avoid too much or too little opportunity to fulfill each drive.
True False
168. Four-drives theory recommends that organizations rely on financial rewards rather than non-financial rewards to motivate employees.
True False
169. Expectancy theory of motivation states that people naturally direct their effort towards behaviours they believe are most likely to lead to desired outcomes.
True False
170. According to expectancy theory, employee motivation will remain high even when the P-to-O expectancy falls to zero.
True False
171. In expectancy theory, the performance-to-outcome expectancy represents the anticipated satisfaction or dissatisfaction that an individual places on an outcome.
True False
172. One way to increase an employee's E-to-P expectancy regarding a specific task is to increase the person's self-confidence through counselling and coaching.
True False
173. According to expectancy theory, communicating the existence of a performance-based reward system motivates employees by increasing their outcome valences.
True False
174. One of the main problems with expectancy theory of motivation is that it does not identify the 'comparison other' in the motivation process.
True False
175. One way to increase a person's P-to-O expectancy is to measure his or her job performance more accurately.
True False

- 176.Expectancy theory is a useful model that explains motivation.
True False
- 177.Expectancy theory identifies emotions as a key component of employee motivation.
True False
- 178.Organizational behaviour modification emphasizes human thoughts rather than the environment as the source of all learning.
True False
- 179.In behaviour modification, antecedents refer to environmental cues, informing employees that certain behaviours will have particular consequences.
True False
- 180.Negative reinforcement occurs when the introduction of a consequence increases or maintains the frequency or future probability of a behaviour.
True False
- 181.Punishment decreases the frequency of future behaviour whereas negative reinforcement increases or maintains the frequency of future behaviour.
True False
- 182.Research has concluded that punishment and negative reinforcement should never be used in organizational settings.
True False
- 183.Punishment is the same negative reinforcement.
True False
- 184.If you praise an employee every time after he or she has performed the job well, then extinction of the desired behaviours is less likely to occur after you stop giving any more praise.
True False
- 185.Continuous reinforcement provides the most rapid learning of the targeted behaviour.
True False
- 186.The variable ratio schedule of reinforcement makes behaviour highly resistant to extinction.
True False
- 187.Behaviour modification is an effective strategy for helping employees to improve their decision making and other conceptual activities.
True False
- 188.One problem with behaviour modification programs is that some employees view the variable ratio schedule of reinforcement as a form of gambling, like a lottery.
True False
- 189.According to social cognitive theory, people can reinforce their own behaviour.
True False
- 190.The main problem with behavioural modelling is that it transfers explicit knowledge, but not tacit knowledge.
True False
- 191.According to social cognitive theory, people learn to anticipate consequences mainly by observing the experiences of other people.
True False
- 192.Behavioural modelling can increase an observer's self-confidence.
True False

193. People self regulate by engaging in self-reinforcement.

True False

194. Goal setting potentially improves employee performance by increasing motivation and clarifying role perceptions.

True False

195. Goal setting tends to be more effective when the goals are specific rather than general.

True False

196. Goal setting is more effective when employees can easily complete the goals assigned to them.

True False

197. The optimal level of goal difficulty occurs where the goal has more than a low level but less than a moderate level of goal difficulty.

True False

198. Participation in goal formation tends to increase performance when employees lack commitment to assigned goals.

True False

199. Feedback is a source of motivation as well as learning.

True False

200. The balanced scorecard is a performance measurement system that rewards people on several factors.

True False

201. Balanced scorecards are used mainly to measure performance of production employees.

True False

202. Feedback to employees is most effective when it is frequent, credible, and general.

True False

203. Feedback can be more frequent when employees perform short rather than long job cycles.

True False

204. Strength-based coaching is also known as appreciative coaching.

True False

205. Strength-based coaching is inconsistent with self-enhancement.

True False

206. The idea behind 360-degree feedback is that employees should receive feedback for 360 continuous days.

True False

207. Research suggests that feedback originating only from the supervisor provides more complete and accurate information than feedback received through a 360-degree process.

True False

208. Compared to supervisor-only feedback, 360-degree feedback tends to produce more ambiguous and conflicting feedback.

True False

209. To learn about their progress towards goal accomplishment, employees usually prefer feedback from supervisors and other people.

True False

210. Employees consider feedback from non-social sources to be more accurate than feedback from social sources.

True False

211. When employees want to improve their self-image, they seek out positive feedback from social sources.
True False
212. Combining goal setting with monetary incentives motivates many employees to set up difficult goals.
True False
213. To determine the fairness of pay or other outcomes, people almost always rely on the equity principle.
True False
214. The distributive justice principle states that everyone should receive the same rewards in life.
True False
215. According to equity theory, employees feel inequity only when other people receive higher salaries than they do.
True False
216. In the equity theory model, a 'comparison other' is an individual or group of people against whom the person compares his or her outcome/input ratio.
True False
217. One of the most significant discoveries in equity theory research is that people tend to keep the same comparison other throughout their working lives.
True False
218. Feelings of inequity occur when employees receive less than others, but not when they receive more than others.
True False
219. Overreward inequity occurs whenever other people receive less money than you do.
True False
220. Underreward inequity occurs when your outcome/input ratio is lower than the outcome/input ratio of a comparison other.
True False
221. Equity theory research has found that employees who feel overrewarded tend to alter their perceptions of inputs and outcomes rather than attempt to actually change them.
True False
222. One of the most common consequences of overreward inequity is that overpaid employees try to increase their inputs by working harder.
True False
223. Equity sensitivity refers to how strongly people feel about outcome/input ratios with others.
True False
224. One problem with equity theory is that it incorrectly assumes people are individualistic, rational, and selfish.
True False
225. Procedural justice is influenced by the policies and practices that decision makers follow as well as their standards of interpersonal conduct.
True False
226. Distributive justice increases directly with the extent that the decision allows voice, can be appealed, and has an unbiased decision maker.
True False

227. Giving employees an explanation for a negative decision has no effect on procedural justice.

True False

228. Feelings of procedural injustice produce anger, which, in turn, generates either withdrawal or aggression.

True False

229. Having a formalized way of appealing the decision of managers to a higher authority is a form of procedural justice.

True False

230. Maslow's needs hierarchy theory was dismissed by experts more than three decades ago, yet Maslow's writing has had a lasting and valuable effect by advocating a more holistic and humanistic approach to human motivation. Discuss these two elements and point out how they were applied in Maslow's needs hierarchy theory.

231. Your organization wants to hire and develop a group of people for executive positions in a fast-growing high-technology firm. The company's selection tests are able to identify each applicant's current level of need for achievement, power (both types) and affiliation. Moreover, the company has special training programs to further develop these fast-track executives on these learned needs. Identify which learned needs the company should use to select these applicants and should further develop in the training programs.

232. Briefly describe the various drives within the Four-drive Theory and explain how drives influence employee motivation.

233. A large manufacturer of Internet hardware wants to hire an executive who will help develop the firm's marketing division. This executive must be a 'team player' by working with other executives. The successful candidate will also delegate more responsibility to the marketing professionals, but is responsible for making tough decisions regarding allocation of limited budgets. Describe the level of need for achievement, affiliation, and socialized and personalized power that the ideal candidate would have for this position. Your answer should also briefly define these terms.
234. Four-drive theory offers a contemporary view of how individual drives influence behaviour. The first part of the theory explains how drives generate emotions. Explain how these emotions are translated into employee behaviour. Your answer should identify the three factors that people consider in this translation process.
235. Four-drive theory is one of the few theories of motivation that recognizes the central role of human emotions in the motivation process. Explain how four-drive theory applies emotions to employee motivation.
236. Your organization wants to improve employee motivation. Employees already have strong P-to-O expectancies and the outcome valences are quite favourable for strong performance, but they seem to have a low E-to-P expectancy. Identify three distinct types of strategies that would potentially increase employee motivation by improving the E-to-P expectancy.

237. You want production employees at your company to be more motivated to complete their assignments more efficiently. They are confident that they can perform their jobs more efficiently and the rewards you give employees (pay cheques, paid time off, etc.) are valued by these people. Identify the one element of expectancy theory that requires improvement and identify three possible actions that would increase employee motivation through this element.
238. What are the A-B-Cs of behaviour modification?
239. Big Box Construction Company has received warnings from government safety inspectors that employees at some of its construction sites are not wearing the required safety helmets and noise-protection equipment. The company could lose these contracts if safety practices are not maintained. The company has warned employees that they could be fired if they don't wear the safety gear, but this has had little effect. Describe an A-B-C analysis for this situation and provide two types of behaviour modification interventions that might change employee behaviour in this situation.
240. Behaviour modification has been very effective in some settings, but also has several limitations. Describe two limitations of behaviour modification and give an example of each.
241. Explain why behaviour modelling is often more effective than direct reinforcement for helping employees to learn new behaviours.

242. Friendly Cafe is a chain of coffee shops located throughout Canada. The company president wants your management-consulting firm to use behavioural modelling to improve customer service skills among servers. Give two explanations why behavioural modelling may be an effective learning strategy in this situation and identify two important characteristics of this approach.
243. Total Chemical Corp. (TCC) developed a goal-setting program aimed at teams that operate the petrochemical process in TCC's plants. The goal-setting program encouraged team leaders to frequently remind team members to 'do their best'. TCC's executives also rewarded team leaders who pushed employees to complete impossible deadlines. One year after the goal-setting program was introduced, TCC's executives couldn't see much improvement in job performance. Explain why goal setting might not have worked effectively here.
244. Comment on the accuracy of the following statement: 'According to goal-setting theory, performance increases with the level of goal difficulty.'
245. Suppose that you supervise two-dozen sales representatives, covering every region of the country, from your office at company headquarters. Describe a feedback strategy that might improve the performance of these employees with respect to increasing sales to new clients.

246. A large project engineering company assigns engineering, purchasing, marketing and support staff to client-based projects, which last anywhere from four months to one year. These project staff report to both the project leader and the manager of their functional specialization. For example, a marketing employee in Project Z would receive day-to-day instructions from the Project Z manager, but would receive career development guidance from the company's director of marketing. The functional manager also places employees in future projects. In the past, project staff were evaluated by the employee's project leader at the time of the annual performance evaluation. However, some employees complained that they had just started the project, so the project leader didn't know their performance. The company wants to introduce a 360-degree feedback process to overcome this and other problems with the performance evaluation system. Describe the specific characteristics of a 360-degree feedback process for project staff at this company and identify two problems that the company should know about 360-degree feedback systems.
247. Jack Smith and Sam Clemens are neighbours who work as purchasing managers in different companies in the petrochemical industry. During one neighbourly discussion, Jack learned that Sam's salary was nearly 15 per cent higher than his even though their job duties were similar. Other than this difference, both received similar benefits and seemed to enjoy their jobs and colleagues. Jack was upset about Sam's higher salary, although he hid his emotions from Sam. (After all, it wasn't Sam's fault that they received different salary levels.) Jack was frustrated not only because Sam received a significantly higher salary, but also because Jack was certain that he worked longer hours and was more productive than Sam. Use the equity theory model to explain Jack's frustration.
248. Jane and Connie are neighbours who both work as purchasing managers in different companies in the petrochemical industry. During one neighbourly discussion, Jane learned that Connie's salary was nearly 15 per cent higher than hers even though their job duties were similar. Other than this difference, both received similar benefits and seemed to enjoy their jobs and colleagues. Jane was upset about Connie's higher salary, although she did her best to hide her emotions from Connie. After all, it wasn't Connie's fault that they received different salary levels. Jane was frustrated not only because Connie received a significantly higher salary, but also because she was certain that she worked longer hours and was more productive than Connie. According to equity theory research, what will Jane probably do to reduce her upset feelings?

249. Why is it such a challenge for employers to maintain feelings of equity among employees?

250. You have been asked to design a training program that will help managers create a better sense of procedural justice in their day-to-day decisions. Describe what this training program would emphasize to improve perceptions of procedural justice.

5 Key

1. The challenge facing organizational leaders today is that:
(p. 123) A. employers have difficulty understanding the different needs and expectations that younger generation employees bring to the workplace.
B. there are more layers of management today, which makes it more difficult to motivate everyone in management positions.
C. corporate downsizing and reduced job security have damaged the levels of trust employees need to work beyond minimum levels.
D. employees aren't very engaged.
E. All of the answers are correct.
2. Commonly mentioned influences on employee engagement include:
(p. 124) A. rate of pay.
B. appealing company mission statement.
C. organizational justice.
D. work/life balance.
E. All of the above.
3. All of the following are reasons given for why some employees are "disengaged" EXCEPT:
(p. 124) A. Companies have not strived for employee involvement.
B. Organizational injustices.
C. Communication about the business is lacking.
D. Employee development opportunities are lacking.
E. Basic needs of employees have not been provided or satisfied.
4. _____ produce emotions, whereas _____ represent the motivational force of those emotions which are channelled toward particular goals.
(p. 125) **A.** Drives; needs
B. Needs; drives
C. Thinking; doing
D. Planning; projecting
E. None of the above is correct.
5. Which of the following statements about drives is FALSE?
(p. 125) A. They are also called primary needs.
B. They activate emotions, which put us in a state of readiness to act.
C. They include only basic physiological essentials, such as hunger and thirst.
D. Drives and emotions represent the primary sources of motivation.
E. All of the above are correct.

Chapter - Chapter 05 #1
Difficulty: Difficult
Learning Objective: 1

Chapter - Chapter 05 #2
Difficulty: Difficult
Learning Objective: 1

Chapter - Chapter 05 #3
Difficulty: Difficult
Learning Objective: 1

Chapter - Chapter 05 #4
Difficulty: Medium
Learning Objective: 2

Chapter - Chapter 05 #5
Difficulty: Difficult
Learning Objective: 2

6. Self-concept, social norms, and past experiences help us:
(p. 126) A. adjust our level of drive-based emotions.
B. regulate our decisions and behaviours.
C. adjust our drive-based emotions, but not our behaviours.
D. make unemotional decisions based on reason and logic.
E. direct us into goal-directed behaviour.

Chapter - Chapter 05 #6
Difficulty: Difficult
Learning Objective: 2

7. Which of these is the most widely known theory of human motivation?
(p. 126) **A.** Maslow's needs hierarchy theory
B. Expectancy theory
C. Goal setting theory
D. Equity theory
E. Learned needs theory

Chapter - Chapter 05 #7
Difficulty: Easy
Learning Objective: 3

8. Maslow's needs hierarchy explicitly names the following needs EXCEPT:
(p. 126) **A.** power.
B. self-actualization.
C. safety.
D. esteem.
E. belongingness.

Chapter - Chapter 05 #8
Difficulty: Medium
Learning Objective: 3

9. The highest level need in Maslow's hierarchy of needs is:
(p. 126-127) A. esteem.
B. safety.
C. power.
D. belongingness.
E. self-actualization.

Chapter - Chapter 05 #9
Difficulty: Medium
Learning Objective: 3

10. In Maslow's needs hierarchy, the bottom four levels are collectively known as _____ needs,
(p. 127) whereas self-actualization is called a _____ need.
A. belongingness; infinite
B. fictitious; factual
C. primary; secondary
D. subordinate; superordinate
E. None of the above.

Chapter - Chapter 05 #10
Difficulty: Medium
Learning Objective: 3

11. Maslow's needs hierarchy theory discusses all of the following concepts EXCEPT:
(p. 127) A. physiological needs.
B. belongingness/love.
C. drive to acquire.
D. self-actualization.
E. safety needs.

Chapter - Chapter 05 #11
Difficulty: Medium
Learning Objective: 3

12. Which of the following needs is NOT explicitly stated in Maslow's needs hierarchy theory?

- (p. 127)
- A. Physiological needs
 - B. Growth needs**
 - C. Need for safety
 - D. Self-actualization
 - E. Esteem

Chapter - Chapter 05 #12
Difficulty: Easy
Learning Objective: 3

13. Which of these theories states that we are motivated by several needs, but the strongest source is the lowest unsatisfied need?

- (p. 127)
- A. Four-drive theory
 - B. Needs hierarchy theory**
 - C. Equity theory
 - D. Distributive justice theory
 - E. Learned needs theory

Chapter - Chapter 05 #13
Difficulty: Medium
Learning Objective: 3

14. According to Maslow's needs hierarchy, after people have satisfied their physiological and safety needs, they are mainly motivated to fulfill their _____ needs.

- (p. 126-127)
- A. belongingness**
 - B. growth
 - C. self-esteem
 - D. social esteem
 - E. existence

Chapter - Chapter 05 #14
Difficulty: Medium
Learning Objective: 3

15. One feature of Maslow's needs hierarchy theory that continues to have support is that:

- (p. 127)
- A. everyone has the same needs hierarchy.
 - B. no one ever experiences self-actualization.
 - C. motivation is caused by the environment, not by internal thoughts or emotions.
 - D. we should build positive qualities and perspectives within individuals and institutions as opposed to focussing on trying to fix what might be wrong with them.**
 - E. everyone compares themselves to other people when determining what is fair.

Chapter - Chapter 05 #15
Difficulty: Difficult
Learning Objective: 3

16. Maslow's view of employee motivation:

- (p. 127)
- A. became the foundation of positive organizational behaviour.**
 - B. helped employers standardize reward systems.
 - C. was that we should focus mostly on need deprivation.
 - D. encouraged others to narrowly define needs or drives.
 - E. introduced a mechanistic perspective of the workplace in organizational behaviour.

Chapter - Chapter 05 #16
Difficulty: Medium
Learning Objective: 3

17. If individuals are unable to satisfy a particular need, Maslow's needs hierarchy theory states that they:

- (p. 127)
- A. keep trying to fulfill this need until it is satisfied.
 - B. redirect their efforts towards fulfilling a higher need in the hierarchy.
 - C. permanently remove the blocked need from their list of needs to satisfy.
 - D. become fixated on that particular need and are thus unable to progress.
 - E. None of the above is correct.**

Chapter - Chapter 05 #17
Difficulty: Easy
Learning Objective: 3

18. Needs hierarchy theory fails to explain the dynamics of employee motivation mainly because:
(p. 127) A. some people never experiences growth or self-actualization.
B. people do not have a needs hierarchy.
C. people do not fit into a single needs hierarchy.
D. people have drives, not needs.
E. both theories wrongly assume that everyone has hard-wired needs.

Chapter - Chapter 05 #18
Difficulty: Medium
Learning Objective: 3

19. Unlike needs hierarchy models, recent studies suggest that:
(p. 127) A. values, self-concept, and social identity influence a person's unique needs hierarchy.
B. people do not have a needs hierarchy.
C. everyone has the same needs hierarchy.
D. physiological and safety needs are always the lowest level needs.
E. all needs are learned rather than formed from innate drives.

Chapter - Chapter 05 #19
Difficulty: Medium
Learning Objective: 3

20. Current evidence indicates that a person's needs hierarchy:
(p. 127) A. is hardwired.
B. is common to everyone.
C. remains the same over a person's lifetime.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 05 #20
Difficulty: Medium
Learning Objective: 3

21. Which of the following basic needs is explicitly stated in needs hierarchy theory and theory of learned needs?
(p. 127-128) A. Physiological needs
B. Safety needs
C. Power needs
D. Financial needs
E. None of the answers apply.

Chapter - Chapter 05 #21
Difficulty: Medium
Learning Objective: 3

22. Through hard work, Gan lives comfortably without much financial debt. Now he wants to improve relations with colleagues and form stronger friendships. Which needs-based theory of motivation best explains Gan's recent focus on his social needs?
(p. 127-129) A. Four-drive theory
B. Learned needs theory
C. Needs hierarchy theory
D. Expectancy theory
E. Equity theory

Chapter - Chapter 05 #22
Difficulty: Medium
Learning Objective: 3

23. Which of these motivation theories arranges employee needs in a hierarchy of importance?
(p. 127-129) A. Maslow's needs theory
B. Four-drive theory
C. Expectancy theory
D. McClelland's learned needs theory
E. ERG theory and McClelland's learned needs theory

Chapter - Chapter 05 #23
Difficulty: Medium
Learning Objective: 3

24. Jane holds a well-paying job with good job security. She also gets along well with colleagues, but has been frustrated in her attempts to find new friends. Due to this frustration, Jane has recently started spending more time trying to get challenging work from her employer. She now spends less time enjoying social relations with colleagues. Which needs-based theory of motivation would best explain Jane's recent focus on seeking challenging work?
- (p. 127-129)
- A. Four-drive theory
 - B. Learned needs theory**
 - C. Needs hierarchy theory
 - D. ERG theory
 - E. None of these theories explains why people change their dominant needs

Chapter - Chapter 05 #24
Difficulty: Difficult
Learning Objective: 3

25. Which of the following employee motivation theories does NOT arrange needs in a hierarchy of importance?
- (p. 127-129)
- A. Maslow's theory
 - B. Four-drive theory.
 - C. McClelland's learned needs theory
 - D. All of the above are correct.
 - E. 'C' and 'D' only.**

Chapter - Chapter 05 #25
Difficulty: Medium
Learning Objective: 3

26. McClelland's learned needs theory does NOT include which of these needs?
- (p. 128)
- A. Safety need**
 - B. Achievement need
 - C. Socialized power need
 - D. Personalized power need
 - E. Affiliation need

Chapter - Chapter 05 #26
Difficulty: Medium
Learning Objective: 3

27. According to McClelland, achievement, affiliation, and power needs are:
- (p. 128)
- A. instinctive.
 - B. genetic.
 - C. non-existent.
 - D. learned.**
 - E. None of the answers apply.

Chapter - Chapter 05 #27
Difficulty: Easy
Learning Objective: 3

28. The desire to seek approval from others, conform to their wishes and expectations, and avoid conflict and confrontations is called:
- (p. 128)
- A. Need for affiliation**
 - B. Need for power
 - C. Need for achievement
 - D. Need for safety
 - E. Need for existence

Chapter - Chapter 05 #28
Difficulty: Easy
Learning Objective: 3

29. Compared to people with low need for affiliation, people with a high need for affiliation tend to:
- (p. 128) A. have higher absenteeism.
B. be less effective in jobs requiring social interaction.
C. be better at mediating conflicts.
D. All of the answers are correct.
E. be less effective in jobs requiring social interaction and be better at mediating conflicts.

Chapter - Chapter 05 #29
Difficulty: Medium
Learning Objective: 3

30. People with _____ are more effective in many jobs requiring social interaction, but they tend to be less effective at allocating scarce resources.
- (p. 128) A. High nAch
B. Low nPow
C. High nPow
D. Low nAff
E. High nAff

Chapter - Chapter 05 #30
Difficulty: Medium
Learning Objective: 3

31. Research has found that entrepreneurs are more likely to succeed if they have:
- (p. 128) A. a low need for socialized power.
B. a high need for personalized power.
C. a high need for affiliation.
D. a low existence need.
E. a high need for achievement.

Chapter - Chapter 05 #31
Difficulty: Medium
Learning Objective: 3

32. People with a high need for affiliation:
- (p. 128) A. want to form positive relationships with others.
B. try to project a favourable image of themselves.
C. try to smooth out conflicts that occur in meetings and other social settings.
D. tend to work well in coordinating roles.
E. All of the answers are correct.

Chapter - Chapter 05 #32
Difficulty: Easy
Learning Objective: 3

33. The two types of need for power in learned needs theory are:
- (p. 128) **A.** personalized and socialized.
B. individual and team.
C. corporate and political.
D. high and low.
E. monetary and non-monetary.

Chapter - Chapter 05 #33
Difficulty: Easy
Learning Objective: 3

34. Research has found that effective leaders possess:
- (p. 128) **A.** a high need for socialized power.
B. a high need for personalized power.
C. a high need for affiliation.
D. a high existence need.
E. a high need for personalized power and a high need for affiliation.

Chapter - Chapter 05 #34
Difficulty: Medium
Learning Objective: 3

35. Alex demands loyalty from employees and gains satisfaction from controlling people. His actions don't seem to benefit the organization; rather, he does this to advance his own career and for the enjoyment of influencing others. Based on this information, it is most accurate to say that Alex has a:
- A. high need for affiliation.
 - B. high need for socialized power.
 - C. high need for personalized power.**
 - D. low need for achievement.
 - E. low need for personalized power.

Chapter - Chapter 05 #35
Difficulty: Easy
Learning Objective: 3

36. Which of the following theories emphasizes the idea that some needs can be strengthened or weakened through training programs?
- A. Maslow's needs hierarchy theory
 - B. ERG theory
 - C. Learned needs theory**
 - D. Four-drive theory
 - E. All of the answers are correct.

Chapter - Chapter 05 #36
Difficulty: Medium
Learning Objective: 3

37. According to the four-drive theory, which of the following is insatiable (i.e., can never be fulfilled, we always want more of it)?
- A. Drive to acquire**
 - B. Physiological needs
 - C. Drive to defend
 - D. Belongingness needs
 - E. Drive to acquire and drive to defend

Chapter - Chapter 05 #37
Difficulty: Medium
Learning Objective: 3

38. In four-drive theory, the drive _____ is most closely associated with the need for relative status and recognition.
- A. to bond
 - B. for fairness
 - C. to achieve goals
 - D. to acquire**
 - E. for feedback

Chapter - Chapter 05 #38
Difficulty: Medium
Learning Objective: 3

39. In four-drive theory, the drive _____ is most closely associated with social identity theory.
- A. to bond**
 - B. for fairness
 - C. to defend
 - D. to acquire
 - E. to achieve goals

Chapter - Chapter 05 #39
Difficulty: Medium
Learning Objective: 3

40. Which theory explicitly includes the following concepts: acquire, bond, learn?

- (p. 129)
- A. Goal setting theory
 - B. Four-drive theory**
 - C. Maslow's needs hierarchy
 - D. McClelland's learned needs theory
 - E. Expectancy theory

Chapter - Chapter 05 #40
Difficulty: Easy
Learning Objective: 3

41. According to four-drive theory, the drive _____ is a fundamental ingredient in the success of organizations and development of societies.

- (p. 129)
- A. to defend
 - B. for fairness
 - C. to bond**
 - D. to acquire
 - E. to achieve goals

Chapter - Chapter 05 #41
Difficulty: Medium
Learning Objective: 3

42. Four-drive theory is based on the idea that:

- (p. 129)
- A. needs can be learned.
 - B. needs form a permanent hierarchy.
 - C. employee motivation is based on expectations.
 - D. the sources of employee needs are hard-wired.**
 - E. people do not really have any needs.

Chapter - Chapter 05 #42
Difficulty: Medium
Learning Objective: 3

43. Which drive in four-drive theory is reactive rather than proactive?

- (p. 129)
- A. Drive to acquire
 - B. Drive to learn
 - C. Drive to defend**
 - D. Drive to bond
 - E. Drive for power

Chapter - Chapter 05 #43
Difficulty: Easy
Learning Objective: 3

44. According to four-drive theory, _____ are the conscious sources of human motivation.

- (p. 129)
- A. co-workers
 - B. food and drink
 - C. emotional markers**
 - D. drives
 - E. justice and equity

Chapter - Chapter 05 #44
Difficulty: Difficult
Learning Objective: 3

45. Which theory most explicitly relies on emotions to explain employee motivation?

- (p. 129-130)
- A. Four-drive theory**
 - B. Maslow's needs hierarchy
 - C. Goal setting theory
 - D. McClelland's learned needs theory
 - E. Expectancy theory

Chapter - Chapter 05 #45
Difficulty: Medium
Learning Objective: 3

46. The main practical implication of four-drive theory is that:
(p. 130) A. companies should ensure everyone fulfills their social needs before status needs.
B. companies should avoid offering rewards with a high valence.
C. people experience a sense of fairness in the process, not just the outcomes.
D. companies should provide a balanced opportunity for employees to acquire, bond, learn, and defend.
E. employees should receive 360-degree feedback rather than just from their supervisor.

Chapter - Chapter 05 #46
Difficulty: Medium
Learning Objective: 3

47. Four-drive theory recommends:
(p. 131) A. that companies should encourage employees to fulfill one drive at a time.
B. that companies should provide sufficient rewards, learning opportunities, and social interaction at the same time.
C. that companies should only hire people with a strong drive to defend.
D. that companies should create a work environment that routinely triggers the employee's drive to defend.
E. None of the answers apply.

Chapter - Chapter 05 #47
Difficulty: Medium
Learning Objective: 3

48. Four-drive theory states that the four drives:
(p. 131) **A.** counterbalance each other.
B. are arranged in a hierarchy.
C. are learned, not innate.
D. are equivalent to the top four needs in Maslow's needs hierarchy.
E. should not be fulfilled in organizational settings.

Chapter - Chapter 05 #48
Difficulty: Easy
Learning Objective: 3

49. Expectancy theory mainly helps us to predict an individual's:
(p. 132) **A.** effort.
B. need for achievement.
C. distributive justice.
D. job satisfaction.
E. rewards.

Chapter - Chapter 05 #49
Difficulty: Easy
Learning Objective: 4

50. Which motivation theory is based on the idea that work effort is directed toward behaviours that people believe will lead to desired outcomes?
(p. 132) A. Equity theory
B. ERG theory
C. Goal setting theory
D. Four-drive theory
E. Expectancy theory

Chapter - Chapter 05 #50
Difficulty: Medium
Learning Objective: 4

51. Expectancy theory mainly explains how employees:
(p. 132) A. have different needs at different times.
B. can use personal expectations to reduce work-related stress.
C. can motivate themselves through power.
D. have different levels of work effort based on their expectations of performance and reward outcomes.
E. compare their inputs and outcomes to other people.

Chapter - Chapter 05 #51
Difficulty: Easy
Learning Objective: 4

52. Which of these is found in the expectancy theory model?

- (p. 132)
- A.** P-to-O expectancy
 - B. E-to-F expectancy
 - C. V-to-E expectancy
 - D. P-to-E expectancy
 - E. O-to-P expectancy

Chapter - Chapter 05 #52
Difficulty: Easy
Learning Objective: 4

53. An individual's perceived probability that a particular level of effort will result in a particular level of performance refers to the:

- (p. 133)
- A. E-to-P need.
 - B. EP-to-PO outcome.
 - C. E-to-V expectancy.
 - D.** E-to-P expectancy.
 - E. EV-to-PE outcome.

Chapter - Chapter 05 #53
Difficulty: Easy
Learning Objective: 4

54. Which motivation theory considers the individual's perceived probability that his or her effort will result in a particular level of performance?

- (p. 132)
- A. Learned needs theory
 - B.** Expectancy theory
 - C. Needs hierarchy theory
 - D. Equity theory
 - E. Four-drive theory

Chapter - Chapter 05 #54
Difficulty: Easy
Learning Objective: 4

55. Which of the following statements about expectancy theory is FALSE?

- (p. 132-133)
- A.** Expectancy theory is a drive-based theory of motivation.
 - B. Expectancy theory has been applied to a wide variety of studies.
 - C. The process of employee motivation is explained reasonably well by expectancy theory.
 - D. One way to increase the P-to-O expectancy in the expectancy theory model is to accurately measure job performance.
 - E. Expectancy theory has three main components relating to effort, performance and performance outcomes.

Chapter - Chapter 05 #55
Difficulty: Medium
Learning Objective: 4

56. Employees who believe that accomplishing a particular task will almost certainly result in a day off with pay would have:

- (p. 133)
- A. an E-to-P expectancy above 100.
 - B.** a P-to-O expectancy close to 1:0.
 - C. an outcome valence above 0:0.
 - D. an E-to-P expectancy close to minus 100.
 - E. a P-to-O expectancy close to 100.

Chapter - Chapter 05 #56
Difficulty: Medium
Learning Objective: 4

57. According to expectancy theory, a reward that is not wanted has:

- (p. 132-133)
- A. a high E-to-P expectancy.
 - B. an inappropriate comparison other.
 - C.** a negative outcome valence.
 - D. a low P-to-O expectancy.
 - E. a low need for socialized power.

Chapter - Chapter 05 #57
Difficulty: Medium
Learning Objective: 4

58. In expectancy theory, valence refers to the:
(p. 132-133)
- A. amount of effort a person puts towards a known goal.
 - B. individual's perceived probability of performing the task at a particular level.
 - C.** anticipated satisfaction or dissatisfaction that an individual feels towards an outcome.
 - D. individual's perceived probability that his or her performance will lead to specific outcomes.
 - E. feelings that result from a comparison of the individual's outcome/input ratio with the outcome/input ratio of a comparison other.

Chapter - Chapter 05 #58
Difficulty: Medium
Learning Objective: 4

59. According to expectancy theory, providing counselling and coaching to an employee who lacks self-confidence is most likely to increase the employee's:
(p. 133)
- A. V-to-O expectancy.
 - B.** E-to-P expectancy.
 - C. P-to-E expectancy.
 - D. O-to-P expectancy.
 - E. P-to-O expectancy.

Chapter - Chapter 05 #59
Difficulty: Easy
Learning Objective: 4

60. Employee motivation tends to increase when people are assigned to jobs for which they are qualified and they receive coaching to improve their self-confidence. Both of these practices improve employee motivation by:
(p. 133-134)
- A. reducing feelings of inequity.
 - B. increasing outcome valences.
 - C. satisfying existence needs.
 - D. increasing P-to-O expectancies.
 - E.** increasing E-to-P expectancies.

Chapter - Chapter 05 #60
Difficulty: Medium
Learning Objective: 4

61. According to expectancy theory, a skill-development training program would:
(p. 133)
- A. have no effect on employee motivation.
 - B.** mainly increase the effort-to-performance expectancy.
 - C. mainly increase the performance-to-outcome expectancy.
 - D. mainly increase the valence of pay increases and other organizational outcomes.
 - E. mainly alter the comparison other.

Chapter - Chapter 05 #61
Difficulty: Easy
Learning Objective: 4

62. Which of the following actions would increase employee motivation mainly by enhancing their effort-to-performance expectancy?
(p. 133)
- A. Convince employees that poor performance will not be rewarded.
 - B. Reward employees with things that they value.
 - C. Measure performance more accurately.
 - D.** Let employees know that their chances of performing successfully are good.
 - E. All of the answers are correct.

Chapter - Chapter 05 #62
Difficulty: Difficult
Learning Objective: 4

63. One way to increase employee motivation by improving the P-to-O expectancies is to:
(p. 133)
- A.** measure employee performance accurately.
 - B. convince employees that they are able to accomplish the task.
 - C. select employees with the required skills and knowledge.
 - D. provide sufficient time and resources to perform the task.
 - E. give everyone the same reward.

Chapter - Chapter 05 #63
Difficulty: Easy
Learning Objective: 4

64. (p. 132-133) ABC Corp. introduced a training program that ensured everyone had the required knowledge and skills to perform the work. The company also brought in a performance-based reward system that accurately identified employees who performed better than others. According to expectancy theory, these practices improve employee motivation by:
- A. increasing employee needs.
 - B. reducing feelings of inequity.
 - C. improving E-to-P expectancies.
 - D. improving P-to-O expectancies.
 - E. improving E-to-P expectancies and improving P-to-O expectancies.**

Chapter - Chapter 05 #64
Difficulty: Medium
Learning Objective: 4

65. (p. 133) According to expectancy theory, which of the following actions would NOT alter outcome valences?
- A. Show employees how their skills can accomplish the task.**
 - B. Give employees a choice of rewards.
 - C. Minimize the presence of countervailing outcomes.
 - D. Distribute rewards that employees want.
 - E. Adapt the type of rewards offered to each employee's dominant needs.

Chapter - Chapter 05 #65
Difficulty: Medium
Learning Objective: 4

66. (p. 133) According to expectancy theory, linking valued rewards to higher job performance mainly increases motivation by:
- A. strengthening the E-to-P expectancy.
 - B. increasing the valence of a \$1,000 bonus.
 - C. weakening the E-to-P expectancy.
 - D. strengthening both the E-to-P and P-to-O expectancies.
 - E. strengthening the P-to-O expectancy.**

Chapter - Chapter 05 #66
Difficulty: Medium
Learning Objective: 4

67. (p. 132-133) Which of these statements about expectancy theory is FALSE?
- A. Expectancy theory details a person's thinking process when translating demands from competing drives.
 - B. Expectancy theory doesn't explain motivation in different cultures.**
 - C. Expectancy theory explains why coaching and pay-for-performance motivate employees.
 - D. Expectancy theory emphasizes rational thinking more than emotions.
 - E. Expectancy theory offers one of the best models available for predicting work effort and motivation.

Chapter - Chapter 05 #67
Difficulty: Medium
Learning Objective: 4

68. (p. 133) Individualizing rewards enhances which expectancy theory component?
- A. performance expectancy
 - B. E-to-O expectancy
 - C. Valences of outcomes**
 - D. E-to-P expectancy
 - E. V-to-E outcomes

Chapter - Chapter 05 #68
Difficulty: Easy
Learning Objective: 4

69. Behaviour modification does NOT consider:
(p. 134) A. the types of actions that reinforce behaviour.
B. the effect of feedback on behaviour.
C. employee behaviour before the behaviour modification strategy is applied.
D. employee attitudes towards the person reinforcing the behaviour.
E. changes in employee behaviour when the reinforcer is removed.

Chapter - Chapter 05 #69
Difficulty: Difficult
Learning Objective: 5

70. According to the A-B-C model of behaviour modification, antecedents:
(p. 134) A. have no effect on behaviour.
B. cause people to act more randomly.
C. inform employees that certain behaviours will have particular consequences.
D. represent an older perspective of behaviour modification that is no longer relevant.
E. cause people to act more randomly and inform employees that certain behaviours will have particular consequences.

Chapter - Chapter 05 #70
Difficulty: Medium
Learning Objective: 5

71. The A-B-C model of behaviour modification helps us to:
(p. 134) A. teach language skills to employees more effectively.
B. determine which contingency of reinforcement is best in a particular situation.
C. understand how experiential learning differs from social learning.
D. determine which schedule of reinforcement is best in a particular situation.
E. understand how environmental conditions influence learning and behaviour.

Chapter - Chapter 05 #71
Difficulty: Difficult
Learning Objective: 5

72. Which of these statements about behaviour modification is FALSE?
(p. 134) A. Behaviour modification programs are most effectively implemented where work behaviour is observable.
B. Behaviour modification considers the contingencies and schedules of reinforcement.
C. The reinforcer used in some behaviour modification programs tends to lose its effectiveness over time.
D. Behaviour modification theory argues that employee beliefs and attitudes cause behaviour.
E. A-B-C analysis considers what happens before and after the behaviour.

Chapter - Chapter 05 #72
Difficulty: Difficult
Learning Objective: 5

73. Which of the following is an example of punishment?
(p. 135) **A.** The organization takes away some of your pay cheque to cover the cost of a machine that you carelessly broke.
B. Your boss doesn't say anything after you have the highest sales of the month.
C. Your boss stops complaining about your late arrival at work after you arrive early for several weeks.
D. After signing a contract with an important client, the company announces its appreciation of your work.
E The organization takes away some of your pay cheque to cover the cost of a machine that you carelessly broke and your boss stops complaining about your late arrival at work after you arrive early for several weeks.

Chapter - Chapter 05 #73
Difficulty: Easy
Learning Objective: 5

74. Which of the following increases the future probability of behaviour by removing a negative stimulus after the desired behaviour occurs?
(p. 135)
- A. Punishment
 - B. Negative reinforcement**
 - C. Positive reinforcement
 - D. Extinction
 - E. None of the answers apply.

Chapter - Chapter 05 #74
Difficulty: Medium
Learning Objective: 5

75. Which of these occurs when the introduction of a consequence increases or maintains the frequency or future probability of a behaviour?
(p. 135)
- A. Positive reinforcement**
 - B. Extinction
 - C. Job dissatisfaction
 - D. Punishment
 - E. Negative reinforcement

Chapter - Chapter 05 #75
Difficulty: Easy
Learning Objective: 5

76. Which of these occurs when a consequence that is introduced decreases the frequency or future probability of a behaviour?
(p. 135)
- A. Negative reinforcement
 - B. Positive reinforcement
 - C. Punishment**
 - D. Extinction
 - E. None of these

Chapter - Chapter 05 #76
Difficulty: Easy
Learning Objective: 5

77. Co-workers no longer praise you when you engage in dangerous pranks, so you stop engaging in these pranks. This is an example of:
(p. 135)
- A. negative reinforcement.
 - B. punishment.
 - C. positive reinforcement.
 - D. action learning.
 - E. extinction.**

Chapter - Chapter 05 #77
Difficulty: Easy
Learning Objective: 5

78. In most situations, we should follow desired behaviour with _____ and follow undesirable behaviour with _____.
(p. 135)
- A. positive reinforcement; extinction**
 - B. positive reinforcement; punishment
 - C. extinction; punishment
 - D. punishment; positive reinforcement
 - E. negative reinforcement; positive reinforcement

Chapter - Chapter 05 #78
Difficulty: Medium
Learning Objective: 5

79. Receiving a commission only when a sale is made represents:
(p. 135)
- A. a variable ratio schedule.**
 - B. negative reinforcement.
 - C. non fixed interval schedule.
 - D. self-serving bias.
 - E. a fixed ratio schedule.

Chapter - Chapter 05 #79
Difficulty: Easy
Learning Objective: 5

80. Promotions typically follow which of these schedules?

- (p. 135)
- A. Variable ratio
 - B. Fixed interval
 - C. Fixed ratio
 - D. Intermittent interval
 - E.** None of the above is correct.

Chapter - Chapter 05 #80
Difficulty: Medium
Learning Objective: 5

81. In behaviour modification, extinction occurs when:

- (p. 135)
- A. employees are forced to leave the organization.
 - B. a behaviour decreases in frequency because it is punished more than reinforced.
 - C. employees receive reinforcement less often now than in the past.
 - D. employees receive more reinforcement than they should receive.
 - E.** a behaviour decreases in frequency because no consequence follows it.

Chapter - Chapter 05 #81
Difficulty: Difficult
Learning Objective: 5

82. A salesperson gets one sales order for every six clients called, on average. If a sales order is a form of positive reinforcement, what type of reinforcement schedule exists here?

- (p. 135)
- A. Continuous
 - B. Fixed interval
 - C. Fixed ratio
 - D.** Variable ratio
 - E. Variable interval

Chapter - Chapter 05 #82
Difficulty: Difficult
Learning Objective: 5

83. Which reinforcement schedule is best for helping employees to learn new behaviours?

- (p. 135)
- A.** Continuous
 - B. Fixed interval
 - C. Fixed ratio
 - D. Variable ratio
 - E. Variable interval

Chapter - Chapter 05 #83
Difficulty: Easy
Learning Objective: 5

84. In behaviour modification, the variable ratio schedule:

- (p. 135)
- A. rewards behaviour continuously rather than infrequently.
 - B. occurs when employees receive their biweekly pay cheque.
 - C. reinforces behaviour after it occurs a varying length of time.
 - D.** reinforces behaviour after it occurs a varying number of times.
 - E. All of the answers are correct.

Chapter - Chapter 05 #84
Difficulty: Medium
Learning Objective: 5

85. ABC Corp. pays its employees a fixed salary in a paycheque received every Friday afternoon. This is an example of which reinforcement schedule?

- (p. 135)
- A. Continuous
 - B.** Fixed interval
 - C. Fixed ratio
 - D. Variable ratio
 - E. None; pay cheques do not reinforce any behaviour

Chapter - Chapter 05 #85
Difficulty: Difficult
Learning Objective: 5

86. (p. 136) A British food company reduced absenteeism by giving employees with perfect attendance two chances (through a lottery) to win \$500. This is an example of:
- A. tacit knowledge.
 - B. behaviour modelling.
 - C. social learning.
 - D. a variable ratio schedule of reinforcement.
 - E. behaviour modification and a variable ratio schedule of reinforcement.**

Chapter - Chapter 05 #86
Difficulty: Difficult
Learning Objective: 5

87. (p. 135-136) Which of these statements about behaviour modification is FALSE?
- A. Behaviour modification's behaviourist approach has lost favour among academics and practitioners.
 - B. Behaviour modification programs are sometimes viewed as a form of gambling.
 - C. Behaviour modification reinforcers tend to become too strong over time.**
 - D. Behaviour modification focuses on behaviour rather than human thoughts.
 - E. Behaviour modification programs must run infrequently and only for short durations.

Chapter - Chapter 05 #87
Difficulty: Easy
Learning Objective: 5

88. (p. 136) Social cognitive theory states that:
- A. we learn the consequences of behaviour by observing the experiences of other people.
 - B. we learn through self-reinforcement.
 - C. we learn by modelling the behaviour of other people.
 - D. All of the answers are correct.**
 - E. employees cannot learn in social settings.

Chapter - Chapter 05 #88
Difficulty: Easy
Learning Objective: 5

89. (p. 136) Behavioural modelling and self-reinforcement are components of:
- A. behaviour modification.
 - B. tacit knowledge.
 - C. social cognitive theory.**
 - D. the MARS model of individual behaviour and performance.
 - E. organizational citizenship.

Chapter - Chapter 05 #89
Difficulty: Medium
Learning Objective: 5

90. (p. 137) Which of the following is an advantage of behavioural modelling?
- A. Behavioural modelling helps employees to acquire tacit knowledge and skills from others.
 - B. Behavioural modelling often transmits information more efficiently than through documentation.
 - C. People learn by imitating and practicing those behaviours.
 - D. All of the answers are correct.**
 - E. Behavioural modelling has none of these advantages.

Chapter - Chapter 05 #90
Difficulty: Easy
Learning Objective: 5

91. (p. 137) Self-reinforcement is a component of:
- A. social cognitive theory.**
 - B. behaviour modification.
 - C. Johari Window.
 - D. attribution theory.
 - E. None of the answers apply.

Chapter - Chapter 05 #91
Difficulty: Medium
Learning Objective: 5

92. After completing a difficult assignment, you reward your accomplishment by playing a game on your computer. This reward is part of which of the following organizational behaviour concepts?
(p. 137)
- A. MARS model
 - B. Behaviour modification
 - C. Four-needs theory
 - D. Social cognitive theory**
 - E. Organizational citizenship

Chapter - Chapter 05 #92
Difficulty: Medium
Learning Objective: 5

93. After discovering the cause of a computer network problem, Jessie rewards herself by taking a coffee break. Jessie's action of taking a break is an example of:
(p. 137)
- A. poor performance.
 - B. learning through experience.
 - C. self-reinforcement.**
 - D. behaviour modelling.
 - E. learning through feedback.

Chapter - Chapter 05 #93
Difficulty: Easy
Learning Objective: 5

94. Goal setting influences employee behaviour and performance mainly by improving:
(p. 137)
- A. situational contingencies and learned abilities.
 - B. aptitudes and learned abilities.
 - C. motivation and role perceptions.**
 - D. role perceptions and learned abilities.
 - E. motivation and aptitudes.

Chapter - Chapter 05 #94
Difficulty: Easy
Learning Objective: 6

95. Goal setting is most effective when:
(p. 137-138)
- A. the supervisor sets the goals before discussing them with the employee.
 - B. the goals stretch the employee's abilities and motivation.**
 - C. the goal statements are general rather than specific.
 - D. All of the answers are correct.
 - E. the supervisor sets the goals before discussing them with the employee and the goals stretch the employee's abilities and motivation.

Chapter - Chapter 05 #95
Difficulty: Easy
Learning Objective: 5

96. The optimal level of goal:
(p. 137-138)
- A. occurs where the goal is challenging but not impossible.**
 - B. is the most challenging goal that the company can possibly imagine.
 - C. occurs only when employees set their own goal.
 - D. is the point at which the employee does not yet think the goal will 'stretch' them at all.
 - E. occurs where the goal is challenging but not impossible and when employees set their own goal

Chapter - Chapter 05 #96
Difficulty: Medium
Learning Objective: 6

97. To increase goal performance, employees should participate in the goal-setting process:
(p. 138)
- A. when employees would otherwise lack commitment to those goals.
 - B. whenever supervisors have any control over setting goals.
 - C. when employees possess knowledge that would improve goal quality.
 - D. Never; participation weakens the effectiveness of goal setting.
 - E. when employees would otherwise lack commitment to those goals and when employees possess knowledge that would improve goal quality.**

Chapter - Chapter 05 #97
Difficulty: Medium
Learning Objective: 6

98. Feedback affects behaviour and job performance by improving which of the following?

- (p. 138)
- A. Motivation
 - B. Role perceptions
 - C. Learned ability
 - D. All of the answers are correct**
 - E. Role perceptions and learned ability

Chapter - Chapter 05 #98
Difficulty: Easy
Learning Objective: 6

99. Effective feedback is all of the following EXCEPT:

- (p. 138)
- A. sufficiently frequent.
 - B. timely.
 - C. general.**
 - D. credible.
 - E. relevant.

Chapter - Chapter 05 #99
Difficulty: Easy
Learning Objective: 6

100. Effective feedback:

- (p. 138)
- A. is general enough that it applies to any employee.
 - B. is provided only through social sources.
 - C. is provided no more frequently than once every three months.
 - D. All of the answers are correct.
 - E. None of the answers apply.**

Chapter - Chapter 05 #100
Difficulty: Easy
Learning Objective: 6

101. Which of the following statements about performance feedback is FALSE?

- (p. 138)
- A. The optimal frequency of feedback depends on the type of job.
 - B. Feedback is more valuable when it comes from a credible source.
 - C. Feedback is more useful when it consists of general phrases, such as 'Your sales are going well!', rather than specific phrases.**
 - D. Feedback should be available to employees as soon as possible.
 - E. Feedback is relevant when it is linked to goals.

Chapter - Chapter 05 #101
Difficulty: Easy
Learning Objective: 6

102. How is effective feedback related to an employee's task cycle (the time required to complete a typical task in the job)?

- (p. 138)
- A. Feedback should be received an average of three times within each task cycle.
 - B. Employees with short task cycles usually need to receive feedback less often than employees with long task cycles.
 - C. Employees with short task cycles should receive feedback more frequently than employees with long task cycles.**
 - D. Employees with short task cycles should never receive feedback.
 - E. Task cycles have no effect on effective feedback.

Chapter - Chapter 05 #102
Difficulty: Medium
Learning Objective: 6

103. One problem with balanced scorecards is that they:

- (p. 138)
- A. apply to executives rather than to non-management employees.
 - B. rely on the company's share price to measure organizational performance.
 - C. operate as an individual incentive.
 - D. companies chose goals that easily measured rather than valuable.**
 - E. All of the answers are correct.

Chapter - Chapter 05 #103
Difficulty: Medium
Learning Objective: 6

104. Which of the following translates the organizations' vision and mission into specific, measurable performance goals related to financial, customer, internal, and learning/growth processes?
(p. 138)
- A. Profit sharing plans.
 - B. Strategic report cards.
 - C. Point-factor reports
 - D.** Balanced scorecard
 - E. All of the answers are correct.

Chapter - Chapter 05 #104
Difficulty: Medium
Learning Objective: 6

105. Strengths-based feedback is consistent with the process of:
(p. 139)
- A. self-reinforcement.
 - B.** self-enhancement.
 - C. self-deprecation.
 - D. All of the answers are correct.
 - E. None of the answers apply.

Chapter - Chapter 05 #105
Difficulty: Medium
Learning Objective: 6

106. Compared with supervisor-only feedback, 360-degree feedback tends to be:
(p. 140)
- A. less accurate.
 - B. less relevant to the employee's actual performance.
 - C. less ambiguous.
 - D. All of the answers are correct.
 - E.** None of the answers apply.

Chapter - Chapter 05 #106
Difficulty: Medium
Learning Objective: 6

107. Which of the following provides feedback from a full circle of people around the employee?
(p. 140)
- A. Hierarchical feedback
 - B. Executive coaching feedback
 - C. Behavioural feedback
 - D.** 360-degree feedback
 - E. Nonsocial feedback

Chapter - Chapter 05 #107
Difficulty: Easy
Learning Objective: 6

108. If supervisors are able to observe only a small portion of an employee's behaviour and performance, then they should:
(p. 140)
- A. evaluate several employees and average their performance results.
 - B. evaluate the employee's performance based on their personal observations.
 - C.** consider using 360-degree feedback for that employee.
 - D. infer job performance on unobserved tasks from the person's performance on observed tasks.
 - E. None of the answers apply.

Chapter - Chapter 05 #108
Difficulty: Medium
Learning Objective: 6

109. 360-degree feedback tends to:
(p. 140)
- A. be perceived as less accurate than feedback only from the supervisor.
 - B. be more effective when the results are used to determine pay increases and promotions, not just employee development.
 - C.** be more complete and accurate information than feedback from a supervisor alone.
 - D. All of the answers are correct.
 - E. be perceived as less accurate than feedback only from the supervisor and be more ambiguous and conflicting than when feedback comes only from the supervisor.

Chapter - Chapter 05 #109
Difficulty: Medium
Learning Objective: 6

110. Feedback from social sources is generally better than from non-social sources when:
(p. 140) A. the feedback is negative.
B. employees want accurate information about their job performance.
C. employees perform poorly and are easily offended by negative feedback.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 05 #110
Difficulty: Medium
Learning Objective: 6

111. Which of the following typically provides feedback from more than one source?
(p. 140) A. Supervisor's quarterly performance review.
B. 360-degree feedback report.
C. Executive coaching session
D. Electronic display showing number of people waiting for call centre staff to answer their call.
E. None of the answers apply.

Chapter - Chapter 05 #111
Difficulty: Medium
Learning Objective: 6

112. To correct performance problems, employees would most likely prefer to receive feedback from:
(p. 140-141) A. the employee's supervisor once or twice each year.
B. co-workers.
C. customers.
D. a frequent computer printout or other document.
E. the employee's supervisor once or twice each year and co-workers.

Chapter - Chapter 05 #112
Difficulty: Easy
Learning Objective: 6

113. Goal setting is rated by experts as:
(p. 141) **A.** one of the top OB theories in terms of validity and usefulness.
B. a theory that motivates executives but has little or no effect on the motivation of non-management staff.
C. a theory which has the opposite effect on employee motivation than was originally intended.
D. None of the answers apply.
E. one of the top OB theories in terms of validity and usefulness, but has the opposite effect on employee motivation than was originally intended.

Chapter - Chapter 05 #113
Difficulty: Easy
Learning Objective: 6

114. Organizational justice has two distinct facets called _____ and _____ justice.
(p. 141) A. fair; illegal
B. distributive; procedural
C. active; passive
D. structural; social
E. innate; learned

Chapter - Chapter 05 #114
Difficulty: Easy
Learning Objective: 7

115. The distributive justice rule applies the concept of:
(p. 141) A. motivation.
B. individual needs.
C. equity.
D. goal setting.
E. None of the answers apply.

Chapter - Chapter 05 #115
Difficulty: Easy
Learning Objective: 7

116. Which of the following theories suggests that employee motivation is influenced by what other people contribute to and receive from the organization?
(p. 142)
- A. Expectancy theory
 - B. Equity theory**
 - C. Needs-based theory
 - D. Need theory
 - E. Goal setting

Chapter - Chapter 05 #116
Difficulty: Easy
Learning Objective: 7

117. Inputs, outcomes, and comparison other are elements of:
(p. 142)
- A. four-drive theory.
 - B. Maslow's needs hierarchy.
 - C. equity theory.**
 - D. expectancy theory.
 - E. goal setting theory.

Chapter - Chapter 05 #117
Difficulty: Easy
Learning Objective: 7

118. To determine the fairness of pay or other outcomes, people usually apply:
(p. 142)
- A. the equity principle.
 - B. the equality principle.
 - C. the need principle.
 - D. a combination of the above principles in different situations.**
 - E. a combination of the equity principle and the need principle but never the equality principle.

Chapter - Chapter 05 #118
Difficulty: Medium
Learning Objective: 7

119. Which of the following concepts is explicitly considered by equity theory?
(p. 142)
- A. Comparison other
 - B. Effort-to-performance expectancy
 - C. Outcome/input ratio
 - D. All of the answers are correct.
 - E. Comparison other and outcome/input ratio**

Chapter - Chapter 05 #119
Difficulty: Medium
Learning Objective: 7

120. According to equity theory:
(p. 142)
- A. everyone has the same needs over their working life.
 - B. money should never be used to motivate employees.
 - C. employees must set their own goals.
 - D. the importance of inputs and outcomes varies from one person to the next.**
 - E. improving job security and working conditions will improve job satisfaction and, consequently, employee motivation.

Chapter - Chapter 05 #120
Difficulty: Medium
Learning Objective: 7

121. According to equity theory:
(p. 142)
- A. we compare ourselves with a comparison other only when we are certain that inequity exists.
 - B. our comparison other never exists in real life.
 - C. our comparison other is always someone in another organization.
 - D. we choose people as comparison others only when we know that they receive fewer outcomes than we do.
 - E. none of these statements are true.**

Chapter - Chapter 05 #121
Difficulty: Medium
Learning Objective: 7

122. Susan and Courtney have been in the same job for about the same length of time and perform very similar tasks. Susan's bonus for her performance over the past year was higher than Courtney's bonus. Susan believes that Courtney's job performance was lower than her job performance. Based on this information:
- A. Susan would definitely have feelings of underreward inequity.
 - B. Susan would definitely have feelings of overreward inequity.
 - C. Susan would definitely feel that she is rewarded equitably.
 - D. Susan would never have Courtney as a comparison other.
 - E. we cannot determine Susan's feelings of equity or inequity.**

Chapter - Chapter 05 #122
Difficulty: Difficult
Learning Objective: 7

123. According to equity theory, feelings of inequity can be reduced by all of the following EXCEPT:
- A. disassociating inputs from outcomes**
 - B. changing the comparison other
 - C. leaving the field
 - D. cognitively distorting inputs and outcomes
 - E. actually altering inputs or outcomes

Chapter - Chapter 05 #123
Difficulty: Medium
Learning Objective: 7

124. Employees who receive a fixed amount of pay each week and who feel underrewarded are likely to:
- A. reduce their work effort.**
 - B. increase their work effort.
 - C. change their perceptions, thinking that they work harder than they really do.
 - D. encourage the comparison other to reduce his or her work effort.
 - E. None of the answers apply.

Chapter - Chapter 05 #124
Difficulty: Easy
Learning Objective: 7

125. Employees change their comparison other:
- A. never; people do not change their comparison other.
 - B. every three or four months.
 - C. only when they feel overpaid.
 - D. as the main way to alter their inputs.
 - E. as a means of reducing feelings of inequity.**

Chapter - Chapter 05 #125
Difficulty: Easy
Learning Objective: 7

126. People who are 'equity sensitive' tend to:
- A. avoid having a comparison other.
 - B. be tolerant of situations where they are underrewarded.
 - C. have a low E-to-P expectancy.
 - D. feel more comfortable in situations where they receive proportionately more than others.
 - E. want their outcome/input ratio to be equal to the outcome/input ratio of the comparison other.**

Chapter - Chapter 05 #126
Difficulty: Difficult
Learning Objective: 7

127. It is often difficult to maintain feelings of equity among employees because:
- A. most employees feel inequitably treated no matter how much they receive for their work effort.
 - B. the equity theory model does not apply to non-management employees.
 - C. most employees don't know about feelings of equity.
 - D. each employee has different opinions regarding which inputs should be rewarded and which outcomes are more valuable than others.**
 - E. All of the answers are correct.

Chapter - Chapter 05 #127
Difficulty: Difficult
Learning Objective: 7

128. Voice and the right to appeal are two important practices that influence:
(p. 145) A. the size of outcome valences.
B. a person's innate drives.
C. a person's location in Maslow's needs hierarchy.
D. perceptions of procedural justice.
E. whether companies should use 360-degree feedback or just supervisor feedback.

Chapter - Chapter 05 #128
Difficulty: Medium
Learning Objective: 7

129. With respect to procedural justice, the "value-expressive" function which "voice" provides refers to:
(p. 145) A. the feeling employees get when they feel valued at work.
B. the way employees feel after voicing their opinions.
C. the cathartic benefits of shouting at each other.
D. the sense of pride employees derive when they are eloquent during presentations.
E. None of the answers are correct.

Chapter - Chapter 05 #129
Difficulty: Difficult
Learning Objective: 7

130. When people experience procedural injustice, they are more likely to:
(p. 145) A. engage in more organizational citizenship behaviours.
B. engage in counterproductive work behaviours.
C. more likely to comply with higher authorities in the future.
D. All of the answers are correct.
E. engage in more organizational citizenship behaviours and are more likely to comply with higher authorities in the future.

Chapter - Chapter 05 #130
Difficulty: Easy
Learning Objective: 7

131. Motivation is closely related to the concept of employee engagement.
(p. 123) **TRUE**

Chapter - Chapter 05 #131
Difficulty: Easy
Learning Objective: 1

132. Motivation is one of the four essential drives of individual behaviour and performance.
(p. 123) **TRUE**

Chapter - Chapter 05 #132
Difficulty: Easy
Learning Objective: 1

133. Research indicates that employee engagement is associated with higher organizational citizenship.
(p. 123) **TRUE**

Chapter - Chapter 05 #133
Difficulty: Easy
Learning Objective: 1

134. The definition of employee engagement is still in debate.
(p. 123) **TRUE**

Chapter - Chapter 05 #134
Difficulty: Easy
Learning Objective: 1

135. The concept of employee engagement is related to motivation, but not role perception.
(p. 123) **FALSE**

Chapter - Chapter 05 #135
Difficulty: Medium
Learning Objective: 1

136. About 20 percent of Canadian employees have low engagement or are actively disengaged in their jobs.
(p. 123-124) **TRUE**

Chapter - Chapter 05 #136
Difficulty: Easy
Learning Objective: 1

137. Young employees aged 25 to 34 are more likely to feel disengaged at work.

(p. 123) **FALSE**

Chapter - Chapter 05 #137
Difficulty: Medium
Learning Objective: 1

138. The lowest levels of employee engagement are usually found in Brazil.

(p. 124) **FALSE**

Chapter - Chapter 05 #138
Difficulty: Medium
Learning Objective: 1

139. The stronger your needs the less motivated you are to fulfill them, because you feel they are out of reach.

(p. 125) **FALSE**

Chapter - Chapter 05 #139
Difficulty: Difficult
Learning Objective: 2 & 3

140. Drives are needs, and are essential parts of human psychology.

(p. 125) **FALSE**

Chapter - Chapter 05 #140
Difficulty: Difficult
Learning Objective: 2

141. In the context of motivation, drives are also called, primary needs, fundamental needs, or innate needs.

(p. 125) **TRUE**

Chapter - Chapter 05 #141
Difficulty: Medium
Learning Objective: 2

142. Experts agree that drives are limited to physiological essentials, such as hunger and thirst.

(p. 125) **FALSE**

Chapter - Chapter 05 #142
Difficulty: Medium
Learning Objective: 2

143. Needs are defined as goal-oriented forces that people experience.

(p. 125) **TRUE**

Chapter - Chapter 05 #143
Difficulty: Easy
Learning Objective: 2

144. Needs hierarchy theory explains how people develop perceptions of fairness in the distribution and exchange of resources.

(p. 126) **FALSE**

Chapter - Chapter 05 #144
Difficulty: Easy
Learning Objective: 3

145. Maslow's needs hierarchy theory incorporates only five basic categories.

(p. 126-127) **TRUE**

Chapter - Chapter 05 #145
Difficulty: Easy
Learning Objective: 3

146. Maslow's needs hierarchy theory states that people are motivated by only one need at a time.

(p. 127) **FALSE**

Chapter - Chapter 05 #146
Difficulty: Medium
Learning Objective: 3

147. According to needs hierarchy theory, the need for self-actualization continues to develop even when it is fulfilled.

(p. 127) **TRUE**

Chapter - Chapter 05 #147
Difficulty: Medium
Learning Objective: 3

148. Abraham Maslow was the first to recognize that human thoughts play a role in motivation.

(p. 127) **TRUE**

Chapter - Chapter 05 #148
Difficulty: Medium
Learning Objective: 3

149. Maslow is credited for bringing a mechanistic perspective to the study of motivation.

(p. 127) **FALSE**

Chapter - Chapter 05 #149
Difficulty: Medium
Learning Objective: 3

150. The positive organizations behaviour perspective focuses on teaching students the correct behaviours expected of them in modern work organizations.

(p. 127) **FALSE**

Chapter - Chapter 05 #150
Difficulty: Medium
Learning Objective: 3

151. Maslow's theory fails to account for the fact that people have different hierarchies.

(p. 127) **TRUE**

Chapter - Chapter 05 #151
Difficulty: Medium
Learning Objective: 3

152. Maslow's needs hierarchy theory failed to explain the dynamics of employee needs because they falsely assume that everyone fits into a single needs hierarchy.

(p. 127) **TRUE**

Chapter - Chapter 05 #152
Difficulty: Medium
Learning Objective: 3

153. A person's hierarchy of needs is influenced by his or her values.

(p. 127) **TRUE**

Chapter - Chapter 05 #153
Difficulty: Medium
Learning Objective: 3

154. David McClelland's research on need for achievement concluded that all needs are instinctive and fixed for life.

(p. 128) **FALSE**

Chapter - Chapter 05 #154
Difficulty: Medium
Learning Objective: 3

155. People with a high need for achievement tend to avoid risks and prefer working in teams.

(p. 128) **FALSE**

Chapter - Chapter 05 #155
Difficulty: Medium
Learning Objective: 3

156. Successful entrepreneurs tend to have a high need for achievement.

(p. 128) **TRUE**

Chapter - Chapter 05 #156
Difficulty: Easy
Learning Objective: 3

157. People with a high need for affiliation tend to be more effective in jobs that allocate scarce resources among employees.

(p. 128) **FALSE**

Chapter - Chapter 05 #157
Difficulty: Medium
Learning Objective: 3

158. People with a high need for affiliation tend to be more effective in jobs that require them to mediate conflicts.

(p. 128) **TRUE**

Chapter - Chapter 05 #158
Difficulty: Medium
Learning Objective: 3

159. According to learned needs theory, people with a high personalized need for power enjoy power for its own sake and use it to advance their career rather than to benefit others.

TRUE

Chapter - Chapter 05 #159
Difficulty: Medium
Learning Objective: 3

160. According to learned needs theory, companies should hire leaders with a strong need for personalized power.

FALSE

Chapter - Chapter 05 #160
Difficulty: Medium
Learning Objective: 3

161. Four-drive theory states that people have a hierarchy of needs that they progress through as lower level needs are fulfilled.

FALSE

Chapter - Chapter 05 #161
Difficulty: Medium
Learning Objective: 3

162. Two drives identified in four-drive theory are the drive to acquire and the drive to bond.

TRUE

Chapter - Chapter 05 #162
Difficulty: Easy
Learning Objective: 3

163. According to four-drive theory, three drives are proactive (i.e. we actively seek to fulfill them) whereas the drive to defend is reactive (activated only in reaction to threat).

TRUE

Chapter - Chapter 05 #163
Difficulty: Medium
Learning Objective: 3

164. In four-drive theory, the drive to bond does not produce any emotional markers.

FALSE

Chapter - Chapter 05 #164
Difficulty: Medium
Learning Objective: 3

165. According to four-drive theory, social norms, past experience, and personal values translate emotional signals into goal-directed effort.

TRUE

Chapter - Chapter 05 #165
Difficulty: Difficult
Learning Objective: 3

166. According to four-drive theory, organizations maximize motivation by focusing employees on opportunities to fulfill only one of the four drives.

FALSE

Chapter - Chapter 05 #166
Difficulty: Easy
Learning Objective: 3

167. Four-drive theory recommends keeping all four drives in "balance"; that is, organizations should avoid too much or too little opportunity to fulfill each drive.

TRUE

Chapter - Chapter 05 #167
Difficulty: Easy
Learning Objective: 3

168. Four-drives theory recommends that organizations rely on financial rewards rather than non-financial rewards to motivate employees.

FALSE

Chapter - Chapter 05 #168
Difficulty: Easy
Learning Objective: 3

169. Expectancy theory of motivation states that people naturally direct their effort towards behaviours they believe are most likely to lead to desired outcomes.

TRUE

Chapter - Chapter 05 #169
Difficulty: Easy
Learning Objective: 4

170. According to expectancy theory, employee motivation will remain high even when the P-to-O expectancy falls to zero.

FALSE

Chapter - Chapter 05 #170
Difficulty: Medium
Learning Objective: 4

171. In expectancy theory, the performance-to-outcome expectancy represents the anticipated satisfaction or dissatisfaction that an individual places on an outcome.

FALSE

Chapter - Chapter 05 #171
Difficulty: Medium
Learning Objective: 4

172. One way to increase an employee's E-to-P expectancy regarding a specific task is to increase the person's self-confidence through counselling and coaching.

TRUE

Chapter - Chapter 05 #172
Difficulty: Medium
Learning Objective: 4

173. According to expectancy theory, communicating the existence of a performance-based reward system motivates employees by increasing their outcome valences.

FALSE

Chapter - Chapter 05 #173
Difficulty: Medium
Learning Objective: 4

174. One of the main problems with expectancy theory of motivation is that it does not identify the 'comparison other' in the motivation process.

FALSE

Chapter - Chapter 05 #174
Difficulty: Medium
Learning Objective: 4

175. One way to increase a person's P-to-O expectancy is to measure his or her job performance more accurately.

TRUE

Chapter - Chapter 05 #175
Difficulty: Easy
Learning Objective: 4

176. Expectancy theory is a useful model that explains motivation.

TRUE

Chapter - Chapter 05 #176
Difficulty: Easy
Learning Objective: 4

177. Expectancy theory identifies emotions as a key component of employee motivation.

FALSE

Chapter - Chapter 05 #177
Difficulty: Medium
Learning Objective: 4

178. Organizational behaviour modification emphasizes human thoughts rather than the environment as the source of all learning.

FALSE

Chapter - Chapter 05 #178
Difficulty: Easy
Learning Objective: 5

179. In behaviour modification, antecedents refer to environmental cues, informing employees that certain behaviours will have particular consequences.
(p. 134) **TRUE**
- Chapter - Chapter 05 #179
Difficulty: Easy
Learning Objective: 5
180. Negative reinforcement occurs when the introduction of a consequence increases or maintains the frequency or future probability of a behaviour.
(p. 135) **FALSE**
- Chapter - Chapter 05 #180
Difficulty: Medium
Learning Objective: 5
181. Punishment decreases the frequency of future behaviour whereas negative reinforcement increases or maintains the frequency of future behaviour.
(p. 135) **TRUE**
- Chapter - Chapter 05 #181
Difficulty: Medium
Learning Objective: 5
182. Research has concluded that punishment and negative reinforcement should never be used in organizational settings.
(p. 135) **FALSE**
- Chapter - Chapter 05 #182
Difficulty: Medium
Learning Objective: 5
183. Punishment is the same negative reinforcement.
(p. 135) **FALSE**
- Chapter - Chapter 05 #183
Difficulty: Medium
Learning Objective: 5
184. If you praise an employee every time after he or she has performed the job well, then extinction of the desired behaviours is less likely to occur after you stop giving any more praise.
(p. 135) **FALSE**
- Chapter - Chapter 05 #184
Difficulty: Difficult
Learning Objective: 5
185. Continuous reinforcement provides the most rapid learning of the targeted behaviour.
(p. 135) **TRUE**
- Chapter - Chapter 05 #185
Difficulty: Easy
Learning Objective: 5
186. The variable ratio schedule of reinforcement makes behaviour highly resistant to extinction.
(p. 135) **TRUE**
- Chapter - Chapter 05 #186
Difficulty: Medium
Learning Objective: 5
187. Behaviour modification is an effective strategy for helping employees to improve their decision making and other conceptual activities.
(p. 136) **FALSE**
- Chapter - Chapter 05 #187
Difficulty: Medium
Learning Objective: 5
188. One problem with behaviour modification programs is that some employees view the variable ratio schedule of reinforcement as a form of gambling, like a lottery.
(p. 136) **TRUE**
- Chapter - Chapter 05 #188
Difficulty: Easy
Learning Objective: 5

189. According to social cognitive theory, people can reinforce their own behaviour.
(p. 136) **TRUE**

Chapter - Chapter 05 #189
Difficulty: Easy
Learning Objective: 5

190. The main problem with behavioural modelling is that it transfers explicit knowledge, but not tacit knowledge.
(p. 137) **FALSE**

Chapter - Chapter 05 #190
Difficulty: Medium
Learning Objective: 5

191. According to social cognitive theory, people learn to anticipate consequences mainly by observing the experiences of other people.
(p. 137) **TRUE**

Chapter - Chapter 05 #191
Difficulty: Medium
Learning Objective: 5

192. Behavioural modelling can increase an observer's self-confidence.
(p. 137) **TRUE**

Chapter - Chapter 05 #192
Difficulty: Easy
Learning Objective: 5

193. People self regulate by engaging in self-reinforcement.
(p. 137) **TRUE**

Chapter - Chapter 05 #193
Difficulty: Easy
Learning Objective: 5

194. Goal setting potentially improves employee performance by increasing motivation and clarifying role perceptions.
(p. 137) **TRUE**

Chapter - Chapter 05 #194
Difficulty: Medium
Learning Objective: 6

195. Goal setting tends to be more effective when the goals are specific rather than general.
(p. 137) **TRUE**

Chapter - Chapter 05 #195
Difficulty: Easy
Learning Objective: 6

196. Goal setting is more effective when employees can easily complete the goals assigned to them.
(p. 138) **FALSE**

Chapter - Chapter 05 #196
Difficulty: Easy
Learning Objective: 6

197. The optimal level of goal difficulty occurs where the goal has more than a low level but less than a moderate level of goal difficulty.
(p. 138) **FALSE**

Chapter - Chapter 05 #197
Difficulty: Medium
Learning Objective: 6

198. Participation in goal formation tends to increase performance when employees lack commitment to assigned goals.
(p. 138) **TRUE**

Chapter - Chapter 05 #198
Difficulty: Easy
Learning Objective: 6

199. Feedback is a source of motivation as well as learning.
(p. 138) **TRUE**

Chapter - Chapter 05 #199
Difficulty: Medium
Learning Objective: 6

200. The balanced scorecard is a performance measurement system that rewards people on several factors.

(p. 138)

TRUE

Chapter - Chapter 05 #200
Difficulty: Easy
Learning Objective: 6

201. Balanced scorecards are used mainly to measure performance of production employees.

(p. 138)

FALSE

Chapter - Chapter 05 #201
Difficulty: Medium
Learning Objective: 6

202. Feedback to employees is most effective when it is frequent, credible, and general.

(p. 139)

FALSE

Chapter - Chapter 05 #202
Difficulty: Easy
Learning Objective: 6

203. Feedback can be more frequent when employees perform short rather than long job cycles.

(p. 139)

TRUE

Chapter - Chapter 05 #203
Difficulty: Easy
Learning Objective: 6

204. Strength-based coaching is also known as appreciative coaching.

(p. 139)

TRUE

Chapter - Chapter 05 #204
Difficulty: Easy
Learning Objective: 6

205. Strength-based coaching is inconsistent with self-enhancement.

(p. 139)

FALSE

Chapter - Chapter 05 #205
Difficulty: Easy
Learning Objective: 6

206. The idea behind 360-degree feedback is that employees should receive feedback for 360 continuous days.

(p. 140)

FALSE

Chapter - Chapter 05 #206
Difficulty: Easy
Learning Objective: 6

207. Research suggests that feedback originating only from the supervisor provides more complete and accurate information than feedback received through a 360-degree process.

(p. 140)

FALSE

Chapter - Chapter 05 #207
Difficulty: Easy
Learning Objective: 6

208. Compared to supervisor-only feedback, 360-degree feedback tends to produce more ambiguous and conflicting feedback.

(p. 140)

TRUE

Chapter - Chapter 05 #208
Difficulty: Medium
Learning Objective: 6

209. To learn about their progress towards goal accomplishment, employees usually prefer feedback from supervisors and other people.

(p. 140)

FALSE

Chapter - Chapter 05 #209
Difficulty: Medium
Learning Objective: 6

210. Employees consider feedback from non-social sources to be more accurate than feedback from social sources.
(p. 140) **TRUE**
*Chapter - Chapter 05 #210
Difficulty: Easy
Learning Objective: 6*
211. When employees want to improve their self-image, they seek out positive feedback from social sources.
(p. 141) **TRUE**
*Chapter - Chapter 05 #211
Difficulty: Easy
Learning Objective: 6*
212. Combining goal setting with monetary incentives motivates many employees to set up difficult goals.
(p. 141) **FALSE**
*Chapter - Chapter 05 #212
Difficulty: Medium
Learning Objective: 6*
213. To determine the fairness of pay or other outcomes, people almost always rely on the equity principle.
(p. 141) **FALSE**
*Chapter - Chapter 05 #213
Difficulty: Easy
Learning Objective: 7*
214. The distributive justice principle states that everyone should receive the same rewards in life.
(p. 141) **FALSE**
*Chapter - Chapter 05 #214
Difficulty: Easy
Learning Objective: 7*
215. According to equity theory, employees feel inequity only when other people receive higher salaries than they do.
(p. 142) **FALSE**
*Chapter - Chapter 05 #215
Difficulty: Easy
Learning Objective: 7*
216. In the equity theory model, a 'comparison other' is an individual or group of people against whom the person compares his or her outcome/input ratio.
(p. 142) **TRUE**
*Chapter - Chapter 05 #216
Difficulty: Easy
Learning Objective: 7*
217. One of the most significant discoveries in equity theory research is that people tend to keep the same comparison other throughout their working lives.
(p. 142) **FALSE**
*Chapter - Chapter 05 #217
Difficulty: Medium
Learning Objective: 7*
218. Feelings of inequity occur when employees receive less than others, but not when they receive more than others.
(p. 143) **FALSE**
*Chapter - Chapter 05 #218
Difficulty: Medium
Learning Objective: 7*
219. Overreward inequity occurs whenever other people receive less money than you do.
(p. 143) **FALSE**
*Chapter - Chapter 05 #219
Difficulty: Medium
Learning Objective: 7*

220. Underreward inequity occurs when your outcome/input ratio is lower than the outcome/input ratio of a comparison other.
(p. 143) **TRUE**
- Chapter - Chapter 05 #220
Difficulty: Medium
Learning Objective: 7
221. Equity theory research has found that employees who feel overrewarded tend to alter their perceptions of inputs and outcomes rather than attempt to actually change them.
(p. 144) **TRUE**
- Chapter - Chapter 05 #221
Difficulty: Medium
Learning Objective: 7
222. One of the most common consequences of overreward inequity is that overpaid employees try to increase their inputs by working harder.
(p. 144) **FALSE**
- Chapter - Chapter 05 #222
Difficulty: Medium
Learning Objective: 7
223. Equity sensitivity refers to how strongly people feel about outcome/input ratios with others.
(p. 144) **TRUE**
- Chapter - Chapter 05 #223
Difficulty: Easy
Learning Objective: 7
224. One problem with equity theory is that it incorrectly assumes people are individualistic, rational, and selfish.
(p. 144) **FALSE**
- Chapter - Chapter 05 #224
Difficulty: Medium
Learning Objective: 7
225. Procedural justice is influenced by the policies and practices that decision makers follow as well as their standards of interpersonal conduct.
(p. 145) **TRUE**
- Chapter - Chapter 05 #225
Difficulty: Difficult
Learning Objective: 7
226. Distributive justice increases directly with the extent that the decision allows voice, can be appealed, and has an unbiased decision maker.
(p. 145) **FALSE**
- Chapter - Chapter 05 #226
Difficulty: Difficult
Learning Objective: 7
227. Giving employees an explanation for a negative decision has no effect on procedural justice.
(p. 145) **FALSE**
- Chapter - Chapter 05 #227
Difficulty: Medium
Learning Objective: 7
228. Feelings of procedural injustice produce anger, which, in turn, generates either withdrawal or aggression.
(p. 145) **TRUE**
- Chapter - Chapter 05 #228
Difficulty: Medium
Learning Objective: 7
229. Having a formalized way of appealing the decision of managers to a higher authority is a form of procedural justice.
(p. 145) **TRUE**
- Chapter - Chapter 05 #229
Difficulty: Medium
Learning Objective: 7

230. Maslow's needs hierarchy theory was dismissed by experts more than three decades ago, yet Maslow's writing has had a lasting and valuable effect by advocating a more holistic and humanistic approach to human motivation. Discuss these two elements and point out how they were applied in Maslow's needs hierarchy theory.

(p. 127)

Students should describe each of these three philosophies of motivation thinking and identify how they exist in Maslow's own needs hierarchy theory. Here are the key points:

Holistic. This is the view that needs and drives should be studied together, not piecemeal, because their effects are influenced by other needs and drives, not independently. Maslow's needs hierarchy theory takes a holistic approach by condensing the long list of needs into a hierarchy of five basic categories, and describes the effect of these needs on motivation in terms of each need's relationship to other needs (the lowest level need is strongest; people move to a higher need when the lower one is fulfilled, etc.).

Humanistic. The humanistic approach refers to the notion that motivation is influenced at least partly by human thought and social influences rather than just instinct. This contrasts with early motivation research which mainly investigated instinctive forms of motivation. This humanistic approach is apparent in needs hierarchy theory because it introduced growth needs rather than just deficiency needs. Growth needs (self-actualization) involves thinking rather than instinctive wants. Social status also likely has a social rather than purely instinctive influence.

Chapter - Chapter 05 #230

Difficulty: Medium

Learning Objective: 3

231. Your organization wants to hire and develop a group of people for executive positions in a fast-growing high-technology firm. The company's selection tests are able to identify each applicant's current level of need for achievement, power (both types) and affiliation. Moreover, the company has special training programs to further develop these fast-track executives on these learned needs. Identify which learned needs the company should use to select these applicants and should further develop in the training programs.

(p. 128-129)

Need for socialized power. Effective executives have a high need for socialized power because this motivates them to acquire power to benefit the organization. Therefore, applicants should be selected if they have high levels of this need, and they should receive further training to develop this socialized power need.

Need for personalized power. Effective executives have low levels of personalized power because this motivates them to acquire power for personal gain. Thus, applicants with high levels of this need should be screened out. Moreover, these people should not receive any training to develop this need.

Need for affiliation. Effective executives have a relatively low need for affiliation so that their choices and actions are not biased by a personal need for approval. Thus, applicants with high levels of this need should be screened out. Moreover, these people should not receive any training to develop this need.

Need for achievement. Effective executives have a moderate (neither too high nor too low) need for achievement. If too high, executives have difficulty delegating work and involving employees. If too low, executives are not motivated enough to work towards challenging goals. Thus, applicants should be selected if they have moderate levels of this need. Training probably should not be provided, unless some of these people currently have low need for achievement.

Chapter - Chapter 05 #231

Difficulty: Difficult

Learning Objective: 3

232. Briefly describe the various drives within the Four-drive Theory and explain how drives influence employee motivation.
(p. 129-131)

Drive to acquire: This is the drive to seek, take, control, and retain objects and personal experiences.

Drive to bond: This is the drive to form social relationships and develop mutual caring commitments with others.

Drive to learn: This is the drive to satisfy our curiosity, to know and understand ourselves and the environment around us.

Drive to defend: This drive creates a fight-or-flight response in the face of personal danger.

Every bit of information we receive is quickly and non-consciously tagged with emotional markers that subsequently shape our logical analysis of the situation. According to Four-drive Theory, these four drives determine which emotions are tagged to incoming stimuli. Four-drive Theory states that competing drives (i.e. conflicting emotions) demand our attention, which causes us to choose a course of action based on our social norms, past experience, and personal values. In other words, our conscious analysis of competing demands from the four drives generates needs that energize us to act in ways acceptable to society and our own moral compass.

233. (p. 128-129) A large manufacturer of Internet hardware wants to hire an executive who will help develop the firm's marketing division. This executive must be a 'team player' by working with other executives. The successful candidate will also delegate more responsibility to the marketing professionals, but is responsible for making tough decisions regarding allocation of limited budgets. Describe the level of need for achievement, affiliation, and socialized and personalized power that the ideal candidate would have for this position. Your answer should also briefly define these terms.

To answer this question, students need to briefly define each term, then identify the level of each need.

Need for achievement (nAch). This is a learned need that causes people to want to accomplish reasonably challenging goals through their own efforts. The textbook indicates that people with a high nAch prefer working alone rather than in teams. The position in this question calls for someone who is a team player, so the person should have somewhat lower nAch because they must delegate work and build support through involvement. This does not mean that nAch should be low. Rather, it should not be extremely high (as found in entrepreneurs). Some students might note that high nAch people may perform well in large companies where they are given considerable independence—as though they are running their own business. However, this clearly indicates that the marketing executive is working with the executive team.

Need for affiliation (nAff). This is a learned need that causes people to seek approval from others, conform to their wishes and expectations, and avoid conflict and confrontation. The textbook indicates that decision makers (including executives) should have a relatively low level of nAff because people with high nAff are less effective at allocating scarce resources and making other decisions that potentially generate conflict. The ideal candidate for this position should have a relatively low nAff so that his or her choices and actions are not biased by a personal need for approval.

Need for power (nPow). This is a learned need that causes people to want to exercise control over others and are concerned about maintaining their leadership position. Those with a high personalized need for power enjoy their power for its own sake and use it to advance their career and other personal interests. Those with a high socialized need for power want power as a means to help others, such as improving society or increasing organizational effectiveness. The ideal executive should have a low personalized need for power and a high socialized need for power so that power is directed towards fulfillment of organizational objectives.

*Chapter - Chapter 05 #233
Difficulty: Difficult
Learning Objective: 3*

234. (p. 129-131) Four-drive theory offers a contemporary view of how individual drives influence behaviour. The first part of the theory explains how drives generate emotions. Explain how these emotions are translated into employee behaviour. Your answer should identify the three factors that people consider in this translation process.

This question asks students to describe the second half of the four-drive theory process. To answer this question, students need to state that when emotions are raised to a level of consciousness (which often occurs when emotions compete with each other). When aware of this internal conflict, people rely on a built-in skill set to resolve these dilemmas. These skills take into account social norms, past experience, and personal values. The result is goal-directed decision and effort that fits within the constraints of cultural and moral expectations. In other words, the conscious analysis of competing demands from the four drives generates needs that energize people to act in ways acceptable to society and our own moral compass.

*Chapter - Chapter 05 #234
Difficulty: Medium
Learning Objective: 2
Learning Objective: 3*

235. Four-drive theory is one of the few theories of motivation that recognizes the central role of human emotions in the motivation process. Explain how four-drive theory applies emotions to employee motivation.

(p. 129-131)

Four-drive theory recognizes that we perceive information from the external environment both rationally and emotionally. The emotional centre, which operates faster than the rational centre, relies on the innate drive to code the relevance and strength of the perceived information. Situations that violate or support these drives receive emotional markers (fear, excitement, anger, etc.). The emotionally coded information is transmitted to the rational centre of the brain where it is evaluated in the context of memory and competencies. The rational centre then makes a conscious choice that motivates behaviour

The four drives speed up the decision-making process because the emotional markers created by these drives highlight the alternative actions to avoid and the alternatives to favour. Emotional markers also become the conscious sources of human motivation.

Chapter - Chapter 05 #235
Difficulty: Difficult
Learning Objective: 3

236. Your organization wants to improve employee motivation. Employees already have strong P-to-O expectancies and the outcome valences are quite favourable for strong performance, but they seem to have a low E-to-P expectancy. Identify three distinct types of strategies that would potentially increase employee motivation by improving the E-to-P expectancy.

(p. 132-134)

The E-to-P expectancy may be improved generally by increasing the individual's abilities and self-perceptions of ability, and by providing favourable situational contingencies. There are three basic strategies for improving the individual's ability to perform the job. First, the organization should select people with the required skills and knowledge to perform the job. Second, the organization should provide sufficient training to enable the person to do the job proficiently. Third, for those who lack the skills or knowledge to perform the whole job, managers might temporarily reduce the job requirements. Specifically, aspects of the job that are beyond the individual's qualifications may be temporarily assigned to other people.

To improve the person's perceived ability to perform the job, managers could show employees how their skills can accomplish the task. They could provide evidence and examples that similar employees have been successful in this job. Managers should provide encouragement and support to employees who lack self-confidence. They should provide feedback to reinforce the belief that the employees can perform the job.

Finally, the E-to-P expectancy tends to increase as employees are placed in work environments with favourable situational contingencies. In other words, they should be given sufficient time, materials and other resources to accomplish the job and have obstacles removed where possible.

Chapter - Chapter 05 #236
Difficulty: Medium
Learning Objective: 4

237. (p. 132-134) You want production employees at your company to be more motivated to complete their assignments more efficiently. They are confident that they can perform their jobs more efficiently and the rewards you give employees (pay cheques, paid time off, etc.) are valued by these people. Identify the one element of expectancy theory that requires improvement and identify three possible actions that would increase employee motivation through this element.

Students need to answer this question by first identifying the element of expectancy theory that requires change. The incident says that employees know they can perform their jobs more efficiently, so they already have a high E-to-P expectancy. Moreover, employees value the rewards, suggesting that the outcomes have a high valence. This leaves the likelihood that employees have a low P-to-O expectancy. That is, they perceive a low probability that performing the job more efficiently will lead to desired outcomes.

There are several ways to increase the P-to-O expectancy. The company needs to measure employee performance accurately (in this case, measuring number of units produced per hour or some other measure of work efficiency). The company needs to tell employees that certain desirable rewards will result from increased work efficiency. P-to-O expectancy will also increase if the company shows examples of situations where employees receive the desired rewards after they have performed their jobs more efficiently. Moreover, when employees receive their rewards, they should be told how these rewards resulted from past incidents of work efficiency.

*Chapter - Chapter 05 #237
Difficulty: Medium
Learning Objective: 4*

238. (p. 134-136) What are the A-B-Cs of behaviour modification?

The A-B-Cs of behaviour modification represent the three main elements that the theory examines—namely antecedents, behaviour and consequences.

Antecedents are environmental cues preceding the behaviour informing employees that particular activities will have particular consequences. Behaviour modification recognizes that employee behaviour may be altered by systematically introducing and removing these cues.

Behaviour refers to anything that someone says or does. Increasing the frequency or consistency of certain behaviours and reducing or eliminating undesirable behaviours are the central objectives of behaviour modification programs.

Consequences are events following behaviour that influence its future occurrence. There are four types of reinforcers—called the contingencies of reinforcement—and five schedules used to administer these reinforcers. Behaviour modification recognizes that employee behaviour may be altered by systematically altering these consequences.

*Chapter - Chapter 05 #238
Difficulty: Easy
Learning Objective: 5*

239. Big Box Construction Company has received warnings from government safety inspectors that employees at some of its construction sites are not wearing the required safety helmets and noise-protection equipment. The company could lose these contracts if safety practices are not maintained. The company has warned employees that they could be fired if they don't wear the safety gear, but this has had little effect. Describe an A-B-C analysis for this situation and provide two types of behaviour modification interventions that might change employee behaviour in this situation.

(p. 134-136)

An A-B-C analysis involves diagnosing the antecedents and consequences of wearing safety equipment. In this situation, the company needs to look at the conditions under which employees are required to wear the equipment, as well as what happens when they wear (and don't wear) the equipment.

Antecedents are environmental cues informing employees that certain behaviours have particular consequences. The diagnosis would look at whether there are clear indicators that employees need to wear the safety equipment to avoid accidents and prevent job loss due to safety infractions. Thus, one type of intervention might be to have the company post signs reminding employees of the importance of wearing safety equipment.

Consequences are events following a particular behaviour that influence its future occurrence. The diagnosis in this situation would look at whether employees receive positive reinforcement from wearing the equipment or whether the net consequences are unfavourable. Thus, one type of intervention might be to show employees examples in which wearing safety gear saved someone's life. Alternatively, the company might have a safety award in which people receive a specific form of positive reinforcement for wearing safety gear each day on the job. A third strategy is to search out and remove sources of punishment employees receive for wearing the safety gear. For example, they might receive ridicule from colleagues or they may find the safety gear uncomfortable. By removing or minimizing these punishers, employees are more likely to wear safety gear.

Chapter - Chapter 05 #239
Difficulty: Medium
Learning Objective: 5

240. Behaviour modification has been very effective in some settings, but also has several limitations. Describe two limitations of behaviour modification and give an example of each.

(p. 134-136)

Students can describe any two of the three limitations identified in the textbook. They are summarized here along with a typical example. Students can, of course, provide other examples.

Reward inflation. Behaviour modification programs often suffer from "reward inflation," in which the reinforcer is either quickly forgotten or eventually considered an entitlement. For example, if a company offers time off with pay for good attendance, employees may eventually feel like the extra time off is a normal part of employment and feel punished if they don't receive it.

Variable ratio schedule is a form of gambling. The variable ratio schedule may be best for maintaining behaviour, but it also resembles a lottery. Some people worry about the ethical nature of this schedule because employees are essentially betting that they will receive a reinforcer after the next behaviour. For example, rather than receiving a bonus for every 100 units sold, the employee would only have a probability of receiving this reward. Some employees may be repulsed by these behaviour modification practices.

Behaviourist philosophy. Behaviour modification's radical "behaviourist" philosophy (that human thinking processes are unimportant) has lost favour because it is now evident that people can learn through mental processes, such as observing others and thinking logically about possible consequences. Thus, behaviour modification is no longer considered sufficient to understand learning in organizations.

Chapter - Chapter 05 #240
Difficulty: Easy
Learning Objective: 5

241. Explain why behaviour modelling is often more effective than direct reinforcement for helping employees to learn new behaviours.
(p. 136-137)

Behaviour modelling is often more effective than direct reinforcement for helping employees to learn new behaviours because observation communicates information clearly and fully whereas direct reinforcement is a trial-and-error approach that may lead to misinterpretation (e.g. when the reinforcer isn't closely linked to the desired behaviour). Behavioural modelling transfers tacit knowledge that is otherwise difficult to communicate.

Behavioural modelling is also more effective because it enhances the observer's self-confidence (i.e. self-confidence in performing the task). Direct reinforcement might have this effect after the behaviour has been performed correctly, but not beforehand. It is much easier to develop self-confidence by watching others similar to you perform the task well.

Chapter - Chapter 05 #241
Difficulty: Medium
Learning Objective: 5

242. Friendly Cafe is a chain of coffee shops located throughout Canada. The company president wants your management-consulting firm to use behavioural modelling to improve customer service skills among servers. Give two explanations why behavioural modelling may be an effective learning strategy in this situation and identify two important characteristics of this approach.
(p. 136-137)

According to social cognitive theory, employees learn tacit skills and knowledge much better through behavioural modelling than through traditional classroom learning. By observing a professional server, Friendly Cafe's servers can more easily see and understand the subtle cues and behaviours that provide superior customer service. A second benefit of behavioural modelling is that it enhances the observer's self-confidence. By seeing someone else engage in the desired behaviour, observers develop a higher degree of self-confidence that they can also perform those behaviours.

Two important characteristics of the behavioural model are that the model is respected by observers and the model's actions are followed by favourable consequences. For example, the model should be a respected colleague or look similar to colleagues and the model should receive praise or some other form of positive reinforcement following the desirable behaviour.

Chapter - Chapter 05 #242
Difficulty: Medium
Learning Objective: 5

243. Total Chemical Corp. (TCC) developed a goal-setting program aimed at teams that operate the petrochemical process in TCC's plants. The goal-setting program encouraged team leaders to frequently remind team members to 'do their best'. TCC's executives also rewarded team leaders who pushed employees to complete impossible deadlines. One year after the goal-setting program was introduced, TCC's executives couldn't see much improvement in job performance. Explain why goal setting might not have worked effectively here.
(p. 137-138)

This incident indicates two obvious problems with the goal-setting program. First, goal setting works best when employees are given specific goals, such as 'increase flow-through by 4 per cent over the next three months'. In this case, employees were just reminded to do their best. Second, by regularly assigning impossible deadlines, the team leaders may be undermining goal commitment. This also weakens the motivational effect of goal setting.

Chapter - Chapter 05 #243
Difficulty: Easy
Learning Objective: 6

244. Comment on the accuracy of the following statement: 'According to goal-setting theory, performance increases with the level of goal difficulty.'
(p. 137-138)

This statement is generally correct, but only up to a certain point. It is true that performance increases with the level of goal difficulty. Harder goals lead to greater effort and persistence than easier goals. However, employees must accept and preferably be committed to these challenging goals. Without goal acceptance, effort declines significantly, resulting in low performance. (This is similar to expectancy theory where the E-to-P expectancy declines.)

Chapter - Chapter 05 #244
Difficulty: Easy
Learning Objective: 6

245. Suppose that you supervise two-dozen sales representatives, covering every region of the country, from your office at company headquarters. Describe a feedback strategy that might improve the performance of these employees with respect to increasing sales to new clients.
(p. 137-139)

To answer this question, we must consider the five characteristics of effective feedback described in the textbook. In other words, the sales manager must construct a feedback mechanism that takes into account the degree to which the feedback is specific, frequent, timely, credible and relevant.

Specific feedback. Feedback is more useful when it includes specific information rather than subjective and general phrases. Thus, the sales manager should provide feedback that describes specific information (e.g. sales volume) for a specific area and time frame.

Sufficiently frequent feedback. Most organizations should provide more frequent feedback to employees. The best strategy is to have feedback continuously available and to let employees decide when they want to see it. Thus, the sales manager should make sales information available whenever sales employees want this feedback.

Timely feedback. Feedback should be available as soon as possible so that employees see a clear association between their behaviour and its consequences. Thus, the sales manager should arrange to have sales information prepared as quickly as possible.

Credible feedback. Feedback has value only when the employee accepts its content. Employees are more likely to accept feedback from trustworthy and credible sources. Thus, feedback should come from reputable sources, such as valid computer printouts and from executives who are respected by sales employees.

Relevant feedback. Feedback is most effective when it relates to the individual's behaviour rather than broader departmental or organizational activities. Thus, the sales manager should ensure that each employee's feedback relates to sales goals for that person and that the information relates to events under the employee's control.

Chapter - Chapter 05 #245
Difficulty: Medium
Learning Objective: 6

246. (p. 140-141) A large project engineering company assigns engineering, purchasing, marketing and support staff to client-based projects, which last anywhere from four months to one year. These project staff report to both the project leader and the manager of their functional specialization. For example, a marketing employee in Project Z would receive day-to-day instructions from the Project Z manager, but would receive career development guidance from the company's director of marketing. The functional manager also places employees in future projects. In the past, project staff were evaluated by the employee's project leader at the time of the annual performance evaluation. However, some employees complained that they had just started the project, so the project leader didn't know their performance. The company wants to introduce a 360-degree feedback process to overcome this and other problems with the performance evaluation system. Describe the specific characteristics of a 360-degree feedback process for project staff at this company and identify two problems that the company should know about 360-degree feedback systems.

To answer this question, students need to describe the 360-degree process in this context and they need to identify two problems with 360-degree feedback.

The 360-degree process for project staff can take a few forms, but the following description is probably the most common one. Once or possibly twice each year, the company would collect feedback about specific employees from a representative group of people around that employee. In this setting, the current and former project leaders over the past year would contribute feedback, as would a sample of employees in the current and past projects over the past year. These projects are client-based, so the company might ask clients for feedback, where appropriate. It isn't clear whether these staffers have subordinates, but, if so, lower-level employees would also submit feedback about the employee.

One issue in this process is who would collect and process this multisource feedback and discuss the results with the employee. While there is no absolutely correct answer here, probably the best choice would be the employee's functional manager (e.g. the director of marketing for marketing employees). Functional heads are logical choices because they are responsible for the employee's career development and oversee the employee's project placement. Thus, the various sources of feedback would submit their comments and ratings to the employee's functional manager. The functional manager would organize this information and discuss it with the employee.

The textbook identifies the following four potential problems with 360-degree feedback. Students need to identify any two of these (although other logical problems with multisource feedback should also receive credit):

Costs. 360-degree feedback can be expensive and time-consuming because several people take time to review several other employees.

Ambiguous/conflicting feedback. With multiple opinions, the 360-degree process can also produce ambiguous and conflicting feedback, so employees may require guidance to interpret the results.

Inflated feedback. Peers may provide inflated rather than accurate feedback to avoid conflicts over the forthcoming year.

Emotional consequences. 360-degree feedback tends to have a stronger emotional effect on people because the feedback comes from several people, not just the supervisor.

247. Jack Smith and Sam Clemens are neighbours who work as purchasing managers in different companies in the petrochemical industry. During one neighbourly discussion, Jack learned that Sam's salary was nearly 15 per cent higher than his even though their job duties were similar. Other than this difference, both received similar benefits and seemed to enjoy their jobs and colleagues. Jack was upset about Sam's higher salary, although he hid his emotions from Sam. (After all, it wasn't Sam's fault that they received different salary levels.) Jack was frustrated not only because Sam received a significantly higher salary, but also because Jack was certain that he worked longer hours and was more productive than Sam. Use the equity theory model to explain Jack's frustration.

This incident provides a clear example of equity theory at work. Sam is Jack's comparison other in this case. From Jack's perspective, the relevant inputs are effort (hours of work) and job performance. There may be other inputs, but they are either equal or less important. The relevant outcomes are salary, benefits and possibly work satisfaction. The incident indicates that Jack feels inequitably rewarded because he perceives that their outcome/input ratios are quite different. Specifically, Jack believes that he provides a greater contribution to his organization (more hours of work and job performance) and yet receives fewer outcomes (lower salary). In other words, he feels underrewarded inequity. Jack experiences an uncomfortable tension because his outcome/input ratio is lower than Sam's.

Chapter - Chapter 05 #247
Difficulty: Medium
Learning Objective: 7

248. Jane and Connie are neighbours who both work as purchasing managers in different companies in the petrochemical industry. During one neighbourly discussion, Jane learned that Connie's salary was nearly 15 per cent higher than hers even though their job duties were similar. Other than this difference, both received similar benefits and seemed to enjoy their jobs and colleagues. Jane was upset about Connie's higher salary, although she did her best to hide her emotions from Connie. After all, it wasn't Connie's fault that they received different salary levels. Jane was frustrated not only because Connie received a significantly higher salary, but also because she was certain that she worked longer hours and was more productive than Connie. According to equity theory research, what will Jane probably do to reduce her upset feelings?

The textbook describes six possible consequences of inequity, but some are more likely to occur than others. One likely consequence is that Jane will try to increase her outcomes, such as by approaching her superiors for a pay increase. Alternatively, Jane might try to reduce her inputs, such as by working fewer hours and with less motivation towards maintaining high performance. If neither of these actions sufficiently reduces her feelings of inequity, Jane might begin looking for a purchasing management job in another company or consider moving into higher-paying jobs within his current organization. Jane's feelings of inequity might be reduced by changing her perceptions, but this is more difficult given the clarity of salary information. It is also unlikely that Jane would push Connie to work harder or try to reduce her salary. Finally, it may be difficult for Jane to change her comparison other since Connie is a neighbour with the same kind of job.

Chapter - Chapter 05 #248
Difficulty: Medium
Learning Objective: 7

249. Why is it such a challenge for employers to maintain feelings of equity among employees?

Maintaining the perception of equity is not an easy task because employees have different opinions regarding which inputs should be rewarded (e.g. seniority versus performance) and which outcomes are more valuable than others. We must also remember that the comparison other is not easy to identify and may, in fact, represent a distorted interpretation of reality. Lastly, people have different levels of equity sensitivity, so they react differently to inequitable situations.

Chapter - Chapter 05 #249
Difficulty: Medium
Learning Objective: 7

250. You have been asked to design a training program that will help managers create a better sense of procedural justice in their day-to-day decisions. Describe what this training program would emphasize to improve perceptions of procedural justice.
- (p. 145)

The textbook discusses the need to provide "voice," and respect. It is also recommended that supervisors should be prepared to explain their decisions to subordinates. Students can identify any of these, but they also need to describe them in the context of a training program.

Voice. Supervisors need to give employees an opportunity to tell their side of the story or present their arguments before the decision is made.

Bias-free. Supervisors need to present themselves in a neutral way, so they do not show favouritism.

Knowledgeable. Supervisors need to make an effort to understand the facts of the conflict or situation, and to demonstrate their solid knowledge of the situation.

Listens to all. Supervisors need to consider the views of all parties in the decision.

Show respect. Supervisors need to demonstrate that they value employees as human beings and have empathy for their conditions.

Supervisors are obliged to provide *explanations* for their decisions.

5 Summary

<u>Category</u>	<u># of Questions</u>
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Difficulty: Difficult	30
Difficulty: Easy	90
Difficulty: Medium	130
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6

1. Most employee benefits are based on which type of reward system?
 - A. Membership of the organization
 - B. Job status
 - C. Individual job performance
 - D. Competency
 - E. Corporate performance
2. Which reward system tends to discourage poor performers from voluntarily leaving the organization?
 - A. Membership and seniority-based pay
 - B. Skill-based pay
 - C. Piece-rate rewards
 - D. Competency-based pay
 - E. All of the answers are correct.
3. The problem with membership and seniority-based rewards is that:
 - A. they discourage people from remaining with the organization.
 - B. they are difficult to use in organizational settings.
 - C. they do not directly motivate job performance.
 - D. All of the answers are correct.
 - E. they discourage people from remaining with the organization and they do not directly motivate job performance.
4. _____ are often "golden handcuffs" that potentially increase continuance commitment.
 - A. Gainsharing rewards
 - B. Job status rewards
 - C. Team-based rewards
 - D. Competency-based rewards
 - E. Membership/seniority rewards.
5. Job status rewards usually offer which of the following benefits to organizations?
 - A. They encourage employees to focus their attention on customer service.
 - B. They discourage organizational politics.
 - C. They make organizations more market responsive.
 - D. They encourage employees to focus their attention on customer service and they make organizations more market responsive.
 - E. None of the answers apply.
6. Job evaluations are used in which type of reward system?
 - A. Competency-based rewards
 - B. Job status rewards
 - C. Individual performance rewards
 - D. Seniority-based rewards
 - E. None of the answers apply.
7. Which of the following systematically evaluates the worth of each job within the organization?
 - A. Job enlargement
 - B. Job enrichment
 - C. Job evaluation
 - D. Job status appraisal
 - E. Performance appraisal

8. Job evaluation and skill-based pay plans are both considered:
 - A. competency-based rewards.
 - B. membership/seniority-based rewards.
 - C. performance-based rewards.
 - D. status-based rewards.
 - E. None of the answers apply.
9. Job status-based rewards:
 - A. encourage employees to exaggerate job duties and hoard resources.
 - B. motivate employees to compete for positions further up the organization.
 - C. tend to encourage bureaucratic hierarchy.
 - D. All of the answers are correct.
 - E. None of the above.
10. Steelweld, a car parts manufacturer, pays employees a higher hourly rate as they learn to operate more parts of the work process. Employees earn \$10 per hour when they are hired and they can earn up to \$20 per hour if they master all 12 work units in the production process. Steelweld is applying which of these reward systems?
 - A. Skill-based pay
 - B. Piece-rate pay
 - C. Job evaluation system
 - D. Seniority-based pay
 - E. None of the answers apply.
11. Which of the following is most consistent with the idea that employees are expected to continuously learn skills that will keep them employed?
 - A. Competency-based rewards
 - B. Job status rewards
 - C. Job evaluation systems
 - D. Individual performance-based rewards
 - E. Competency-based rewards and job status rewards
12. Skill-based pay plans:
 - A. discourage employees from learning new jobs.
 - B. create a psychological distance between employees and managers.
 - C. discourage poor performers from leaving the organization.
 - D. can be expensive because they motivate employees to spend more time learning new jobs.
 - E. All of the answers are correct.
13. According to your text, which of the following is considered an individual incentive?
 - A. Gainsharing plans
 - B. Piece-rate plans
 - C. Share options
 - D. Share ownership
 - E. None of the answers apply.
14. Which of the following is considered an individual incentive?
 - A. Gainsharing plans
 - B. Balanced scorecards
 - C. Share options
 - D. Share ownership
 - E. Commissions
15. Which of the following is NOT an individual level performance reward?
 - A. Piece rates
 - B. Commissions
 - C. Awards
 - D. Gainsharing
 - E. Bonuses

16. Which of these performance-based rewards tends to create the strongest psychological connection between the individual employee's work effort and the reward received?
 - A. Profit sharing plan
 - B. Gainsharing plan
 - C. Employee stock ownership plan
 - D. Employee stock option plan
 - E. None of these rewards offer any psychological connection between the individual employee's work effort and the reward received
17. A gainsharing plan:
 - A. rewards employees with company stock.
 - B. encourages individuals to work independently rather than rely on team members.
 - C. rewards employees for the status they have gained in the organization.
 - D. All of the answers are correct.
 - E. None of the answers apply.
18. A mid-sized city introduced a reward system whereby employees would find ways to reduce costs and increase work efficiency. Every employee would receive a portion of the surplus budget resulting from these cost savings. This city is using:
 - A. a gainsharing plan.
 - B. a commission system.
 - C. a piece-rate plan.
 - D. a share option plan.
 - E. None of the answers apply.
19. Which of the following team reward motivate team members to reduce costs and increase labour efficiency in their work process?
 - A. Profit-sharing
 - B. Team-based synergy
 - C. Employee share ownership plans
 - D. Gainsharing plans.
 - E. 'A' and 'C' only
20. Gainsharing plans tend to:
 - A. increase efficiency without paying employees any financial reward.
 - B. tie employee pay directly to company profits.
 - C. create a reasonably strong effort-to-performance expectancy.
 - D. reward individuals for their own personal performance rather than team or organizational performance.
 - E. increase efficiency without paying employees any financial reward creating a reasonably strong effort-to-performance expectancy.
21. Employee share ownership plans (ESOP):
 - A. include any arrangements where a share of company profits is put aside and distributed to a designated group of employees.
 - B. pay employees a bonus based on the amount of labour or materials costs they save the company.
 - C. calculate pay by the number of units produced by the employee.
 - D. All of the answers are correct.
 - E. None of the answers apply.
22. Share option plans:
 - A. are illegal in Canada.
 - B. give employees the right to purchase company shares at a future date at a predetermined price.
 - C. directly award bonuses to employees based on cost savings and increased labour productivity.
 - D. tend to weaken employee commitment to the organization.
 - E. give employees the right to purchase company shares at a future date at a predetermined price and tend to weaken employee commitment to the organization

23. Most gainsharing plans:
- A. apply to executives rather than to nonmanagement employees.
 - B. rely on the company's share price to measure organizational performance.
 - C. operate as an individual incentive.
 - D. apply to nonmanagement employees rather than executives and rely on the company's share price to measure organizational performance.
 - E. None of the above.
24. _____ and _____ are typically organizational-level rewards.
- A. Commissions; bonuses
 - B. ESOPS; profit sharing
 - C. Gainsharing; commissions
 - D. Piece rate; gainsharing
 - E. Balanced scorecards; commissions
25. Which of the following explicitly measures a composite of financial, customer, internal processes, and employee factors to reward executive performance?
- A. Profit sharing plans.
 - B. ESOPs
 - C. Gainsharing plans
 - D. Share options
 - E. None of the answers apply.
26. Which of the following explicitly considers the work unit's cost savings and productivity improvement?
- A. Profit sharing plans.
 - B. Share options
 - C. Gainsharing plans
 - D. Balanced scorecard
 - E. All of the answers are correct.
27. Which of the following is LEAST likely to create an ownership culture?
- A. Employee stock ownership plans
 - B. Commissions
 - C. Stock option plans
 - D. Gainsharing plans
 - E. None of the answers apply.
28. Which of the following tends to create an 'ownership culture' and align employee behaviours more closely to organizational objectives?
- A. Job evaluation
 - B. Commissions
 - C. Share option plans
 - D. Employee share ownership plans
 - E. Stock option plans and employee stock ownership plans
29. Which of these performance-based rewards tends to create the lowest E-to-P expectancy?
- A. Share options
 - B. Individual piece rates
 - C. Gainsharing
 - D. Individual commissions
 - E. Team bonuses

30. When applied to non-management employees, which of these has a relatively WEAK connection between the reward and individual effort?
- A. Piece rate pay
 - B. Commissions
 - C. Profit-sharing bonuses
 - D. All of the answers are correct.
 - E. Commissions and profit-sharing bonuses
31. Performance-based rewards have been criticized on the grounds that:
- A. they undermine the employee's motivation from the work itself.
 - B. they potentially distance employees and management from each other.
 - C. they tend to discourage creativity.
 - D. they are used as quick fixes for problems.
 - E. All of the answers are correct.
32. Which of the following are potential problems with performance-based pay plans?
- A. Employers offer rewards that employees don't value.
 - B. Some plans reward individual performance when the employee's work is highly interdependent.
 - C. It is difficult to anticipate the unintended consequences of performance-based rewards.
 - D. All of the answers are correct.
 - E. Some plans reward individual performance when the employee's work is highly interdependent and it is difficult to anticipate the unintended consequences of performance-based rewards.
33. Effective performance-based rewards should:
- A. be based mainly on the employee's years of service with the company.
 - B. reward behaviours and outcomes that are under the employee's control.
 - C. reward only individual performance when employees have highly interdependent tasks.
 - D. All of the answers are correct.
 - E. reward behaviours and outcomes that are under the employee's control and reward only individual performance when employees have highly interdependent tasks.
34. When jobs are highly interdependent, employers should:
- A. avoid using any form of performance-based reward system.
 - B. use a team-based reward.
 - C. use an individual-based reward.
 - D. use an organizational-based reward system.
 - E. use a team-based reward and use an organizational-based reward system
35. In 1436, the waterways of Venice were used to fully load 10 galleons with supplies in just six hours. As each vessel was towed along the narrow waterway, people at each house transferred munitions and other supplies to the passing vessel. By the end of the street, each vessel was fully loaded and ready for sailing. This event, known as the 'Arsenal of Venice', is an early example of:
- A. self-leadership
 - B. gainsharing
 - C. job specialization
 - D. constructive thought patterns
 - E. job rotation
36. Which of the following is an advantage of job specialization?
- A. The quality of work increases.
 - B. Jobs can be mastered quickly.
 - C. Employees are more involved with their jobs.
 - D. The work is less repetitive.
 - E. Task specialization has no clear advantages to the organization.

37. Which of the following job design strategies tends to increase work efficiency?
- A. Job enlargement
 - B. Job rotation
 - C. Job enrichment
 - D. Job specialization
 - E. None of these strategies increases work efficiency
38. Scientific management includes which of the following?
- A. Assigning employees to fixed hourly wages.
 - B. Systematically dividing a job into its smallest possible elements and assigning these divided tasks to employees who are best qualified to perform them.
 - C. Combining tasks so employees perform an entire work process from beginning to end.
 - D. Encouraging employees to set their own goals and have positive thoughts about their work performance.
 - E. All of the answers are correct.
39. Scientific management is most closely associated with:
- A. self-leadership.
 - B. employee motivation.
 - C. job design.
 - D. reward systems.
 - E. empowerment.
40. Which of these contemporary organizational behaviour practices was popularized by Fredrick Taylor in his work on scientific management?
- A. Goal setting
 - B. Job enrichment
 - C. Membership and seniority-based rewards
 - D. All of the answers are correct.
 - E. None of the answers apply.
41. Which of the following does NOT occur at very high levels of job specialization?
- A. Product quality increases while the quantity of output decreases.
 - B. Worker alienation increases.
 - C. Employee turnover increases.
 - D. Employees are less motivated to perform their jobs well.
 - E. Employers are often forced to pay higher wages to attract job applicants to the tedious work.
42. Performance tends to decrease at very high levels of task specialization because:
- A. employees are less able to perform the job.
 - B. employees in specialized jobs lack sufficient resources to perform their jobs.
 - C. high task specialization is associated with bad management.
 - D. employees tend to become bored and less motivated to perform well.
 - E. All of the answers are correct.
43. Which of these factors, according to Herzberg, is a hygiene factor?
- A. Autonomy
 - B. Job security
 - C. Responsibility
 - D. Personal growth
 - E. All of the answers are correct.

44. Normal Technologies Corp. (NTC) offers superb fitness facilities, flexible work hours, a gourmet restaurant with company-subsidized meals and a workplace with security systems for high physical safety. According to Herzberg's motivator-hygiene theory, these conditions will:
- A. motivate all of NTC's employees to perform their jobs better.
 - B. motivate employees whose lower-level needs have not yet been satisfied.
 - C. increase job satisfaction among employees who value those conditions.
 - D. reduce job dissatisfaction among NTC's employees but will not motivate them to perform their jobs.
 - E. cause employees to quit their jobs more than if these special benefits were not provided.
45. A unique feature of Herzberg's motivator-hygiene theory is that it:
- A. states that improving motivators increases job satisfaction but does not decrease job dissatisfaction.
 - B. states that employees can be satisfied with their jobs but not motivated to perform their jobs.
 - C. identifies job specialization as the main source of higher need fulfillment.
 - D. views job satisfaction and dissatisfaction as opposites.
 - E. recognizes money as the primary motivator in organizational settings.
46. Herzberg's motivator-hygiene theory led to a more serious study of:
- A. performance-based rewards as a strategy to reduce employee turnover.
 - B. job specialization as a strategy to improve job performance.
 - C. lighting, noise and other working conditions that help employees to work harder.
 - D. the effect of constructive thought patterns on employee behaviour.
 - E. job enrichment and the motivational potential job content.
47. A job in which employees are able to complete something from beginning to end or there is a visible outcome of the work is called:
- A. skill variety
 - B. task significance
 - C. job feedback
 - D. job rotation
 - E. task identity
48. To increase an employee's feelings of experienced responsibility, we would:
- A. increase the amount of job feedback in the person's job.
 - B. reduce the amount of task identity and task significance in the person's job.
 - C. increase the amount of autonomy in the person's job.
 - D. reduce the amount of skill variety in the person's job.
 - E. increase the amount of task identity and task significance in the person's job.
49. According to the job characteristics model, which core job characteristic results in a feeling of responsibility for the employee?
- A. Feedback from job and skill variety
 - B. Autonomy
 - C. Skill variety, task identity and task significance
 - D. Task identity
 - E. All of the answers are correct.
50. Knowledge of results originates primarily from:
- A. job feedback
 - B. skill variety
 - C. autonomy
 - D. task significance
 - E. task identity
51. Which of the following is NOT a core job characteristic in the job characteristics model?
- A. skill variety
 - B. task significance
 - C. job feedback
 - D. experienced meaningfulness
 - E. task identity

52. How do growth needs relate to the job characteristics model?
- A. Growth needs are the critical psychological state resulting from skill variety and task identity.
 - B. High growth needs are one of the psychological states in the job characteristics model.
 - C. Job enrichment might motivate those with high growth needs more than those with low growth needs, but recent studies suggest this relationship is weak, at best.
 - D. Growth needs increase with the level of autonomy offered in the job.
 - E. Growth needs are not mentioned in the job characteristics model.
53. A government agency enriched the jobs of customer service assistants (CSAs) by giving them more autonomy and responsibility for clients in a specific geographic area. Previously, CSAs had limited autonomy and would serve clients based on random assignment. Although these changes clearly enriched the jobs, many of the CSAs were neither more motivated nor satisfied after the changes. These negative results likely occurred because:
- A. job enrichment only works for management employees.
 - B. the CSAs may have lacked the skills and knowledge to perform the more challenging work.
 - C. job enrichment only works when employees participate in the changes.
 - D. All of the answers are correct.
 - E. None of the answers apply.
54. Job rotation has all of the following effects EXCEPT:
- A. reduces boredom on the job.
 - B. reduces repetitive strain injuries.
 - C. helps employees to learn skills to work in multiple jobs.
 - D. tests each person's level of self-leadership.
 - E. None of the answers apply.
55. Employees at CyberTech perform repetitive jobs that has resulted in boredom as well as repetitive strain injury. Technology makes it difficult to combine existing jobs, but the company wants to make employees more multitasked. Which of the following would best help CyberTech to improve this situation?
- A. Introduce job rotation.
 - B. Introduce job specialization.
 - C. Introduce a gainsharing plan for all production employees.
 - D. Encourage employees to engage in mental imagery.
 - E. Introduce job enrichment by having each employee produce the entire product rather than a small part of it.
56. Job enlargement primarily changes which of the following?
- A. Autonomy
 - B. Working conditions
 - C. Job feedback
 - D. Growth need strength
 - E. Skill variety
57. Work quality tends to increase with:
- A. job enrichment.
 - B. job rotation.
 - C. job enlargement.
 - D. natural jobs.
 - E. All of the answers are correct.
58. All of the following tend to increase the quality of work performed, EXCEPT:
- A. job enrichment.
 - B. job specialization.
 - C. job rotation.
 - D. natural grouping of tasks into one job.
 - E. 'B' and 'C' only.

59. A video journalist's job consists of operating the camera, reporting the story, and often editing the work, whereas these three tasks are traditionally performed by three people. Video journalism is an example of:
- A. self-leadership.
 - B. job enrichment.
 - C. job enlargement.
 - D. job specialization.
 - E. job enrichment and job enlargement.
60. At a television station, camera operators learned how to become reporters, while reporters learned to operate cameras. These jobs were then merged into the job of video journalist, which involved operating a camera and reporting the news. This change is an example of:
- A. increasing job specialization.
 - B. encouraging mental imagery.
 - C. increasing job enrichment by establishing client relationships.
 - D. introducing job rotation.
 - E. None of the answers apply.
61. Which of these job design actions is mainly a form of job enlargement?
- A. Increasing the number of tasks within the job
 - B. Establishing client relationships
 - C. Empowering employees
 - D. Forming natural work units
 - E. Establishing client relationships and forming natural work units
62. A large retail organization previously divided work among its four employee benefits staff into distinct specializations. One person answered all questions about superannuation (pension plans), another answered all questions about various forms of paid time off (e.g. vacations), and so on. These jobs were recently restructured so that each employee benefits person answers all questions for people in a particular geographic area. For example, one staff member is responsible for all employee benefits inquiries from anyone in a particular geographic region. This job restructuring is an example of:
- A. self-leadership
 - B. job enrichment
 - C. job rotation
 - D. scientific management
 - E. job specialization
63. Forming natural work units tends to:
- A. reduce autonomy and increase task significance.
 - B. reduce skill variety and increase job feedback.
 - C. reduce task significance and increase task identity.
 - D. reduce job feedback and increase skill variety.
 - E. None of the answers apply.
64. A cable TV company redesigned jobs so that one employee interacts directly with customers, connects and disconnects their cable service, installs their special services and collects overdue accounts in an assigned area. Previously, each task was performed by a different person and the customer interacted only with someone at head office. This change is an example of:
- A. increasing job enrichment by establishing client relationships.
 - B. encouraging self-reinforcement.
 - C. introducing job rotation.
 - D. increasing job specialization.
 - E. None of the answers apply.

65. Job enrichment usually:
- A. reduces product and service quality.
 - B. increases error rates and defects.
 - C. reduces job satisfaction among qualified employees with high growth need strength.
 - D. increases absenteeism and turnover.
 - E. None of the answers apply.
66. Empowerment does which of the following?
- A. Empowerment increases autonomy.
 - B. Empowerment decreases skill variety.
 - C. Empowerment increases job rotation.
 - D. Empowerment increases job specialization.
 - E. Empowerment increases autonomy and job specialization.
67. Employees are empowered when they:
- A. practice job specialization.
 - B. experience self-reinforcement.
 - C. engage in positive self-talk.
 - D. experience freedom and discretion.
 - E. experience self-reinforcement and engage in positive self-talk.
68. Which of the following is NOT a component of empowerment?
- A. Impact
 - B. Meaning
 - C. Mental imagery
 - D. Self-determination
 - E. Competence
69. _____ represents an employee's experienced meaningfulness in their work, a sense of self-determination, confidence in their abilities, and a sense that their work has an impact on the company's success?
- A. Positive self-talk
 - B. Job specialization
 - C. Empowerment
 - D. Job rotation
 - E. Core job characteristics
70. Which of these statements about empowerment is FALSE?
- A. Empowerment is a psychological concept representing more than one dimension.
 - B. Empowerment is the same as employee involvement.
 - C. Empowerment is not a personality trait.
 - D. Empowerment is related to job enrichment.
 - E. Empowerment is influenced by job characteristics.
71. Which of the following has the LEAST effect on empowerment?
- A. Relevant skills and knowledge
 - B. Job autonomy
 - C. Learning orientation culture
 - D. Locus of control
 - E. Leader trust in employees
72. A high degree of autonomy, task identity, and task significance are important conditions for:
- A. job specialization.
 - B. competency-based pay.
 - C. empowerment.
 - D. scientific management.
 - E. All of the answers are correct.

73. Empowerment is known to:
- A. increase employee motivation and performance.
 - B. reduce conflict between employees and their supervisors.
 - C. increase employee trust in management.
 - D. increase employee responsiveness to problems and opportunities.
 - E. All of the answers are correct.
74. Which of the following is known to increase employee responsiveness to problems and opportunities as well as improve customer service?
- A. Job specialization
 - B. Job rotation
 - C. Scientific management
 - D. Empowerment
 - E. Job specialization and scientific management
75. Self-leadership relies on ideas from:
- A. sports psychology.
 - B. social learning theory.
 - C. goal setting.
 - D. All of the answers are correct.
 - E. social learning theory and goal setting.
76. The first step in self-leadership is:
- A. establishing client relationships.
 - B. practicing gainsharing.
 - C. personal goal setting.
 - D. constructive thought patterns.
 - E. self-reinforcement.
77. Which of the following is NOT explicitly identified as a component of self-leadership?
- A. Constructive thought patterns
 - B. Self-monitoring
 - C. Personal goal setting
 - D. Task identity
 - E. Designing natural rewards
78. Self-leadership includes several elements, including:
- A. job specialization and self-reinforcement.
 - B. task identity and task significance.
 - C. job evaluation and self-monitoring.
 - D. autonomy and gainsharing.
 - E. positive self-talk and personal goal setting.
79. Self-monitoring and designing natural rewards are both:
- A. constructive thought pattern practices.
 - B. forms of job specialization.
 - C. discouraged by organizational behaviour scholars.
 - D. part of the self-leadership process.
 - E. elements of competency-based rewards.
80. Which of these statements about self-leadership is FALSE?
- A. Employees with a high degree of conscientiousness have a more natural tendency to apply self-leadership.
 - B. Research indicates that self-leadership generally improves employee motivation and performance.
 - C. Self-leadership is practiced by people with particular personality characteristics and cannot be learned.
 - D. Self-leadership is the process of influencing oneself to establish the self-direction and self-motivation to perform a task.
 - E. Some elements of self-leadership come from sports psychology.

81. In self-leadership, constructive thought patterns include:
- A. self-talk and mental imagery
 - B. gainsharing
 - C. personal goal setting and self-monitoring
 - D. job rotation and job enrichment
 - E. All of the answers are correct.
82. According to the self-leadership model, positive self-talk:
- A. should never be practiced on the job.
 - B. represents the most important way to monitor our own performance.
 - C. occurs when employees are unable to control their own behaviour on the job.
 - D. improves self-efficacy and employee motivation.
 - E. must occur only after the task has been accomplished.
83. Before meeting a new client, a salesperson visualizes the experience of meeting the person and effectively answering some of the challenging questions the client might ask. This activity is an example of:
- A. poor performance.
 - B. constructive thought patterns.
 - C. rewarding competencies.
 - D. job rotation.
 - E. empowerment.
84. Mental imagery helps employees to:
- A. forget about the task before they actually perform it.
 - B. anticipate obstacles to goal accomplishment and work out solutions to those obstacles.
 - C. keep track of their progress towards the goal and design artificial feedback where natural feedback does not occur.
 - D. make the job itself more motivating by altering the rewards received during job performance.
 - E. learn several skills and minimize the risk of repetitive strain injuries.
85. Which of the following statements about mental imagery is FALSE?
- A. Mental imagery is one of the critical psychological states in the job characteristics model.
 - B. Mental imagery involves mentally practicing the task.
 - C. Mental imagery usually occurs before self-reinforcement.
 - D. Mental imagery involves visualizing successful completion of the task.
 - E. Mental imagery is part of constructive thought patterns in self-leadership.
86. Which of the following practices explicitly includes self-reinforcement?
- A. Self-leadership
 - B. empowerment
 - C. Job rotation
 - D. Job enrichment
 - E. None of the answers apply.
87. The extent of a person's self-leadership is dependant on _____ and _____ factors.
- A. cultural; personal
 - B. situational; personal
 - C. financial; circumstantial
 - D. political; ethical
 - E. None of the answers apply.
88. According to your text, the likelihood of a person engaging in self-leadership depends on:
- A. educational level
 - B. work environment
 - C. mental imagery
 - D. positive self-talk
 - E. financial incentives

89. People with a high power distance give money a low priority in their lives.
True False
90. Research suggests that men and women differ in their attitudes towards money.
True False
91. Compared with women, men give money a lower priority in their lives.
True False
92. The largest portion of most paycheques is based on the person's membership and seniority.
True False
93. One problem with seniority-based rewards is that they cause higher turnover.
True False
94. Job evaluations systematically evaluate the worth of each job within the organization by measuring its required skill, effort, responsibility and working conditions.
True False
95. Job evaluation mainly supports the competency approach to rewards.
True False
96. Executive dining rooms represent a form of job status reward.
True False
97. Job status-based rewards potentially motivate employees to compete with each other.
True False
98. Job status-based rewards discourage employees from hoarding resources.
True False
99. Competency-based rewards pay employees based on their performance results.
True False
100. Skill-based pay plans give an employee a higher pay rate for those days that he or she performs two or more jobs at the same time.
True False
101. Competency-based rewards tend to improve levels of product and service quality.
True False
102. Competency-based rewards are expensive.
True False
103. One advantage of competency-based rewards is that measuring employee competencies is mostly done through objective measurement methods.
True False
104. Commissions and piece rates are examples of competency-based rewards.
True False
105. Gainsharing plans focus on cost reductions and increased labour efficiency.
True False
106. Employee share ownership plans and share options are two types of organizational-level performance-based rewards.
True False
107. Gainsharing plans apply to production jobs, not to services such as medical operations.
True False

108. Employee share ownership plans and share options tend to create an 'ownership culture' in which employees feel aligned with the organization's success.
True False
109. A profit-sharing plan is a performance measurement system that rewards people on several factors.
True False
110. Gainsharing plans are used mainly to measure performance of medical staff.
True False
111. Profit-sharing plans give employees the right to purchase shares of the company and eventually get rewarded through dividends from those shares.
True False
112. Gainsharing and share-ownership reward plans create an "ownership culture" that is good for owners, but bad for employees.
True False
113. Some critics argue that financial rewards discourage creativity and distract employees from the meaningfulness of the work itself.
True False
114. One problem with linking rewards to job performance is that managers rely on different criteria when estimating employee performance levels.
True False
115. The more employees see a direct connection between their daily actions and the reward, the more they are motivated to improve performance.
True False
116. Companies should use individual-level performance-based pay when jobs are highly interdependent.
True False
117. Team rewards increase employee preferences for team-based work arrangements.
True False
118. When only subjective sources of information about an employee's performance are available, companies should rely on multiple sources of information.
True False
119. Job specialization increases training costs and makes it more difficult for companies to match employee aptitudes to jobs for which they are best suited.
True False
120. The economic benefits of job specialization were discovered in the 1950s.
True False
121. Job specialization usually reduces the employee's work efficiency.
True False
122. Job specialization increases work efficiency, but it tends to reduce employee motivation.
True False
123. The level of work quality tends to increase with the level of job specialization.
True False
124. When Adam Smith reported on how 10 pin makers working together could produce many times more pins, because they performed specialized tasks, Smith was describing the benefits of job enrichment.
True False

125. Scientific management is the process of systematically dividing work into its smallest possible elements and standardizing work activities to achieve maximum efficiency.
True False
126. The philosophy behind scientific management is to increase job enrichment and thereby improve employee satisfaction.
True False
127. Job specialization increases work efficiency, but it tends to reduce employee motivation.
True False
128. The level of work quality tends to increase with the level of job specialization.
True False
129. Frederick Herzberg's motivator-hygiene theory casts more of a spotlight on the job itself (rather than the work environment) as an important source of employee motivation.
True False
130. Motivator-hygiene theory suggests that people are mainly motivated by characteristics of the job itself, not by working conditions and other factors external to the job.
True False
131. Motivator-hygiene theory highlights the idea that job content is an important source of employee motivation.
True False
132. Jobs with high level of task significance provide freedom, independence, and discretion in scheduling the work and determining the procedures to be used to complete the work.
True False
133. The job characteristics model identifies five core job characteristics and three psychological states.
True False
134. Task identity is the degree to which the job has a substantial impact on the organization and/or larger society.
True False
135. Employees assembling complete computer modems would have higher task identity than those assembling only one component and passing it along to others for further assembly.
True False
136. Task identity is the main job characteristic related to job enrichment.
True False
137. According to the job characteristics model, experienced meaningfulness increases with the level of job feedback.
True False
138. Increasing the core job characteristics will not increase employee motivation for those who lack the required skills.
True False
139. All employees feel more motivated to perform their jobs when the core job characteristics are increased.
True False
140. Companies sometimes introduce job rotation for reasons other than reducing job boredom.
True False
141. Job enlargement increases skill variety.
True False

142. Job enlargement increases an employee's growth needs.
True False
143. A video journalist is someone who performs all jobs previously done by a traditional news team—from operating the camera to reporting the story. Thus, a video journalist is an example of job enlargement and job enrichment.
True False
144. Research suggests that job enlargement increases employee motivation.
True False
145. Two ways to enrich jobs are by clustering jobs into natural groups and by establishing client relationships.
True False
146. Forming natural work units tends to increase task identity and task significance.
True False
147. Companies are applying job specialization when employees are made directly responsible for specific customers and having them communicate directly with those customers.
True False
148. Job enrichment tends to increase the quality of products or services.
True False
149. Empowerment is the process of putting employees in situations involving job rotation and job enlargement.
True False
150. People are empowered when they feel self-determination, meaning, competence, and impact regarding their role in the organization.
True False
151. One of the most important characteristics of empowerment is that it is a personality trait.
True False
152. Employees are more likely to feel empowered in jobs with a high degree of autonomy, task identity, and task significance.
True False
153. Empowerment flourishes in organizations that have a learning orientation culture.
True False
154. One problem with empowerment is that it tends to make employees less responsive to the company's needs and objectives.
True False
155. Self-leadership involves finding ways to increase job specialization.
True False
156. Self-leadership borrows ideas from social learning theory and research in sports psychology on constructive thought processes.
True False
157. Self-leadership suggests that goals should be set by the employee's supervisor with or without the employee's involvement.
True False
158. Positive self-talk motivates employees by increasing their effort-to-performance expectancy.
True False

159. Self-leadership calls for employees to engage in negative self-talk to help them recognize their limitations.

True False

160. Mental imagery is one of the most beneficial outcomes of job enrichment.

True False

161. Mental imagery helps us to anticipate and work out solutions to potential obstacles in our work.

True False

162. One element of self-leadership involves keeping track of our progress toward goals.

True False

163. Self-leadership includes the practice of self-reinforcement.

True False

164. People with a high level of conscientiousness have difficulty applying self-leadership strategies.

True False

165. Self-leadership is dependent on the person and the situation.

True False

166. Employees with a high degree of autonomy are more likely to engage in self-leadership.

True False

6 Key

1. Most employee benefits are based on which type of reward system?

(p. 155-156)

- A.** Membership of the organization
- B. Job status
- C. Individual job performance
- D. Competency
- E. Corporate performance

Chapter - Chapter 06 #1
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

2. Which reward system tends to discourage poor performers from voluntarily leaving the organization?

(p. 157)

- A.** Membership and seniority-based pay
- B. Skill-based pay
- C. Piece-rate rewards
- D. Competency-based pay
- E. All of the answers are correct.

Chapter - Chapter 06 #2
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

3. The problem with membership and seniority-based rewards is that:

(p. 157)

- A. they discourage people from remaining with the organization.
- B. they are difficult to use in organizational settings.
- C.** they do not directly motivate job performance.
- D. All of the answers are correct.
- E. they discourage people from remaining with the organization and they do not directly motivate job performance.

Chapter - Chapter 06 #3
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

4. _____ are often "golden handcuffs" that potentially increase continuance commitment.

(p. 157)

- A. Gainsharing rewards
- B. Job status rewards
- C. Team-based rewards
- D. Competency-based rewards
- E.** Membership/seniority rewards.

Chapter - Chapter 06 #4
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

5. Job status rewards usually offer which of the following benefits to organizations?

(p. 157)

- A. They encourage employees to focus their attention on customer service.
- B. They discourage organizational politics.
- C. They make organizations more market responsive.
- D. They encourage employees to focus their attention on customer service and they make organizations more market responsive.
- E.** None of the answers apply.

Chapter - Chapter 06 #5
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

6. Job evaluations are used in which type of reward system?

- (p. 157)
- A. Competency-based rewards
 - B. Job status rewards**
 - C. Individual performance rewards
 - D. Seniority-based rewards
 - E. None of the answers apply.

Chapter - Chapter 06 #6
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

7. Which of the following systematically evaluates the worth of each job within the organization?

- (p. 157)
- A. Job enlargement
 - B. Job enrichment
 - C. Job evaluation**
 - D. Job status appraisal
 - E. Performance appraisal

Chapter - Chapter 06 #7
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

8. Job evaluation and skill-based pay plans are both considered:

- (p. 157)
- A. competency-based rewards.
 - B. membership/seniority-based rewards.
 - C. performance-based rewards.
 - D. status-based rewards.
 - E. None of the answers apply.**

Chapter - Chapter 06 #8
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

9. Job status-based rewards:

- (p. 157)
- A. encourage employees to exaggerate job duties and hoard resources.
 - B. motivate employees to compete for positions further up the organization.
 - C. tend to encourage bureaucratic hierarchy.
 - D. All of the answers are correct.**
 - E. None of the above.

Chapter - Chapter 06 #9
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

10. Steelweld, a car parts manufacturer, pays employees a higher hourly rate as they learn to operate more parts of the work process. Employees earn \$10 per hour when they are hired and they can earn up to \$20 per hour if they master all 12 work units in the production process. Steelweld is applying which of these reward systems?

- (p. 157-158)
- A. Skill-based pay**
 - B. Piece-rate pay
 - C. Job evaluation system
 - D. Seniority-based pay
 - E. None of the answers apply.

Chapter - Chapter 06 #10
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

11. Which of the following is most consistent with the idea that employees are expected to continuously learn skills that will keep them employed?
(p. 157-158)
- A.** Competency-based rewards
 - B. Job status rewards
 - C. Job evaluation systems
 - D. Individual performance-based rewards
 - E. Competency-based rewards and job status rewards

Chapter - Chapter 06 #11
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

12. Skill-based pay plans:
(p. 158)
- A. discourage employees from learning new jobs.
 - B. create a psychological distance between employees and managers.
 - C. discourage poor performers from leaving the organization.
 - D.** can be expensive because they motivate employees to spend more time learning new jobs.
 - E. All of the answers are correct.

Chapter - Chapter 06 #12
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

13. According to your text, which of the following is considered an individual incentive?
(p. 158)
- A. Gainsharing plans
 - B.** Piece-rate plans
 - C. Share options
 - D. Share ownership
 - E. None of the answers apply.

Chapter - Chapter 06 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

14. Which of the following is considered an individual incentive?
(p. 158)
- A. Gainsharing plans
 - B. Balanced scorecards
 - C. Share options
 - D. Share ownership
 - E.** Commissions

Chapter - Chapter 06 #14
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

15. Which of the following is NOT an individual level performance reward?
(p. 158-159)
- A. Piece rates
 - B. Commissions
 - C. Awards
 - D.** Gainsharing
 - E. Bonuses

Chapter - Chapter 06 #15
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

16. Which of these performance-based rewards tends to create the strongest psychological connection between the individual employee's work effort and the reward received?
(p. 159)
- A. Profit sharing plan
 - B. Gainsharing plan**
 - C. Employee stock ownership plan
 - D. Employee stock option plan
 - E. None of these rewards offer any psychological connection between the individual employee's work effort and the reward received

Chapter - Chapter 06 #16
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

17. A gainsharing plan:
(p. 159)
- A. rewards employees with company stock.
 - B. encourages individuals to work independently rather than rely on team members.
 - C. rewards employees for the status they have gained in the organization.
 - D. All of the answers are correct.
 - E. None of the answers apply.**

Chapter - Chapter 06 #17
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

18. A mid-sized city introduced a reward system whereby employees would find ways to reduce costs and increase work efficiency. Every employee would receive a portion of the surplus budget resulting from these cost savings. This city is using:
(p. 159)
- A. a gainsharing plan.**
 - B. a commission system.
 - C. a piece-rate plan.
 - D. a share option plan.
 - E. None of the answers apply.

Chapter - Chapter 06 #18
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

19. Which of the following team reward motivate team members to reduce costs and increase labour efficiency in their work process?
(p. 159)
- A. Profit-sharing
 - B. Team-based synergy
 - C. Employee share ownership plans
 - D. Gainsharing plans.**
 - E. 'A' and 'C' only

Chapter - Chapter 06 #19
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

20. Gainsharing plans tend to:
(p. 159)
- A. increase efficiency without paying employees any financial reward.
 - B. tie employee pay directly to company profits.
 - C. create a reasonably strong effort-to-performance expectancy.**
 - D. reward individuals for their own personal performance rather than team or organizational performance.
 - E. increase efficiency without paying employees any financial reward creating a reasonably strong effort-to-performance expectancy.

Chapter - Chapter 06 #20
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

21. Employee share ownership plans (ESOP):

- (p. 159) A. include any arrangements where a share of company profits is put aside and distributed to a designated group of employees.
B. pay employees a bonus based on the amount of labour or materials costs they save the company.
C. calculate pay by the number of units produced by the employee.
D. All of the answers are correct.
E. None of the answers apply.

Chapter - Chapter 06 #21
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

22. Share option plans:

- (p. 159) A. are illegal in Canada.
B. give employees the right to purchase company shares at a future date at a predetermined price.
C. directly award bonuses to employees based on cost savings and increased labour productivity.
D. tend to weaken employee commitment to the organization.
E. give employees the right to purchase company shares at a future date at a predetermined price and
. tend to weaken employee commitment to the organization

Chapter - Chapter 06 #22
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

23. Most gainsharing plans:

- (p. 159) A. apply to executives rather than to nonmanagement employees.
B. rely on the company's share price to measure organizational performance.
C. operate as an individual incentive.
D. apply to nonmanagement employees rather than executives and rely on the company's share price to
. measure organizational performance.
E. None of the above.

Chapter - Chapter 06 #23
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

24. _____ and _____ are typically organizational-level rewards.

- (p. 159) A. Commissions; bonuses
B. ESOPs; profit sharing
C. Gainsharing; commissions
D. Piece rate; gainsharing
E. Balanced scorecards; commissions

Chapter - Chapter 06 #24
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

25. Which of the following explicitly measures a composite of financial, customer, internal processes, and employee factors to reward executive performance?

- (p. 159) A. Profit sharing plans.
B. ESOPs
C. Gainsharing plans
D. Share options
E. None of the answers apply.

Chapter - Chapter 06 #25
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

26. Which of the following explicitly considers the work unit's cost savings and productivity improvement?
(p. 159)
- A. Profit sharing plans.
 - B. Share options
 - C. Gainsharing plans**
 - D. Balanced scorecard
 - E. All of the answers are correct.

Chapter - Chapter 06 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

27. Which of the following is LEAST likely to create an ownership culture?
(p. 158-159)
- A. Employee stock ownership plans
 - B. Commissions**
 - C. Stock option plans
 - D. Gainsharing plans
 - E. None of the answers apply.

Chapter - Chapter 06 #27
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

28. Which of the following tends to create an 'ownership culture' and align employee behaviours more closely to organizational objectives?
(p. 159)
- A. Job evaluation
 - B. Commissions
 - C. Share option plans
 - D. Employee share ownership plans
 - E. Stock option plans and employee stock ownership plans**

Chapter - Chapter 06 #28
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

29. Which of these performance-based rewards tends to create the lowest E-to-P expectancy?
(p. 160)
- A. Share options**
 - B. Individual piece rates
 - C. Gainsharing
 - D. Individual commissions
 - E. Team bonuses

Chapter - Chapter 06 #29
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

30. When applied to non-management employees, which of these has a relatively WEAK connection between the reward and individual effort?
(p. 160)
- A. Piece rate pay
 - B. Commissions
 - C. Profit-sharing bonuses**
 - D. All of the answers are correct.
 - E. Commissions and profit-sharing bonuses

Chapter - Chapter 06 #30
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

31. Performance-based rewards have been criticized on the grounds that:
(p. 160)
A. they undermine the employee's motivation from the work itself.
B. they potentially distance employees and management from each other.
C. they tend to discourage creativity.
D. they are used as quick fixes for problems.
E. All of the answers are correct.

Chapter - Chapter 06 #31
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

32. Which of the following are potential problems with performance-based pay plans?
(p. 160-161)
A. Employers offer rewards that employees don't value.
B. Some plans reward individual performance when the employee's work is highly interdependent.
C. It is difficult to anticipate the unintended consequences of performance-based rewards.
D. All of the answers are correct.
E Some plans reward individual performance when the employee's work is highly interdependent and . it is difficult to anticipate the unintended consequences of performance-based rewards.

Chapter - Chapter 06 #32
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

33. Effective performance-based rewards should:
(p. 160-161)
A. be based mainly on the employee's years of service with the company.
B. reward behaviours and outcomes that are under the employee's control.
C. reward only individual performance when employees have highly interdependent tasks.
D. All of the answers are correct.
E reward behaviours and outcomes that are under the employee's control and reward only individual . performance when employees have highly interdependent tasks.

Chapter - Chapter 06 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

34. When jobs are highly interdependent, employers should:
(p. 160-161)
A. avoid using any form of performance-based reward system.
B. use a team-based reward.
C. use an individual-based reward.
D. use an organizational-based reward system.
E. use a team-based reward and use an organizational-based reward system

Chapter - Chapter 06 #34
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

35. In 1436, the waterways of Venice were used to fully load 10 galleons with supplies in just six hours.
(p. 163)
As each vessel was towed along the narrow waterway, people at each house transferred munitions and other supplies to the passing vessel. By the end of the street, each vessel was fully loaded and ready for sailing. This event, known as the 'Arsenal of Venice', is an early example of:
A. self-leadership
B. gainsharing
C. job specialization
D. constructive thought patterns
E. job rotation

Chapter - Chapter 06 #35
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

36. Which of the following is an advantage of job specialization?

- (p. 163)
- A. The quality of work increases.
 - B. Jobs can be mastered quickly.**
 - C. Employees are more involved with their jobs.
 - D. The work is less repetitive.
 - E. Task specialization has no clear advantages to the organization.

Chapter - Chapter 06 #36
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

37. Which of the following job design strategies tends to increase work efficiency?

- (p. 163)
- A. Job enlargement
 - B. Job rotation
 - C. Job enrichment
 - D. Job specialization**
 - E. None of these strategies increases work efficiency

Chapter - Chapter 06 #37
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

38. Scientific management includes which of the following?

- (p. 163)
- A. Assigning employees to fixed hourly wages.
 - B. Systematically dividing a job into its smallest possible elements and assigning these divided tasks to employees who are best qualified to perform them.**
 - C. Combining tasks so employees perform an entire work process from beginning to end.
 - D. Encouraging employees to set their own goals and have positive thoughts about their work performance.
 - E. All of the answers are correct.

Chapter - Chapter 06 #38
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

39. Scientific management is most closely associated with:

- (p. 163)
- A. self-leadership.
 - B. employee motivation.
 - C. job design.**
 - D. reward systems.
 - E. empowerment.

Chapter - Chapter 06 #39
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

40. Which of these contemporary organizational behaviour practices was popularized by Fredrick Taylor in his work on scientific management?

- (p. 163)
- A. Goal setting**
 - B. Job enrichment
 - C. Membership and seniority-based rewards
 - D. All of the answers are correct.
 - E. None of the answers apply.

Chapter - Chapter 06 #40
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

41. Which of the following does NOT occur at very high levels of job specialization?
(p. 164) **A.** Product quality increases while the quantity of output decreases.
B. Worker alienation increases.
C. Employee turnover increases.
D. Employees are less motivated to perform their jobs well.
E. Employers are often forced to pay higher wages to attract job applicants to the tedious work.

Chapter - Chapter 06 #41
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

42. Performance tends to decrease at very high levels of task specialization because:
(p. 164) A. employees are less able to perform the job.
B. employees in specialized jobs lack sufficient resources to perform their jobs.
C. high task specialization is associated with bad management.
D. employees tend to become bored and less motivated to perform well.
E. All of the answers are correct.

Chapter - Chapter 06 #42
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

43. Which of these factors, according to Herzberg, is a hygiene factor?
(p. 164) A. Autonomy
B. Job security
C. Responsibility
D. Personal growth
E. All of the answers are correct.

Chapter - Chapter 06 #43
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

44. Normal Technologies Corp. (NTC) offers superb fitness facilities, flexible work hours, a gourmet restaurant with company-subsidized meals and a workplace with security systems for high physical safety. According to Herzberg's motivator-hygiene theory, these conditions will:
(p. 164) A. motivate all of NTC's employees to perform their jobs better.
B. motivate employees whose lower-level needs have not yet been satisfied.
C. increase job satisfaction among employees who value those conditions.
D. reduce job dissatisfaction among NTC's employees but will not motivate them to perform their jobs.
E. cause employees to quit their jobs more than if these special benefits were not provided.

Chapter - Chapter 06 #44
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

45. A unique feature of Herzberg's motivator-hygiene theory is that it:
(p. 164) **A.** states that improving motivators increases job satisfaction but does not decrease job dissatisfaction.
B. states that employees can be satisfied with their jobs but not motivated to perform their jobs.
C. identifies job specialization as the main source of higher need fulfillment.
D. views job satisfaction and dissatisfaction as opposites.
E. recognizes money as the primary motivator in organizational settings.

Chapter - Chapter 06 #45
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

46. Herzberg's motivator-hygiene theory led to a more serious study of:
(p. 164) A. performance-based rewards as a strategy to reduce employee turnover.
B. job specialization as a strategy to improve job performance.
C. lighting, noise and other working conditions that help employees to work harder.
D. the effect of constructive thought patterns on employee behaviour.
E. job enrichment and the motivational potential job content.

Chapter - Chapter 06 #46
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

47. A job in which employees are able to complete something from beginning to end or there is a visible outcome of the work is called:
(p. 164-165) A. skill variety
B. task significance
C. job feedback
D. job rotation
E. task identity

Chapter - Chapter 06 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

48. To increase an employee's feelings of experienced responsibility, we would:
(p. 165) A. increase the amount of job feedback in the person's job.
B. reduce the amount of task identity and task significance in the person's job.
C. increase the amount of autonomy in the person's job.
D. reduce the amount of skill variety in the person's job.
E. increase the amount of task identity and task significance in the person's job.

Chapter - Chapter 06 #48
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

49. According to the job characteristics model, which core job characteristic results in a feeling of responsibility for the employee?
(p. 165) A. Feedback from job and skill variety
B. Autonomy
C. Skill variety, task identity and task significance
D. Task identity
E. All of the answers are correct.

Chapter - Chapter 06 #49
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

50. Knowledge of results originates primarily from:
(p. 165) **A. job feedback**
B. skill variety
C. autonomy
D. task significance
E. task identity

Chapter - Chapter 06 #50
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

51. Which of the following is NOT a core job characteristic in the job characteristics model?

- (p. 166)
- A. skill variety
 - B. task significance
 - C. job feedback
 - D. experienced meaningfulness**
 - E. task identity

Chapter - Chapter 06 #51
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

52. How do growth needs relate to the job characteristics model?

- (p. 166)
- A. Growth needs are the critical psychological state resulting from skill variety and task identity.
 - B. High growth needs are one of the psychological states in the job characteristics model.
 - C. Job enrichment might motivate those with high growth needs more than those with low growth needs, but recent studies suggest this relationship is weak, at best.**
 - D. Growth needs increase with the level of autonomy offered in the job.
 - E. Growth needs are not mentioned in the job characteristics model.

Chapter - Chapter 06 #52
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

53. A government agency enriched the jobs of customer service assistants (CSAs) by giving them more autonomy and responsibility for clients in a specific geographic area. Previously, CSAs had limited autonomy and would serve clients based on random assignment. Although these changes clearly enriched the jobs, many of the CSAs were neither more motivated nor satisfied after the changes. These negative results likely occurred because:

- (p. 166)
- A. job enrichment only works for management employees.
 - B. the CSAs may have lacked the skills and knowledge to perform the more challenging work.**
 - C. job enrichment only works when employees participate in the changes.
 - D. All of the answers are correct.
 - E. None of the answers apply.

Chapter - Chapter 06 #53
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

54. Job rotation has all of the following effects EXCEPT:

- (p. 166-167)
- A. reduces boredom on the job.
 - B. reduces repetitive strain injuries.
 - C. helps employees to learn skills to work in multiple jobs.
 - D. tests each person's level of self-leadership.**
 - E. None of the answers apply.

Chapter - Chapter 06 #54
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

55. Employees at CyberTech perform repetitive jobs that has resulted in boredom as well as repetitive strain injury. Technology makes it difficult to combine existing jobs, but the company wants to make employees more multiskilled. Which of the following would best help CyberTech to improve this situation?

- (p. 166-167)
- A. Introduce job rotation.**
 - B. Introduce job specialization.
 - C. Introduce a gainsharing plan for all production employees.
 - D. Encourage employees to engage in mental imagery.
 - E. Introduce job enrichment by having each employee produce the entire product rather than a small part of it.

Chapter - Chapter 06 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

56. Job enlargement primarily changes which of the following?

(p. 167)

- A. Autonomy
- B. Working conditions
- C. Job feedback
- D. Growth need strength
- E. Skill variety**

Chapter - Chapter 06 #56
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

57. Work quality tends to increase with:

(p. 168)

- A. job enrichment.**
- B. job rotation.
- C. job enlargement.
- D. natural jobs.
- E. All of the answers are correct.

Chapter - Chapter 06 #57
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

58. All of the following tend to increase the quality of work performed, EXCEPT:

(p. 166-168)

- A. job enrichment.
- B. job specialization.
- C. job rotation.
- D. natural grouping of tasks into one job.
- E. 'B' and 'C' only.**

Chapter - Chapter 06 #58
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

59. A video journalist's job consists of operating the camera, reporting the story, and often editing the work, whereas these three tasks are traditionally performed by three people. Video journalism is an example of:

(p. 167-168)

- A. self-leadership.
- B. job enrichment.
- C. job enlargement.
- D. job specialization.
- E. job enrichment and job enlargement.**

Chapter - Chapter 06 #59
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

60. At a television station, camera operators learned how to become reporters, while reporters learned to operate cameras. These jobs were then merged into the job of video journalist, which involved operating a camera and reporting the news. This change is an example of:

(p. 167-168)

- A. increasing job specialization.
- B. encouraging mental imagery.
- C. increasing job enrichment by establishing client relationships.
- D. introducing job rotation.
- E. None of the answers apply.**

Chapter - Chapter 06 #60
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

61. Which of these job design actions is mainly a form of job enlargement?

(p. 167)

- A.** Increasing the number of tasks within the job
- B. Establishing client relationships
- C. Empowering employees
- D. Forming natural work units
- E. Establishing client relationships and forming natural work units

Chapter - Chapter 06 #61
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

62. A large retail organization previously divided work among its four employee benefits staff into distinct specializations. One person answered all questions about superannuation (pension plans), another answered all questions about various forms of paid time off (e.g. vacations), and so on. These jobs were recently restructured so that each employee benefits person answers all questions for people in a particular geographic area. For example, one staff member is responsible for all employee benefits inquiries from anyone in a particular geographic region. This job restructuring is an example of:

(p. 168-169)

- A. self-leadership
- B.** job enrichment
- C. job rotation
- D. scientific management
- E. job specialization

Chapter - Chapter 06 #62
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

63. Forming natural work units tends to:

(p. 168-169)

- A. reduce autonomy and increase task significance.
- B. reduce skill variety and increase job feedback.
- C. reduce task significance and increase task identity.
- D. reduce job feedback and increase skill variety.
- E.** None of the answers apply.

Chapter - Chapter 06 #63
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

64. A cable TV company redesigned jobs so that one employee interacts directly with customers, connects and disconnects their cable service, installs their special services and collects overdue accounts in an assigned area. Previously, each task was performed by a different person and the customer interacted only with someone at head office. This change is an example of:

(p. 168)

- A.** increasing job enrichment by establishing client relationships.
- B. encouraging self-reinforcement.
- C. introducing job rotation.
- D. increasing job specialization.
- E. None of the answers apply.

Chapter - Chapter 06 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

65. Job enrichment usually:

(p. 168-169)

- A. reduces product and service quality.
- B. increases error rates and defects.
- C. reduces job satisfaction among qualified employees with high growth need strength.
- D. increases absenteeism and turnover.
- E.** None of the answers apply.

Chapter - Chapter 06 #65
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

66. Empowerment does which of the following?
(p. 169) **A.** Empowerment increases autonomy.
B. Empowerment decreases skill variety.
C. Empowerment increases job rotation.
D. Empowerment increases job specialization.
E. Empowerment increases autonomy and job specialization.

Chapter - Chapter 06 #66
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

67. Employees are empowered when they:
(p. 169-170) A. practice job specialization.
B. experience self-reinforcement.
C. engage in positive self-talk.
D. experience freedom and discretion.
E. experience self-reinforcement and engage in positive self-talk.

Chapter - Chapter 06 #67
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

68. Which of the following is NOT a component of empowerment?
(p. 169) A. Impact
B. Meaning
C. Mental imagery
D. Self-determination
E. Competence

Chapter - Chapter 06 #68
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

69. _____ represents an employee's experienced meaningfulness in their work, a sense of self-determination, confidence in their abilities, and a sense that their work has an impact on the company's success?
(p. 169) A. Positive self-talk
B. Job specialization
C. Empowerment
D. Job rotation
E. Core job characteristics

Chapter - Chapter 06 #69
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

70. Which of these statements about empowerment is FALSE?
(p. 169) A. Empowerment is a psychological concept representing more than one dimension.
B. Empowerment is the same as employee involvement.
C. Empowerment is not a personality trait.
D. Empowerment is related to job enrichment.
E. Empowerment is influenced by job characteristics.

Chapter - Chapter 06 #70
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

71. Which of the following has the LEAST effect on empowerment?

(p. 169-170)

- A. Relevant skills and knowledge
- B. Job autonomy
- C. Learning orientation culture
- D. Locus of control**
- E. Leader trust in employees

Chapter - Chapter 06 #71
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

72. A high degree of autonomy, task identity, and task significance are important conditions for:

(p. 169-170)

- A. job specialization.
- B. competency-based pay.
- C. empowerment.**
- D. scientific management.
- E. All of the answers are correct.

Chapter - Chapter 06 #72
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

73. Empowerment is known to:

(p. 169-170)

- A. increase employee motivation and performance.
- B. reduce conflict between employees and their supervisors.
- C. increase employee trust in management.
- D. increase employee responsiveness to problems and opportunities.
- E. All of the answers are correct.**

Chapter - Chapter 06 #73
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

74. Which of the following is known to increase employee responsiveness to problems and opportunities as well as improve customer service?

(p. 170)

- A. Job specialization
- B. Job rotation
- C. Scientific management
- D. Empowerment**
- E. Job specialization and scientific management

Chapter - Chapter 06 #74
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

75. Self-leadership relies on ideas from:

(p. 170)

- A. sports psychology.
- B. social learning theory.
- C. goal setting.
- D. All of the answers are correct.**
- E. social learning theory and goal setting.

Chapter - Chapter 06 #75
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

76. The first step in self-leadership is:

(p. 170)

- A. establishing client relationships.
- B. practicing gainsharing.
- C. personal goal setting.**
- D. constructive thought patterns.
- E. self-reinforcement.

Chapter - Chapter 06 #76
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

77. Which of the following is NOT explicitly identified as a component of self-leadership?

- (p. 171)
- A. Constructive thought patterns
 - B. Self-monitoring
 - C. Personal goal setting
 - D. Task identity**
 - E. Designing natural rewards

Chapter - Chapter 06 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

78. Self-leadership includes several elements, including:

- (p. 171)
- A. job specialization and self-reinforcement.
 - B. task identity and task significance.
 - C. job evaluation and self-monitoring.
 - D. autonomy and gainsharing.
 - E. positive self-talk and personal goal setting.**

Chapter - Chapter 06 #78
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

79. Self-monitoring and designing natural rewards are both:

- (p. 172)
- A. constructive thought pattern practices.
 - B. forms of job specialization.
 - C. discouraged by organizational behaviour scholars.
 - D. part of the self-leadership process.**
 - E. elements of competency-based rewards.

Chapter - Chapter 06 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

80. Which of these statements about self-leadership is FALSE?

- (p. 171-173)
- A. Employees with a high degree of conscientiousness have a more natural tendency to apply self-leadership.
 - B. Research indicates that self-leadership generally improves employee motivation and performance.
 - C. Self-leadership is practiced by people with particular personality characteristics and cannot be learned.**
 - D. Self-leadership is the process of influencing oneself to establish the self-direction and self-motivation to perform a task.
 - E. Some elements of self-leadership come from sports psychology.

Chapter - Chapter 06 #80
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

81. In self-leadership, constructive thought patterns include:

- (p. 171)
- A. self-talk and mental imagery**
 - B. gainsharing
 - C. personal goal setting and self-monitoring
 - D. job rotation and job enrichment
 - E. All of the answers are correct.

Chapter - Chapter 06 #81
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

82. According to the self-leadership model, positive self-talk:
(p. 171) A. should never be practiced on the job.
B. represents the most important way to monitor our own performance.
C. occurs when employees are unable to control their own behaviour on the job.
D. improves self-efficacy and employee motivation.
E. must occur only after the task has been accomplished.

Chapter - Chapter 06 #82
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

83. Before meeting a new client, a salesperson visualizes the experience of meeting the person and effectively answering some of the challenging questions the client might ask. This activity is an example of:
(p. 171) A. poor performance.
B. constructive thought patterns.
C. rewarding competencies.
D. job rotation.
E. empowerment.

Chapter - Chapter 06 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

84. Mental imagery helps employees to:
(p. 172) A. forget about the task before they actually perform it.
B. anticipate obstacles to goal accomplishment and work out solutions to those obstacles.
C. keep track of their progress towards the goal and design artificial feedback where natural feedback does not occur.
D. make the job itself more motivating by altering the rewards received during job performance.
E. learn several skills and minimize the risk of repetitive strain injuries.

Chapter - Chapter 06 #84
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

85. Which of the following statements about mental imagery is FALSE?
(p. 172) **A. Mental imagery is one of the critical psychological states in the job characteristics model.**
B. Mental imagery involves mentally practicing the task.
C. Mental imagery usually occurs before self-reinforcement.
D. Mental imagery involves visualizing successful completion of the task.
E. Mental imagery is part of constructive thought patterns in self-leadership.

Chapter - Chapter 06 #85
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

86. Which of the following practices explicitly includes self-reinforcement?
(p. 171-172) **A. Self-leadership**
B. empowerment
C. Job rotation
D. Job enrichment
E. None of the answers apply.

Chapter - Chapter 06 #86
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

87. The extent of a person's self-leadership is dependant on _____ and _____ factors.
(p. 173) A. cultural; personal
B. situational; personal
C. financial; circumstantial
D. political; ethical
E. None of the answers apply.

Chapter - Chapter 06 #87
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

88. According to your text, the likelihood of a person engaging in self-leadership depends on:
(p. 173) A. educational level
B. work environment
C. mental imagery
D. positive self-talk
E. financial incentives

Chapter - Chapter 06 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

89. People with a high power distance give money a low priority in their lives.
(p. 155) **FALSE**

Chapter - Chapter 06 #89
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

90. Research suggests that men and women differ in their attitudes towards money.
(p. 155) **TRUE**

Chapter - Chapter 06 #90
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

91. Compared with women, men give money a lower priority in their lives.
(p. 155) **FALSE**

Chapter - Chapter 06 #91
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

92. The largest portion of most paycheques is based on the person's membership and seniority.
(p. 156) **TRUE**

Chapter - Chapter 06 #92
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

93. One problem with seniority-based rewards is that they cause higher turnover.
(p. 156) **FALSE**

Chapter - Chapter 06 #93
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

94. Job evaluations systematically evaluate the worth of each job within the organization by measuring its required skill, effort, responsibility and working conditions.
(p. 157) **TRUE**

Chapter - Chapter 06 #94
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

95. Job evaluation mainly supports the competency approach to rewards.
(p. 157) **FALSE**

Chapter - Chapter 06 #95
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

96. Executive dining rooms represent a form of job status reward.

(p. 156) **TRUE**

Chapter - Chapter 06 #96
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

97. Job status-based rewards potentially motivate employees to compete with each other.

(p. 157) **TRUE**

Chapter - Chapter 06 #97
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

98. Job status-based rewards discourage employees from hoarding resources.

(p. 157) **FALSE**

Chapter - Chapter 06 #98
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

99. Competency-based rewards pay employees based on their performance results.

(p. 157) **FALSE**

Chapter - Chapter 06 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

100. Skill-based pay plans give an employee a higher pay rate for those days that he or she performs two or more jobs at the same time.

(p. 157) **FALSE**

Chapter - Chapter 06 #100
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

101. Competency-based rewards tend to improve levels of product and service quality.

(p. 158) **TRUE**

Chapter - Chapter 06 #101
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

102. Competency-based rewards are expensive.

(p. 158) **TRUE**

Chapter - Chapter 06 #102
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

103. One advantage of competency-based rewards is that measuring employee competencies is mostly done through objective measurement methods.

(p. 158) **FALSE**

Chapter - Chapter 06 #103
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

104. Commissions and piece rates are examples of competency-based rewards.

(p. 158) **FALSE**

Chapter - Chapter 06 #104
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

105. Gainsharing plans focus on cost reductions and increased labour efficiency.

(p. 159) **TRUE**

Chapter - Chapter 06 #105
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

106. Employee share ownership plans and share options are two types of organizational-level performance-based rewards.
(p. 159) **TRUE**
- Chapter - Chapter 06 #106
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
107. Gainsharing plans apply to production jobs, not to services such as medical operations.
(p. 159) **FALSE**
- Chapter - Chapter 06 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
108. Employee share ownership plans and share options tend to create an 'ownership culture' in which employees feel aligned with the organization's success.
(p. 159) **TRUE**
- Chapter - Chapter 06 #108
Difficulty: Easy
Gradable: automatic
Learning Objective: 1
109. A profit-sharing plans is a performance measurement system that rewards people on several factors.
(p. 159) **FALSE**
- Chapter - Chapter 06 #109
Difficulty: Easy
Gradable: automatic
Learning Objective: 1
110. Gainsharing plans are used mainly to measure performance of medical staff.
(p. 159) **FALSE**
- Chapter - Chapter 06 #110
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
111. Profit-sharing plans give employees the right to purchase shares of the company and eventually get rewarded through dividends from those shares.
(p. 159) **FALSE**
- Chapter - Chapter 06 #111
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
112. Gainsharing and share-ownership reward plans create an "ownership culture" that is good for owners, but bad for employees.
(p. 159) **FALSE**
- Chapter - Chapter 06 #112
Difficulty: Easy
Gradable: automatic
Learning Objective: 1
113. Some critics argue that financial rewards discourage creativity and distract employees from the meaningfulness of the work itself.
(p. 160) **TRUE**
- Chapter - Chapter 06 #113
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
114. One problem with linking rewards to job performance is that managers rely on different criteria when estimating employee performance levels.
(p. 160) **TRUE**
- Chapter - Chapter 06 #114
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

115. The more employees see a direct connection between their daily actions and the reward, the more they are motivated to improve performance.
(p. 160)
TRUE
- Chapter - Chapter 06 #115
Difficulty: Easy
Gradable: automatic
Learning Objective: 2
116. Companies should use individual-level performance-based pay when jobs are highly interdependent.
(p. 160-161)
FALSE
- Chapter - Chapter 06 #116
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
117. Team rewards increase employee preferences for team-based work arrangements.
(p. 160-161)
TRUE
- Chapter - Chapter 06 #117
Difficulty: Easy
Gradable: automatic
Learning Objective: 2
118. When only subjective sources of information about an employee's performance are available, companies should rely on multiple sources of information.
(p. 160)
TRUE
- Chapter - Chapter 06 #118
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
119. Job specialization increases training costs and makes it more difficult for companies to match employee aptitudes to jobs for which they are best suited.
(p. 163)
FALSE
- Chapter - Chapter 06 #119
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
120. The economic benefits of job specialization were discovered in the 1950s.
(p. 163)
FALSE
- Chapter - Chapter 06 #120
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
121. Job specialization usually reduces the employee's work efficiency.
(p. 163)
FALSE
- Chapter - Chapter 06 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
122. Job specialization increases work efficiency, but it tends to reduce employee motivation.
(p. 163)
TRUE
- Chapter - Chapter 06 #122
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
123. The level of work quality tends to increase with the level of job specialization.
(p. 164)
FALSE
- Chapter - Chapter 06 #123
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

124. When Adam Smith reported on how 10 pin makers working together could produce many times more pins, because they performed specialized tasks, Smith was describing the benefits of job enrichment.

(p. 163)

FALSE

Chapter - Chapter 06 #124
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

125. Scientific management is the process of systematically dividing work into its smallest possible elements and standardizing work activities to achieve maximum efficiency.

(p. 163-164)

TRUE

Chapter - Chapter 06 #125
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

126. The philosophy behind scientific management is to increase job enrichment and thereby improve employee satisfaction.

(p. 163-164)

FALSE

Chapter - Chapter 06 #126
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

127. Job specialization increases work efficiency, but it tends to reduce employee motivation.

(p. 164)

TRUE

Chapter - Chapter 06 #127
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

128. The level of work quality tends to increase with the level of job specialization.

(p. 164)

FALSE

Chapter - Chapter 06 #128
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

129. Frederick Herzberg's motivator-hygiene theory casts more of a spotlight on the job itself (rather than the work environment) as an important source of employee motivation.

(p. 164)

TRUE

Chapter - Chapter 06 #129
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

130. Motivator-hygiene theory suggests that people are mainly motivated by characteristics of the job itself, not by working conditions and other factors external to the job.

(p. 164)

TRUE

Chapter - Chapter 06 #130
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

131. Motivator-hygiene theory highlights the idea that job content is an important source of employee motivation.

(p. 164)

TRUE

Chapter - Chapter 06 #131
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

132. Jobs with high level of task significance provide freedom, independence, and discretion in scheduling the work and determining the procedures to be used to complete the work.

(p. 165)

FALSE

Chapter - Chapter 06 #132
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

133. The job characteristics model identifies five core job characteristics and three psychological states.
(p. 164-165) **TRUE**

Chapter - Chapter 06 #133
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

134. Task identity is the degree to which the job has a substantial impact on the organization and/or larger society.
(p. 164) **FALSE**

Chapter - Chapter 06 #134
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

135. Employees assembling complete computer modems would have higher task identity than those assembling only one component and passing it along to others for further assembly.
(p. 164) **TRUE**

Chapter - Chapter 06 #135
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

136. Task identity is the main job characteristic related to job enrichment.
(p. 164) **FALSE**

Chapter - Chapter 06 #136
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

137. According to the job characteristics model, experienced meaningfulness increases with the level of job feedback.
(p. 166) **FALSE**

Chapter - Chapter 06 #137
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

138. Increasing the core job characteristics will not increase employee motivation for those who lack the required skills.
(p. 166) **TRUE**

Chapter - Chapter 06 #138
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

139. All employees feel more motivated to perform their jobs when the core job characteristics are increased.
(p. 166) **FALSE**

Chapter - Chapter 06 #139
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

140. Companies sometimes introduce job rotation for reasons other than reducing job boredom.
(p. 166) **TRUE**

Chapter - Chapter 06 #140
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

141. Job enlargement increases skill variety.
(p. 167) **TRUE**

Chapter - Chapter 06 #141
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

142. Job enlargement increases an employee's growth needs.

(p. 167) **FALSE**

Chapter - Chapter 06 #142
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

143. A video journalist is someone who performs all jobs previously done by a traditional news team—
(p. 167-168) from operating the camera to reporting the story. Thus, a video journalist is an example of job enlargement and job enrichment.

TRUE

Chapter - Chapter 06 #143
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

144. Research suggests that job enlargement increases employee motivation.

(p. 167) **FALSE**

Chapter - Chapter 06 #144
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

145. Two ways to enrich jobs are by clustering jobs into natural groups and by establishing client
(p. 168) relationships.

TRUE

Chapter - Chapter 06 #145
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

146. Forming natural work units tends to increase task identity and task significance.

(p. 168) **TRUE**

Chapter - Chapter 06 #146
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

147. Companies are applying job specialization when employees are made directly responsible for specific
(p. 168) customers and having them communicate directly with those customers.

FALSE

Chapter - Chapter 06 #147
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

148. Job enrichment tends to increase the quality of products or services.

(p. 168) **TRUE**

Chapter - Chapter 06 #148
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

149. Empowerment is the process of putting employees in situations involving job rotation and job
(p. 169) enlargement.

FALSE

Chapter - Chapter 06 #149
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

150. People are empowered when they feel self-determination, meaning, competence, and impact regarding
(p. 169) their role in the organization.

TRUE

Chapter - Chapter 06 #150
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

151. One of the most important characteristics of empowerment is that it is a personality trait.

(p. 169) **FALSE**

Chapter - Chapter 06 #151
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

152. Employees are more likely to feel empowered in jobs with a high degree of autonomy, task identity, and task significance.

(p. 169) **TRUE**

Chapter - Chapter 06 #152
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

153. Empowerment flourishes in organizations that have a learning orientation culture.

(p. 170) **TRUE**

Chapter - Chapter 06 #153
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

154. One problem with empowerment is that it tends to make employees less responsive to the company's needs and objectives.

(p. 169) **FALSE**

Chapter - Chapter 06 #154
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

155. Self-leadership involves finding ways to increase job specialization.

(p. 170) **FALSE**

Chapter - Chapter 06 #155
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

156. Self-leadership borrows ideas from social learning theory and research in sports psychology on constructive thought processes.

(p. 170) **TRUE**

Chapter - Chapter 06 #156
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

157. Self-leadership suggests that goals should be set by the employee's supervisor with or without the employee's involvement.

(p. 171) **FALSE**

Chapter - Chapter 06 #157
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

158. Positive self-talk motivates employees by increasing their effort-to-performance expectancy.

(p. 171) **TRUE**

Chapter - Chapter 06 #158
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

159. Self-leadership calls for employees to engage in negative self-talk to help them recognize their limitations.

(p. 171) **FALSE**

Chapter - Chapter 06 #159
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

160. Mental imagery is one of the most beneficial outcomes of job enrichment.

(p. 172) **FALSE**

Chapter - Chapter 06 #160
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

161. Mental imagery helps us to anticipate and work out solutions to potential obstacles in our work.

(p. 172) **TRUE**

Chapter - Chapter 06 #161
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

162. One element of self-leadership involves keeping track of our progress toward goals.

(p. 172) **TRUE**

Chapter - Chapter 06 #162
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

163. Self-leadership includes the practice of self-reinforcement.

(p. 172) **TRUE**

Chapter - Chapter 06 #163
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

164. People with a high level of conscientiousness have difficulty applying self-leadership strategies.

(p. 173) **FALSE**

Chapter - Chapter 06 #164
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

165. Self-leadership is dependent on the person and the situation.

(p. 173) **TRUE**

Chapter - Chapter 06 #165
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

166. Employees with a high degree of autonomy are more likely to engage in self-leadership.

(p. 173) **TRUE**

Chapter - Chapter 06 #166
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

6 Summary

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7

1. The rational choice model of decision making begins with:
 - A. evaluating alternatives
 - B. recognizing and defining the problem
 - C. searching for alternatives
 - D. implementing the solution
 - E. searching for information about outcomes to each alternative
2. For the past 2,500 years, scholars in most western countries have mainly followed the _____ model of decision making.
 - A. implicit favourite
 - B. bounded rationality
 - C. rational choice
 - D. prospect theory
 - E. programmed decision
3. At what stage of the rational choice decision making model would we consider whether the decision is programmed or non-programmed?
 - A. Identifying the problem or opportunity.
 - B. Choosing the most appropriate decision style.
 - C. Developing alternative solutions.
 - D. Choosing the best alternative.
 - E. Evaluating decision outcomes.
4. A nonprogrammed decision is:
 - A. any routine situation where the company has a ready-made solution.
 - B. any decision that does not relate directly to the employee's job description.
 - C. any nonroutine situation in which employees much search for alternative solutions.
 - D. any decision that is clearly within the employee's job description.
 - E. any decision that affects the employee's performance.
5. When should decision makers bypass the search for alternative solutions and development of new solutions?
 - A. Never; bypassing these stages results in poorer decisions.
 - B. When the decision has ethical implications.
 - C. In most nonprogrammed decision situations.
 - D. In most programmed decision-making situations.
 - E. Only under conditions of bounded rationality.
6. The rational choice model of decision making is impossible to apply in reality because:
 - A. it ignores the fact that problems must be defined before alternatives are chosen.
 - B. it assumes that human beings make decisions based on their emotions.
 - C. it assumes that people are efficient and logical information processing machines.
 - D. it ignores the fact that people evaluate their decision after an alternative has been chosen and implemented.
 - E. All of these statements are correct.
7. One reason why the rational choice model doesn't fit reality is that it focuses on logical thinking and completely ignores:
 - A. emotions.
 - B. alternatives.
 - C. evaluation of solutions.
 - D. subjective expected utility.
 - E. organizational politics.

8. The rational choice paradigm of decision making does NOT assume that:
 - A. organizational goals are clear and agreed upon.
 - B. the outcomes of all alternatives are known.
 - C. all alternatives should be considered.
 - D. choices are affected by information is freely available.
 - E. decision makers tend to choose the first alternative exceeding the minimum standard.
9. Which of the following best describes how we can improve our problem identification skills?
 - A. Emotions have no effect on how people identify problems.
 - B. Becoming aware of the five common problems identification biases.
 - C. Emotions mainly signal us to follow either a programmed or nonprogrammed decision process.

If the rational brain center determines that the situation is a problem, it transmits this evaluation to the . emotional center, which then energizes the decision maker to act without choosing alternatives.

 - E. Emotions ensure that we rely on the rationality and avoid intuition in the decision making process.
10. In what stage of the decision-making process do emotions influence human decision making?
 - A. Identifying problems
 - B. Identifying alternatives
 - C. Choosing alternatives
 - D. All of these statements are true.
 - E. All of these statements are false; emotions do not influence decision making.
11. Mental models have what effect on the decision-making process?
 - A. They perpetuate assumptions that make it difficult to see new opportunities.
 - B. They cause production blocking in decision making.
 - C. They make it unnecessary to develop alternative solutions to the problem.
 - D. They cause decision makers to maximize rather than satisfice.
 - E. They help people to be more creative in decision making.
12. Perceptual defence causes us to:
 - A. defend the solutions we propose.
 - B. defend those who agree with us when we identify a problem.
 - C. defend the perception we have after making a decision.
 - D. block out bad news or information that threatens our self-concept.
 - E. justify our actions to defend our position.
13. During a meeting, senior executives of a consumer products company tackled the problem that they were late in detecting several consumer trends, such as the trend towards using see-through plastics in kitchenware. While trying to determine the source of this problem, one executive said: "The main problem here is that we need to find a better industrial design firm to design our products." Which of the following best describes the decision-making problem that this executive is exhibiting?
 - A. The executive is engaging in escalation of commitment.
 - B. The executive is being too creative.
 - C. The executive is acting as a devil's advocate when the situation calls for consensus.
 - D. The executive is engaging in groupthink.
 - E. The executive is defining the problem in terms of a solution.
14. The tendency to define problems in terms of a preferred solution occurs because:
 - A. it reduces ambiguity of the situation.
 - B. decision makers prefer ambiguity rather than decisiveness.
 - C. this avoids the escalation of commitment problem.
 - D. it avoids problems of bounded rationality.
 - E. all of these statements are correct.

15. Selecting the best decision alternative tends to be more difficult when organizational goals:
 - A. are unknown
 - B. are ambiguous
 - C. conflict with each other
 - D. are not fully agreed upon by those participating in the decision
 - E. all of these statements are correct
16. The concept of bounded rationality holds that:
 - A. our perception of a rational reality is bounded by non rationality.
 - B. decision makers process limited and imperfect information and therefore rarely select the best choice.
 - C. decision makers are "bounded" by organizational limitations.
 - D. decision makers are bound to project images of themselves as rational thinkers.
 - E. our realities are bounded by our own perceptions so that everyone's reality is different.
17. Which of the following is a potential problem when evaluating and choosing alternatives in decision making?
 - A. Limited information processing
 - B. Implicit favourite
 - C. Satisficing
 - D. All of these statements are potential problems
 - E. None of these statements are potential problems
18. The idea that decision makers rely on an implicit favourite to evaluate alternatives is:
 - A. an assumption that economists made in their early research about decision makers.
 - B. an emerging theory that has not yet been studied in organizational settings.
 - C. a recommendation put forward by organizational behaviour scholars to improve decision making.
 - D. the main reason why decision makers have difficulty identifying problems.
 - E. None of the answers are correct.
19. Which of these statements about information processing in decision making is FALSE?
 - A. Decision makers typically look at alternatives at the same time rather than sequentially.
 - B. Perceptual biases distort the selection and interpretation of information.
 - C. Decision makers don't think through all of the possible alternatives and their outcomes.
 - D. Decision makers engage in a limited search for and evaluation of alternatives.
 - E. Decision makers compare each alternative against an implicit favourite.
20. Decision makers tend to rely on their implicit favourite when:
 - A. they are trying to determine the most appropriate decision style.
 - B. they evaluate decision alternatives.
 - C. they want to avoid escalation of commitment.
 - D. they want to make more creative decisions.
 - E. they don't have any alternatives to choose from, yet still want to make a decision.
21. The natural tendency for people to be influenced by an initial anchor point such that they do not sufficiently move away from that point as new information is provided refers to:
 - A. insufficient heuristic.
 - B. anchoring and adjustment heuristic.
 - C. anchoring and information deficiency heuristic.
 - D. representativeness heuristic.
 - E. obtuseness.
22. _____ heuristic is a natural tendency to evaluate probabilities of events or objects by the degree to which they resemble other events or objects rather than on objective probability information.
 - A. Insufficient
 - B. Anchoring and adjustment
 - C. Informational
 - D. Representativeness
 - E. Resemblance

23. Which of these statements about human decision making is FALSE?
- A. Personal biases typically distort the selection and interpretation of information.
 - B. Decision makers engage in a limited search for and evaluation of alternatives.
 - C. Decision makers usually examine all alternatives at the same time.
 - D. Decision makers compare each alternative to an implicit favourite.
 - E. Decision makers have a limited capacity to process information.
24. The Director of Nursing is looking for a new work schedule for nurses throughout the hospital. She evaluates a schedule system as soon as she learns about it. Eventually, she finds a schedule that is 'good enough' for her needs, even though there may be better schedules available that she hasn't yet learned about. The Director of Nursing is engaging in:
- A. escalation of commitment
 - B. satisficing
 - C. perceptual blinders
 - D. post-decisional justification
 - E. none of these statements describes the Director of Nursing's decision.
25. Satisficing refers to:
- A. the tendency to choose an alternative that is good enough rather than the best.
 - B. the feeling employees experience when they are not involved in a decision in which they would have made a valuable contribution.
 - C. a desirable outcome of decision making when several employees participate in the decision process.
 - D. the feeling employees experience when they make the right decision.
 - E. the tendency for decision makers to evaluate alternatives sequentially rather than comparing them all at once.
26. A committee of employees developed a process whereby they would choose a new office-cleaning firm from the six companies that tendered proposals for the contract. The process involved carefully assessing each firm on the four factors that were most important (e.g. cost), weighting the importance of each factor and then choosing the firm with the highest score. This decision-making activity potentially minimizes problems with:
- A. production blocking
 - B. constructive conflict
 - C. satisficing
 - D. problem identification
 - E. this process has no value in decision making and is discouraged in the textbook
27. Systematically evaluating alternatives through careful measurement and calculation tends to minimize:
- A. satisficing
 - B. reliance on an implicit favourite
 - C. escalation of commitment
 - D. reliance on the rational choice process.
 - E. satisficing and reliance on an implicit favourite
28. The most accurate view of intuition is that it:
- A. is a trait that people acquire mainly through heredity.
 - B. is more likely to be found in men than women.
 - C. is acquired more quickly by people whose careers span several unrelated industries.
 - D. is the ability to know when a problem or opportunity exists and select the best course of action without conscious reasoning.
 - E. does not really exist.

29. Recent studies of human decision making conclude that which of the following ultimately energizes us to select the preferred choice?
- A. logic
 - B. emotions
 - C. an implicit favourite
 - D. creativity
 - E. intuition
30. Which of the following is NOT one of the ways emotions affect our choices?
- A. We make preferences too early in the decision-making process.
 - B. We change the process of evaluating alternatives.
 - C. We rely on emotions as if they were information.
 - D. We are influenced by the emotions of others.
 - E. All of the above are correct.
31. Which of these statements about intuition is TRUE?
- A. People sometimes justify biased and non-systematic decision making as intuition.
 - B. Intuition incorporates logical reasoning that has become habit over time.
 - C. Intuition is particularly valuable when the decision maker has extensive tacit knowledge.
 - D. Intuition is both an emotional experience and a rapid unconscious analytic process.
 - E. All of these statements are true.
32. Which of the following decision-making activities tends to make the most use of tacit knowledge?
- A. Intuition
 - B. Decision support systems
 - C. Escalation of commitment
 - D. Data mining
 - E. Both intuition and data mining
33. Scenario planning improves decision making by encouraging:
- A. employees to engage in satisficing.
 - B. people to think about preferred solutions to problems long before they occur.
 - C. people to focus on solutions during the process of identifying problems.
 - D. bounded rationality.
 - E. employees to use their implicit favourite.
34. Intuition relies on which of the following?
- A. Escalation of commitment
 - B. Satisficing
 - C. Bounded rationality
 - D. Post-decisional justification
 - E. Tacit knowledge
35. Which of the following is NOT a consequence of post-decisional justification?
- A. The individual continues to look for alternatives better than the one selected.
 - B. The individual reduces the importance of negative aspects of the selected alternative.
 - C. The individual forgets about favourable aspects of the discarded alternatives.
 - D. The individual looks for more information that further supports the selected alternative.
 - E. The individual increases the importance of negative aspects of the discarded alternatives.
36. After choosing among several computer server systems, the Director of Information Systems feels very positive about the choice made. However, some of this optimism is due to the fact that the Director forgot about some of the limitations of the chosen system and unconsciously downplays the importance of the positive features of the rejected systems. The Director of Information Systems is engaging in:
- A. escalation of commitment
 - B. satisficing
 - C. rational choice thinking
 - D. post-decisional justification
 - E. The Director of Information Systems is engaging in none of these decision processes.

37. The textbook mainly identifies post-decisional justification as a problem with which stage of decision making?
- A. Evaluating decision outcomes.
 - B. Implementing the selected alternative.
 - C. Developing alternative solutions.
 - D. Choosing the best decision style.
 - E. Identifying problems or opportunities.
38. A decision maker's need to justify their decision tends to cause:
- A. more ethical decisions.
 - B. escalation of commitment.
 - C. creative decisions.
 - D. the decision maker to look for more alternatives.
 - E. All of these statements are correct.
39. People with a high need to 'save face' are more likely to:
- A. identify problems when none exist
 - B. engage in escalation of commitment
 - C. participate in risky decisions
 - D. follow the rational choice model of decision making
 - E. view problems as opportunities.
40. Escalation of commitment is more likely to occur when:
- A. the decision maker has a strong need to justify their decision.
 - B. the costs of ending the project are high or unknown.
 - C. the decision maker screens out negative information about the decision due to perceptual defence.
 - D. The decision maker dislikes losing a particular amount more than he/she likes gaining the same amount.
 - E. all of these conditions exist.
41. The tendency for people to dislike losing a particular amount more than they like gaining the same amount is called:
- A. implicit favourite.
 - B. bounded rationality.
 - C. intuition.
 - D. nonprogrammed decision making
 - E. prospect theory effect.
42. Prospect theory and closing costs are two reasons why people:
- A. engage in escalation of commitment.
 - B. define problems in terms of preferred solutions.
 - C. make non-programmed decisions rather than programmed decisions.
 - D. engage in satisficing.
 - E. encourage employee involvement.
43. Escalation of commitment can be minimized by ensuring that:
- A. there are ready-made alternatives to resolve the problem.
 - B. those who choose the decision are different from those who implement and evaluate it.
 - C. the team leader has strong opinions about the preferred options.
 - D. organizational goals are relatively ambiguous.
 - E. the person who makes the decision is also responsible for terminating the project.
44. Ensuring that the person who makes the decision is different from the person who evaluates that decision is recommended mainly to:
- A. minimize escalation of commitment.
 - B. avoid making decisions in the future.
 - C. increase the incidence of an implicit favourite.
 - D. minimize reliance on an implicit favourite.
 - E. increase the incidence of satisficing.

45. Establishing a preset level at which the decision is abandoned or re-evaluated is recommended mainly to:
- A. minimize reliance on an implicit favourite.
 - B. avoid relying on mental models to recognize problems or opportunities.
 - C. minimize escalation of commitment.
 - D. minimize problem identification.
 - E. reduce the incidence of satisficing.
46. In decision making, creativity is used:
- A. to find problems
 - B. to identify alternatives
 - C. to implement solutions more effectively
 - D. to assist all stages of decision making.
 - E. creativity is not part of the decision-making process
47. The creative process includes, in order, the following stages:
- A. incubation—verification—escalation—satisficing
 - B. verification—satisficing—preparation—insight
 - C. insight—verification—escalation—incubation
 - D. preparation—incubation—insight—verification
 - E. preparation—verification—escalation—satisficing
48. Incubation and verification are:
- A. stages of the creative process
 - B. elements of bounded rationality
 - C. elements of the MARS model.
 - D. problems with team decision making.
 - E. two forms of influence in organizations.
49. The first stage of the creative process is:
- A. divergent thinking
 - B. preparation
 - C. experimentation
 - D. insight
 - E. intuition
50. Convergent thinking mainly improves what stage of the creative process?
- A. Incubation
 - B. Insight
 - C. Preparation
 - D. All of these statements are correct
 - E. Convergent thinking does not improve any part of the creative process.
51. An executive was trying to think of ways to increase sales of ballpoint pens among young people. While walking down a street with lots of neon signs, the executive got the idea that young people would want to buy pens with ink in bright neon colours and with pen containers that glow in the dark. This situation is an example of:
- A. divergent thinking.
 - B. escalation of commitment.
 - C. devil's advocacy.
 - D. bounded rationality.
 - E. programmed decision making.
52. Divergent thinking mainly contributes to which of the following?
- A. Bounded rationality
 - B. The rationality choice decision model
 - C. Groupthink
 - D. Organizational politics
 - E. Creativity

53. A marketing specialist needed to find a new way of marketing the company's main product to clients. While watching a movie one evening, the marketing specialist saw a scene that gave her inspiration for a new marketing plan. According to the creative process model, the stage in this creative process after inspiration is:
- A. preparation
 - B. incubation
 - C. verification
 - D. insight
 - E. morphological analysis
54. Divergent thinking increases the level of:
- A. programmed decision making.
 - B. creativity.
 - C. bounded rationality.
 - D. escalation of commitment.
 - E. Divergent thinking improves none of these decision processes.
55. Which of the following occurs during the incubation stage of the creative process?
- A. Escalation of commitment
 - B. Prospect theory effect
 - C. Convergent thinking
 - D. Divergent thinking
 - E. Decision choice
56. In the creative process, insight:
- A. produces a well-developed and tested solution to problems.
 - B. follows the verification stage.
 - C. almost always occurs at night, rarely during the daytime.
 - D. is the opposite of divergent thinking.
 - E. is none of these statements.
57. Insight and verification are:
- A. two symptoms of groupthink.
 - B. the first two stages of creativity.
 - C. the two main differences between brainstorming and electronic brainstorming.
 - D. the last two stages of the creative process.
 - E. the first two stages of evaluation apprehension.
58. Which of these statements about creativity is FALSE?
- A. Very few people are creative.
 - B. Creative people have above-average intelligence.
 - C. Creative people tend to have a high need for achievement.
 - D. People tend to be more creative when they possess a good foundation of knowledge and experience on the subject.
 - E. Mental models potentially interfere with creativity.
59. People who are creative thinkers:
- A. are generally less creative than people with an analytic thinking style.
 - B. have a strong tendency to follow fixed patterns of behaviour.
 - C. are persistent.
 - D. prefer spending their time improving existing things rather than creating new things.
 - E. are all of the above.
60. The creative potential of a person tends to increase with his or her:
- A. ability to synthesize information.
 - B. ability to analyze ideas.
 - C. ability to apply ideas.
 - D. ability to be persistent.
 - E. All of these statements are correct.

61. Which of these statements about creativity is TRUE?
- A. Creativity is found in only 15 per cent of the adult population in Canada.
 - B. Creative people have no knowledge of the fundamental issues on that decision problem.
 - C. Creativity is strongest when employees have formed strong mental models.
 - D. Creative people have a strong need for social approval.
 - E. Creative people possess sufficient knowledge and experience on the subject.
62. Need for stimulation, the ability to synthesize ideas, and low need for social approval are characteristics of:
- A. people who tend to be more creative.
 - B. convergent thinkers.
 - C. employees with a high evaluation apprehension.
 - D. people who conform to peer pressure in decision making.
 - E. people who are anarchists and anti-social.
63. Employees tend to be more creative when they:
- A. avoid risk-taking.
 - B. enjoy abiding by rules and status.
 - C. have a high need for social approval.
 - D. value obedience to their bosses.
 - E. have none of these characteristics.
64. You have just received seed money for a new internet business and you want to hire a dozen people with a lot of creative potential. To hire the most creative people, you would select applicants who:
- A. have no experience in this industry, have high analytic intelligence, and have a relatively low need for achievement.
 - B. value self-direction, have a high degree of nonconformity, and have a relatively low need for affiliation.
 - C. have strong mental models regarding their field of knowledge, have high synthetic intelligence, and have a relatively low need for social approval.
 - D. try to avoid taking risks, have a high need for achievement, and have a high need for social approval.
 - E. have none of these sets of characteristics.
65. Jamaal doesn't particularly like to abide by meaningless rules, is not bothered by ambiguous situations, is willing to take a chance by making mistakes and is less concerned about social approval than most other employees. Jamaal probably has:
- A. a bad attitude.
 - B. an inventive thinking style.
 - C. a strong aversion to authority.
 - D. a high risk of engaging in groupthink.
 - E. a deep respect for the irrational choice paradigm.
66. Organizations can improve creativity by:
- A. discouraging employees from making mistakes.
 - B. giving employees the freedom to pursue novel ideas and accepting they will make reasonable mistakes.
 - C. giving employees tight deadlines to develop new ideas.
 - D. all of these statements are correct.
 - E. none of these actions improve creativity.
67. People tend to be more creative when:
- A. they have a reasonable level of job security.
 - B. they are secluded from colleagues in other areas of the organization.
 - C. they risk losing their job if their ideas fail.
 - D. they lack personal freedom to try things out.
 - E. they have all of these conditions.

68. An important resource for creativity is:
- A. open communications.
 - B. programmed decision routines.
 - C. a job where you work alone.
 - D. a performance-based reward system.
 - E. a high level of pressure to perform.
69. You have just been assigned the task of developing an innovative new product, using people from engineering, marketing, purchasing and one or two other departments in the organization. To help the group to be as creative as possible, you would:
- A. give the team a very tight deadline to come up with a creative idea.
 - B. threaten to fire any team member who suggests a silly idea that wastes time in the product-development process.
 - C. encourage competition among team members as to who has the best job performance.
 - D. move these employees out of their departments and into a common area where they can continuously communicate with each other.
 - E. apply all of these activities.
70. A learning orientation is:
- A. an important condition for creativity.
 - B. one of four causes of escalation of commitment.
 - C. one of the outcomes of the prospect theory effect.
 - D. a personal characteristic of someone who has low creative potential.
 - E. the label given to people who learn but are not creative in their learning.
71. Which of the following is a creative practice?
- A. Asking people unfamiliar with the issue to explore the problem with you.
 - B. Looking through the notes and files of past projects.
 - C. Performing morphological analysis.
 - D. All of these statements improve creativity.
 - E. None of these statements improves creativity
72. What do impromptu storytelling, morphological analysis, and artwork have in common?
- A. They are forms of cross-pollination.
 - B. They increase the risk of bounded rationality.
 - C. They are forms of associative play.
 - D. They significantly weaken the creative process.
 - E. They are mainly used to improve the rational choice process.
73. Associative play, morphological analysis, and cross-pollination are three strategies to:
- A. increase group polarization.
 - B. apply brainstorming more exactly as originally described by Osborn.
 - C. increase conformity to peer pressure.
 - D. improve creativity.
 - E. make the problem-finding stage of decision making less emotional.
74. Which of the following would be considered employee involvement?
- A. A legally mandated union-management health and safety committee.
 - B. A supervisor casually asking an employee whether the company should adopt a new type of work schedule.
 - C. A computer program that allows employees to submit information and ideas.
 - D. An arrangement whereby employees elect two colleagues to the company's Board of Directors.
 - E. All of these statements are considered employee involvement.

75. Employee involvement tends to have which of the following benefits in decision making?
- A. Leads to a more accurate definition of the problem.
 - B. Improves the number and quality of alternative solutions.
 - C. Increases the likelihood of selecting the best alternative.
 - D. Strengthens employee commitment to the solution.
 - E. All of these statements are correct.
76. Which of the following questions is NOT explicitly considered in the contingencies of employee involvement?
- A. Do subordinates need to develop their decision-making skills?
 - B. Is conflict among subordinates over preferred solutions likely?
 - C. Is the problem well structured?
 - D. How important is subordinate commitment to the decision?
 - E. Do subordinates have sufficient information to make a high-quality decision?
77. The preferred level of employee involvement depends on:
- A. Source of decision knowledge
 - B. Risk of conflict
 - C. Decision structure
 - D. Decision commitment
 - E. The preferred level of involvement depends on all of these factors.
78. The contingencies of employee involvement include all of the following EXCEPT:
- A. Source of decision knowledge
 - B. Decision quantity
 - C. Decision structure
 - D. Decision commitment
 - E. Risk of conflict
79. The benefits of employee involvement increase with:
- A. the routineness and similarity of the problem or opportunity.
 - B. management's knowledge of the situation.
 - C. the standardization and repetitiveness of the problem or opportunity.
 - D. the number and similarity of employees involved in the decision.
 - E. the novelty and complexity of the problem or opportunity.
80. Employee involvement is LESS valuable or successful when:
- A. decisions are programmed.
 - B. employees are committed to decisions made by their bosses.
 - C. employees have the same information as their bosses.
 - D. employee norms conflict with organizational goals.
 - E. all of the above conditions exist.
81. Which of the following is NOT explicitly identified as a contingency of employee involvement?
- A. Divergent thinking
 - B. Decision structure
 - C. Decision commitment
 - D. Risk of conflict
 - E. Source of decision knowledge
82. Employees probably should not make the decision alone (without the manager's involvement) when:
- A. their goals and norms conflict with the organization's objectives.
 - B. they lack commitment to decisions made by the boss alone.
 - C. they possess more knowledge than the manager.
 - D. employees are likely to disagree with each other regarding the preferred solution.
 - E. the problem calls for a nonprogrammed decision.

83. A higher rather than lower level of employee involvement is preferable when:
- A. management and employees possess the same information regarding the problem.
 - B. the problem relates to a nonprogrammed decision.
 - C. employees goals and norms conflict with the organization's objectives.
 - D. employees are likely to disagree with each other regarding the preferred solution.
 - E. all of these conditions exist.
84. Decision structure, risk of conflict, and decision commitment are:
- A. three conditions required for bounded rationality.
 - B. factors that support implicit favourites.
 - C. contingencies of employee involvement.
 - D. causes of escalating commitment.
 - E. constraints of team decision making.
85. If employee goals and norms conflict with the organization's goals, then:
- A. employees should make most decisions in the organization.
 - B. employees should be invited to make recommendations on important ideas, which are almost always accepted by management.
 - C. employees should never be involved in organizational decisions.
 - D. employees should have a low level of employee involvement.
 - E. employees should belong to self-directed work teams.
86. Decision making is an unconscious process of moving toward a desirable state of affairs.
True False
87. The rational choice paradigm states that effective decision makers begin at any step in the model.
True False
88. Ill-defined problems require a non-programmed decision process.
True False
89. If a decision maker encounters the same problem several times, he or she can increasingly rely on non-programmed decision routines to solve the problem.
True False
90. Subjective expected utility refers to how much the selected alternative benefits or satisfies the decision maker.
True False
91. The last step in the rational decision-making model is to evaluate the decision outcomes.
True False
92. The decision maker's emotions play an important role in his or her identification of a problem or opportunity.
True False
93. The textbook argues that problem identification is usually the least important step in the rational choice paradigm.
True False
94. One reason why the problem identification stage is imperfect is that various stakeholders try to "frame" the decision maker's view of the situation.
True False
95. Our mental models of the world can prevent us from recognizing emerging problems in the workplace.
True False
96. The decision-making process is more effective when problems are defined in terms of their solutions.
True False

97. Decision makers have a need to reduce uncertainty, so they tend to focus on solutions before fully understanding the problem.
True False
98. Decision makers can discover blind spots in problem identification by discussing the situation with other people.
True False
99. According to bounded rationality theory, people make better decisions when their perceptions are "bounded" or framed by past experience.
True False
100. Bounded rationality adopts the main assumptions of the rational choice paradigm of decision making.
True False
101. To choose the best solution, decision makers need clear organizational goals that do not conflict with each other.
True False
102. The rational choice paradigm assumes that decision makers have limited information-processing capabilities and engage in a limited search for alternatives.
True False
103. Decision makers typically look at alternatives sequentially and compare each alternative to an implicit favourite.
True False
104. Satisficing occurs when people continue on a failing course of action.
True False
105. Clustering illusion causes us to see patterns from a small sample of events, when in fact those events are random.
True False
106. Representativeness heuristics is a natural tendency to pay less attention to whether something resembles something else than on more precise statistics about its probability.
True False
107. When decision makers tend not to evaluate various alternatives when they find an opportunity.
True False
108. Intuition allows us to draw on our tacit knowledge to guide our decision preferences.
True False
109. According to almost all organizational behaviour research, intuitive decision making causes us to make wrong decisions.
True False
110. The emerging emotional view of decision making states that people form preferences toward alternatives as soon as they receive information about those alternatives.
True False
111. When in a positive mood, people pay more attention to details and follow a nonprogrammed decision routine.
True False
112. When making important decisions, emotional markers guide our preference among the decision alternatives.
True False

113. Intuition is the main strategy to minimize escalation of commitment.
True False
114. Intuition includes any emotional signals we experience regarding a situation.
True False
115. Intuition is based on well-grounded mental models.
True False
116. Whether or not the emotions we experience in a situation represent intuition depends largely on our level of experience in that situation.
True False
117. Systematic evaluation of alternatives helps to increase the use of implicit favourites and satisficing in the decision process.
True False
118. Scenario planning is a structured process that helps decision makers explore potential problems and choose the best solutions under different future conditions.
True False
119. Post-decisional justification causes decision makers to forget what decision they made.
True False
120. Post-decisional justification gives people an excessively optimistic evaluation of their decisions, until they receive very clear and undeniable information to the contrary.
True False
121. Escalation of commitment occurs when employees increase their support for a decision because most of their colleagues also support that decision.
True False
122. Prospect theory and self-justification are the main causes of satisficing.
True False
123. Escalation of commitment is more likely to occur when the perceived costs of terminating the project are high or unknown.
True False
124. Escalation of commitment may be corrected by ensuring that those involved in choosing decision alternatives are also responsible for evaluating the implemented solution.
True False
125. Creativity occurs only in a few types of decisions.
True False
126. Creativity should be used only in cases of non-programmed problems.
True False
127. The incubation stage of creativity is more effective when the decision maker sets aside all other activities and focuses attention on the issue or problem.
True False
128. Incubation is the stage of creativity in which the problem is simmering at the back of your mind while you are doing something else.
True False
129. Divergent thinking occurs when the individual has a fleeting inspiration that is usually forgotten before it can be written down.
True False

130. The ideas that appear during the insight stage of creativity are quickly forgotten unless documented.
True False
131. The ideas that form during the insight stage of creativity need to be verified through conscious evaluation and experimentation.
True False
132. People are creative because they work in creative environments, not because of any differences in their ability or personality.
True False
133. Creative people tend to have a high need for social approval.
True False
134. Typically, creative people possess less knowledge and experience on the subject than experts in the field.
True False
135. Knowledge and experience can undermine creativity, because it can lead to routinization of that knowledge.
True False
136. Creativity is related to both the characteristics of creative people and the situation in which they work.
True False
137. Creative people value self-direction, but also have a strong need to follow rules.
True False
138. Creative people have a high degree of non-conformity and have less concern about social approval.
True False
139. Employees tend to be less creative in organizations that punish failure.
True False
140. Task significance and autonomy are important conditions for creativity in organizations.
True False
141. Creativity tends to suffer during times of downsizing and corporate restructuring.
True False
142. Creativity occurs by redefining the problem, not just by finding a unique solution to the existing problem.
True False
143. People are the most creative when management puts intense pressure on them to produce creative ideas.
True False
144. Creative ideas can emerge when asking people unfamiliar with the problem to explore the problem with you.
True False
145. Art classes and improvisational theatre are two creative activities of associative play.
True False
146. Morphological analysis is a test to identify people with a creative personality.
True False

147. A potentially useful creative practice is to list different dimensions of a system and the elements of each dimension, then think through the potential commercial usefulness of each combination.
True False
148. Employee involvement mainly refers to controlling resources for one's own job.
True False
149. The higher the level of employee involvement, the more influence people have over the decision process.
True False
150. The highest level of employee involvement occurs when employees are asked to make recommendations to managers, who then decide whether to implement them.
True False
151. Employee involvement potentially improves decision-making quality and commitment.
True False
152. Employee involvement tends to weaken synergy in the decision-making process.
True False
153. Employee involvement improves the number and quality of solutions.
True False
154. Employees are more likely to be committed to implementing a solution when they are involved in making the decision.
True False
155. To make the best decisions, the number of employees involved should be minimized.
True False
156. The optimum level of employee involvement depends on the situation.
True False
157. The highest level of employee involvement should occur when the problem is structured (i.e. it is a programmed decision).
True False
158. Two contingencies of employee involvement are decision commitment and risk of conflict.
True False
159. Employees should not make the final decision alone when conflict is likely among employees.
True False

7 Key

1. The rational choice model of decision making begins with:
(p. 183) A. evaluating alternatives
B. recognizing and defining the problem
C. searching for alternatives
D. implementing the solution
E. searching for information about outcomes to each alternative

Chapter - Chapter 07 #1
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

2. For the past 2,500 years, scholars in most western countries have mainly followed the _____
(p. 182) model of decision making.
A. implicit favourite
B. bounded rationality
C. rational choice
D. prospect theory
E. programmed decision

Chapter - Chapter 07 #2
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

3. At what stage of the rational choice decision making model would we consider whether the decision is
(p. 183) programmed or non-programmed?
A. Identifying the problem or opportunity.
B. Choosing the most appropriate decision style.
C. Developing alternative solutions.
D. Choosing the best alternative.
E. Evaluating decision outcomes.

Chapter - Chapter 07 #3
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

4. A nonprogrammed decision is:
(p. 183) A. any routine situation where the company has a ready-made solution.
B. any decision that does not relate directly to the employee's job description.
C. any nonroutine situation in which employees much search for alternative solutions.
D. any decision that is clearly within the employee's job description.
E. any decision that affects the employee's performance.

Chapter - Chapter 07 #4
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

5. When should decision makers bypass the search for alternative solutions and development of new
(p. 183) solutions?
A. Never; bypassing these stages results in poorer decisions.
B. When the decision has ethical implications.
C. In most nonprogrammed decision situations.
D. In most programmed decision-making situations.
E. Only under conditions of bounded rationality.

Chapter - Chapter 07 #5
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

6. The rational choice model of decision making is impossible to apply in reality because:
(p. 184) A. it ignores the fact that problems must be defined before alternatives are chosen.
B. it assumes that human beings make decisions based on their emotions.
C. it assumes that people are efficient and logical information processing machines.
D. it ignores the fact that people evaluate their decision after an alternative has been chosen and implemented.
E. All of these statements are correct.

Chapter - Chapter 07 #6
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

7. One reason why the rational choice model doesn't fit reality is that it focuses on logical thinking and completely ignores:
(p. 184) **A.** emotions.
B. alternatives.
C. evaluation of solutions.
D. subjective expected utility.
E. organizational politics.

Chapter - Chapter 07 #7
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

8. The rational choice paradigm of decision making does NOT assume that:
(p. 184) A. organizational goals are clear and agreed upon.
B. the outcomes of all alternatives are known.
C. all alternatives should be considered.
D. choices are affected by information is freely available.
E. decision makers tend to choose the first alternative exceeding the minimum standard.

Chapter - Chapter 07 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

9. Which of the following best describes how we can improve our problem identification skills?
(p. 186) A. Emotions have no effect on how people identify problems.
B. Becoming aware of the five common problems identification biases.
C. Emotions mainly signal us to follow either a programmed or nonprogrammed decision process.
D. If the rational brain center determines that the situation is a problem, it transmits this evaluation to the emotional center, which then energizes the decision maker to act without choosing alternatives.
E. Emotions ensure that we rely on the rationality and avoid intuition in the decision making process.

Chapter - Chapter 07 #9
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

10. In what stage of the decision-making process do emotions influence human decision making?
(p. 184-186) A. Identifying problems
B. Identifying alternatives
C. Choosing alternatives
D. All of these statements are true.
E. All of these statements are false; emotions do not influence decision making.

Chapter - Chapter 07 #10
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

11. Mental models have what effect on the decision-making process?
(p. 185) **A.** They perpetuate assumptions that make it difficult to see new opportunities.
B. They cause production blocking in decision making.
C. They make it unnecessary to develop alternative solutions to the problem.
D. They cause decision makers to maximize rather than satisfice.
E. They help people to be more creative in decision making.

Chapter - Chapter 07 #11
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

12. Perceptual defence causes us to:
(p. 185) A. defend the solutions we propose.
B. defend those who agree with us when we identify a problem.
C. defend the perception we have after making a decision.
D. block out bad news or information that threatens our self-concept.
E. justify our actions to defend our position.

Chapter - Chapter 07 #12
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

13. During a meeting, senior executives of a consumer products company tackled the problem that they were late in detecting several consumer trends, such as the trend towards using see-through plastics in kitchenware. While trying to determine the source of this problem, one executive said: "The main problem here is that we need to find a better industrial design firm to design our products." Which of the following best describes the decision-making problem that this executive is exhibiting?
(p. 185) A. The executive is engaging in escalation of commitment.
B. The executive is being too creative.
C. The executive is acting as a devil's advocate when the situation calls for consensus.
D. The executive is engaging in groupthink.
E. The executive is defining the problem in terms of a solution.

Chapter - Chapter 07 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

14. The tendency to define problems in terms of a preferred solution occurs because:
(p. 185) **A.** it reduces ambiguity of the situation.
B. decision makers prefer ambiguity rather than decisiveness.
C. this avoids the escalation of commitment problem.
D. it avoids problems of bounded rationality.
E. all of these statements are correct.

Chapter - Chapter 07 #14
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

15. Selecting the best decision alternative tends to be more difficult when organizational goals:
(p. 187) A. are unknown
B. are ambiguous
C. conflict with each other
D. are not fully agreed upon by those participating in the decision
E. all of these statements are correct

Chapter - Chapter 07 #15
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

16. The concept of bounded rationality holds that:
(p. 187) **A.** our perception of a rational reality is bounded by non rationality.
B. decision makers process limited and imperfect information and therefore rarely select the best choice.
C. decision makers are "bounded" by organizational limitations.
D. decision makers are bound to project images of themselves as rational thinkers.
E. our realities are bounded by our own perceptions so that everyone's reality is different.

Chapter - Chapter 07 #16
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

17. Which of the following is a potential problem when evaluating and choosing alternatives in decision making?
(p. 188-189) **A.** Limited information processing
B. Implicit favourite
C. Satisficing
D. All of these statements are potential problems
E. None of these statements are potential problems

Chapter - Chapter 07 #17
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

18. The idea that decision makers rely on an implicit favourite to evaluate alternatives is:
(p. 188) **A.** an assumption that economists made in their early research about decision makers.
B. an emerging theory that has not yet been studied in organizational settings.
C. a recommendation put forward by organizational behaviour scholars to improve decision making.
D. the main reason why decision makers have difficulty identifying problems.
E. None of the answers are correct.

Chapter - Chapter 07 #18
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

19. Which of these statements about information processing in decision making is FALSE?
(p. 188) **A.** Decision makers typically look at alternatives at the same time rather than sequentially.
B. Perceptual biases distort the selection and interpretation of information.
C. Decision makers don't think through all of the possible alternatives and their outcomes.
D. Decision makers engage in a limited search for and evaluation of alternatives.
E. Decision makers compare each alternative against an implicit favourite.

Chapter - Chapter 07 #19
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

20. Decision makers tend to rely on their implicit favourite when:
(p. 188) **A.** they are trying to determine the most appropriate decision style.
B. they evaluate decision alternatives.
C. they want to avoid escalation of commitment.
D. they want to make more creative decisions.
E. they don't have any alternatives to choose from, yet still want to make a decision.

Chapter - Chapter 07 #20
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

21. The natural tendency for people to be influenced by an initial anchor point such that they do not sufficiently move away from that point as new information is provided refers to:
(p. 188)
- A. insufficient heuristic.
 - B. anchoring and adjustment heuristic.**
 - C. anchoring and information deficiency heuristic.
 - D. representativeness heuristic.
 - E. obtuseness.

Chapter - Chapter 07 #21
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

22. _____ heuristic is a natural tendency to evaluate probabilities of events or objects by the degree to which they resemble other events or objects rather than on objective probability information.
(p. 188)
- A. Insufficient
 - B. Anchoring and adjustment
 - C. Informational
 - D. Representativeness**
 - E. Resemblance

Chapter - Chapter 07 #22
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

23. Which of these statements about human decision making is FALSE?
(p. 188-190)
- A. Personal biases typically distort the selection and interpretation of information.
 - B. Decision makers engage in a limited search for and evaluation of alternatives.
 - C. Decision makers usually examine all alternatives at the same time.**
 - D. Decision makers compare each alternative to an implicit favourite.
 - E. Decision makers have a limited capacity to process information.

Chapter - Chapter 07 #23
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

24. The Director of Nursing is looking for a new work schedule for nurses throughout the hospital. She evaluates a schedule system as soon as she learns about it. Eventually, she finds a schedule that is 'good enough' for her needs, even though there may be better schedules available that she hasn't yet learned about. The Director of Nursing is engaging in:
(p. 189)
- A. escalation of commitment
 - B. satisficing**
 - C. perceptual blinders
 - D. post-decisional justification
 - E. none of these statements describes the Director of Nursing's decision.

Chapter - Chapter 07 #24
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

25. Satisficing refers to:
(p. 189)
- A. the tendency to choose an alternative that is good enough rather than the best.**
 - B. the feeling employees experience when they are not involved in a decision in which they would have made a valuable contribution.
 - C. a desirable outcome of decision making when several employees participate in the decision process.
 - D. the feeling employees experience when they make the right decision.
 - E. the tendency for decision makers to evaluate alternatives sequentially rather than comparing them all at once.

Chapter - Chapter 07 #25
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

26. (p. 188-189) A committee of employees developed a process whereby they would choose a new office-cleaning firm from the six companies that tendered proposals for the contract. The process involved carefully assessing each firm on the four factors that were most important (e.g. cost), weighting the importance of each factor and then choosing the firm with the highest score. This decision-making activity potentially minimizes problems with:
- A. production blocking
 - B. constructive conflict
 - C. satisficing**
 - D. problem identification
 - E. this process has no value in decision making and is discouraged in the textbook

Chapter - Chapter 07 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

27. (p. 188-189) Systematically evaluating alternatives through careful measurement and calculation tends to minimize:
- A. satisficing
 - B. reliance on an implicit favourite
 - C. escalation of commitment
 - D. reliance on the rational choice process.
 - E. satisficing and reliance on an implicit favourite**

Chapter - Chapter 07 #27
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

28. (p. 191) The most accurate view of intuition is that it:
- A. is a trait that people acquire mainly through heredity.
 - B. is more likely to be found in men than women.
 - C. is acquired more quickly by people whose careers span several unrelated industries.
 - D. is the ability to know when a problem or opportunity exists and select the best course of action without conscious reasoning.**
 - E. does not really exist.

Chapter - Chapter 07 #28
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

29. (p. 190) Recent studies of human decision making conclude that which of the following ultimately energizes us to select the preferred choice?
- A. logic
 - B. emotions**
 - C. an implicit favourite
 - D. creativity
 - E. intuition

Chapter - Chapter 07 #29
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

30. (p. 190) Which of the following is NOT one of the ways emotions affect our choices?
- A. We make preferences too early in the decision-making process.
 - B. We change the process of evaluating alternatives.
 - C. We rely on emotions as if they were information.
 - D. We are influenced by the emotions of others.**
 - E. All of the above are correct.

Chapter - Chapter 07 #30
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

31. Which of these statements about intuition is TRUE?
(p. 191) A. People sometimes justify biased and non-systematic decision making as intuition.
B. Intuition incorporates logical reasoning that has become habit over time.
C. Intuition is particularly valuable when the decision maker has extensive tacit knowledge.
D. Intuition is both an emotional experience and a rapid unconscious analytic process.
E. All of these statements are true.

Chapter - Chapter 07 #31
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

32. Which of the following decision-making activities tends to make the most use of tacit knowledge?
(p. 191) **A.** Intuition
B. Decision support systems
C. Escalation of commitment
D. Data mining
E. Both intuition and data mining

Chapter - Chapter 07 #32
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

33. Scenario planning improves decision making by encouraging:
(p. 192) A. employees to engage in satisficing.
B. people to think about preferred solutions to problems long before they occur.
C. people to focus on solutions during the process of identifying problems.
D. bounded rationality.
E. employees to use their implicit favourite.

Chapter - Chapter 07 #33
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

34. Intuition relies on which of the following?
(p. 191) A. Escalation of commitment
B. Satisficing
C. Bounded rationality
D. Post-decisional justification
E. Tacit knowledge

Chapter - Chapter 07 #34
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

35. Which of the following is NOT a consequence of post-decisional justification?
(p. 192-193) **A.** The individual continues to look for alternatives better than the one selected.
B. The individual reduces the importance of negative aspects of the selected alternative.
C. The individual forgets about favourable aspects of the discarded alternatives.
D. The individual looks for more information that further supports the selected alternative.
E. The individual increases the importance of negative aspects of the discarded alternatives.

Chapter - Chapter 07 #35
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

36. After choosing among several computer server systems, the Director of Information Systems feels very positive about the choice made. However, some of this optimism is due to the fact that the Director forgot about some of the limitations of the chosen system and unconsciously downplays the importance of the positive features of the rejected systems. The Director of Information Systems is engaging in:
- (p. 192-193)
- A. escalation of commitment
 - B. satisficing
 - C. rational choice thinking
 - D. post-decisional justification**
 - E. The Director of Information Systems is engaging in none of these decision processes.

Chapter - Chapter 07 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

37. The textbook mainly identifies post-decisional justification as a problem with which stage of decision making?
- (p. 192-193)
- A. Evaluating decision outcomes.**
 - B. Implementing the selected alternative.
 - C. Developing alternative solutions.
 - D. Choosing the best decision style.
 - E. Identifying problems or opportunities.

Chapter - Chapter 07 #37
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

38. A decision maker's need to justify their decision tends to cause:
- (p. 193)
- A. more ethical decisions.
 - B. escalation of commitment.**
 - C. creative decisions.
 - D. the decision maker to look for more alternatives.
 - E. All of these statements are correct.

Chapter - Chapter 07 #38
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

39. People with a high need to 'save face' are more likely to:
- (p. 193)
- A. identify problems when none exist
 - B. engage in escalation of commitment**
 - C. participate in risky decisions
 - D. follow the rational choice model of decision making
 - E. view problems as opportunities.

Chapter - Chapter 07 #39
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

40. Escalation of commitment is more likely to occur when:
- (p. 193)
- A. the decision maker has a strong need to justify their decision.
 - B. the costs of ending the project are high or unknown.
 - C. the decision maker screens out negative information about the decision due to perceptual defence.
 - D. The decision maker dislikes losing a particular amount more than he/she likes gaining the same amount.
 - E. all of these conditions exist.**

Chapter - Chapter 07 #40
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

41. The tendency for people to dislike losing a particular amount more than they like gaining the same amount is called:
(p. 193)
- A. implicit favourite.
 - B. bounded rationality.
 - C. intuition.
 - D. nonprogrammed decision making
 - E. prospect theory effect.**

Chapter - Chapter 07 #41
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

42. Prospect theory and closing costs are two reasons why people:
(p. 193)
- A. engage in escalation of commitment.**
 - B. define problems in terms of preferred solutions.
 - C. make non-programmed decisions rather than programmed decisions.
 - D. engage in satisficing.
 - E. encourage employee involvement.

Chapter - Chapter 07 #42
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

43. Escalation of commitment can be minimized by ensuring that:
(p. 194)
- A. there are ready-made alternatives to resolve the problem.
 - B. those who choose the decision are different from those who implement and evaluate it.**
 - C. the team leader has strong opinions about the preferred options.
 - D. organizational goals are relatively ambiguous.
 - E. the person who makes the decision is also responsible for terminating the project.

Chapter - Chapter 07 #43
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

44. Ensuring that the person who makes the decision is different from the person who evaluates that decision is recommended mainly to:
(p. 194)
- A. minimize escalation of commitment.**
 - B. avoid making decisions in the future.
 - C. increase the incidence of an implicit favourite.
 - D. minimize reliance on an implicit favourite.
 - E. increase the incidence of satisficing.

Chapter - Chapter 07 #44
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

45. Establishing a preset level at which the decision is abandoned or re-evaluated is recommended mainly to:
(p. 194)
- A. minimize reliance on an implicit favourite.
 - B. avoid relying on mental models to recognize problems or opportunities.
 - C. minimize escalation of commitment.**
 - D. minimize problem identification.
 - E. reduce the incidence of satisficing.

Chapter - Chapter 07 #45
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

46. In decision making, creativity is used:
(p. 194) A. to find problems
B. to identify alternatives
C. to implement solutions more effectively
D. to assist all stages of decision making.
E. creativity is not part of the decision-making process

Chapter - Chapter 07 #46
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

47. The creative process includes, in order, the following stages:
(p. 195) A. incubation—verification—escalation—satisficing
B. verification—satisficing—preparation—insight
C. insight—verification—escalation—incubation
D. preparation—incubation—insight—verification
E. preparation—verification—escalation—satisficing

Chapter - Chapter 07 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

48. Incubation and verification are:
(p. 1) **A.** stages of the creative process
B. elements of bounded rationality
C. elements of the MARS model.
D. problems with team decision making.
E. two forms of influence in organizations.

Chapter - Chapter 07 #48
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

49. The first stage of the creative process is:
(p. 195) A. divergent thinking
B. preparation
C. experimentation
D. insight
E. intuition

Chapter - Chapter 07 #49
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

50. Convergent thinking mainly improves what stage of the creative process?
(p. 195) A. Incubation
B. Insight
C. Preparation
D. All of these statements are correct
E. Convergent thinking does not improve any part of the creative process.

Chapter - Chapter 07 #50
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

51. An executive was trying to think of ways to increase sales of ballpoint pens among young people.
(p. 19) While walking down a street with lots of neon signs, the executive got the idea that young people would want to buy pens with ink in bright neon colours and with pen containers that glow in the dark. This situation is an example of:
- A.** divergent thinking.
 - B. escalation of commitment.
 - C. devil's advocacy.
 - D. bounded rationality.
 - E. programmed decision making.

Chapter - Chapter 07 #51
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

52. Divergent thinking mainly contributes to which of the following?
(p. 195)
- A. Bounded rationality
 - B. The rationality choice decision model
 - C. Groupthink
 - D. Organizational politics
 - E.** Creativity

Chapter - Chapter 07 #52
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

53. A marketing specialist needed to find a new way of marketing the company's main product to clients.
(p. 195) While watching a movie one evening, the marketing specialist saw a scene that gave her inspiration for a new marketing plan. According to the creative process model, the stage in this creative process after inspiration is:
- A. preparation
 - B. incubation
 - C.** verification
 - D. insight
 - E. morphological analysis

Chapter - Chapter 07 #53
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

54. Divergent thinking increases the level of:
(p. 195)
- A. programmed decision making.
 - B.** creativity.
 - C. bounded rationality.
 - D. escalation of commitment.
 - E. Divergent thinking improves none of these decision processes.

Chapter - Chapter 07 #54
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

55. Which of the following occurs during the incubation stage of the creative process?
(p. 195)
- A. Escalation of commitment
 - B. Prospect theory effect
 - C. Convergent thinking
 - D.** Divergent thinking
 - E. Decision choice

Chapter - Chapter 07 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

56. In the creative process, insight:
(p. 195) A. produces a well-developed and tested solution to problems.
B. follows the verification stage.
C. almost always occurs at night, rarely during the daytime.
D. is the opposite of divergent thinking.
E. is none of these statements.

Chapter - Chapter 07 #56
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

57. Insight and verification are:
(p. 195) A. two symptoms of groupthink.
B. the first two stages of creativity.
C. the two main differences between brainstorming and electronic brainstorming.
D. the last two stages of the creative process.
E. the first two stages of evaluation apprehension.

Chapter - Chapter 07 #57
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

58. Which of these statements about creativity is FALSE?
(p. 196) **A.** Very few people are creative.
B. Creative people have above-average intelligence.
C. Creative people tend to have a high need for achievement.
D. People tend to be more creative when they possess a good foundation of knowledge and experience on the subject.
E. Mental models potentially interfere with creativity.

Chapter - Chapter 07 #58
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

59. People who are creative thinkers:
(p. 196) A. are generally less creative than people with an analytic thinking style.
B. have a strong tendency to follow fixed patterns of behaviour.
C. are persistent.
D. prefer spending their time improving existing things rather than creating new things.
E. are all of the above.

Chapter - Chapter 07 #59
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

60. The creative potential of a person tends to increase with his or her:
(p. 196) A. ability to synthesize information.
B. ability to analyze ideas.
C. ability to apply ideas.
D. ability to be persistent.
E. All of these statements are correct.

Chapter - Chapter 07 #60
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

61. Which of these statements about creativity is TRUE?
(p. 196) A. Creativity is found in only 15 per cent of the adult population in Canada.
B. Creative people have no knowledge of the fundamental issues on that decision problem.
C. Creativity is strongest when employees have formed strong mental models.
D. Creative people have a strong need for social approval.
E. Creative people possess sufficient knowledge and experience on the subject.

Chapter - Chapter 07 #61
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

62. Need for stimulation, the ability to synthesize ideas, and low need for social approval are characteristics of:
(p. 196-197)
- A.** people who tend to be more creative.
 - B. convergent thinkers.
 - C. employees with a high evaluation apprehension.
 - D. people who conform to peer pressure in decision making.
 - E. people who are anarchists and anti-social.

Chapter - Chapter 07 #62
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

63. Employees tend to be more creative when they:
(p. 196-197)
- A. avoid risk-taking.
 - B. enjoy abiding by rules and status.
 - C. have a high need for social approval.
 - D. value obedience to their bosses.
 - E.** have none of these characteristics.

Chapter - Chapter 07 #63
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

64. You have just received seed money for a new internet business and you want to hire a dozen people with a lot of creative potential. To hire the most creative people, you would select applicants who:
(p. 196-197)
- A. have no experience in this industry, have high analytic intelligence, and have a relatively low need for achievement.
 - B.** value self-direction, have a high degree of nonconformity, and have a relatively low need for affiliation.
 - C. have strong mental models regarding their field of knowledge, have high synthetic intelligence, and have a relatively low need for social approval.
 - D. try to avoid taking risks, have a high need for achievement, and have a high need for social approval.
 - E. have none of these sets of characteristics.

Chapter - Chapter 07 #64
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

65. Jamaal doesn't particularly like to abide by meaningless rules, is not bothered by ambiguous situations, is willing to take a chance by making mistakes and is less concerned about social approval than most other employees. Jamaal probably has:
(p. 196-197)
- A. a bad attitude.
 - B.** an inventive thinking style.
 - C. a strong aversion to authority.
 - D. a high risk of engaging in groupthink.
 - E. a deep respect for the irrational choice paradigm.

Chapter - Chapter 07 #65
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

66. Organizations can improve creativity by:
(p. 197)
- A. discouraging employees from making mistakes.
 - B.** giving employees the freedom to pursue novel ideas and accepting they will make reasonable mistakes.
 - C. giving employees tight deadlines to develop new ideas.
 - D. all of these statements are correct.
 - E. none of these actions improve creativity.

Chapter - Chapter 07 #66
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

67. People tend to be more creative when:
(p. 197) **A.** they have a reasonable level of job security.
B. they are secluded from colleagues in other areas of the organization.
C. they risk losing their job if their ideas fail.
D. they lack personal freedom to try things out.
E. they have all of these conditions.

Chapter - Chapter 07 #67
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

68. An important resource for creativity is:
(p. 197) **A.** open communications.
B. programmed decision routines.
C. a job where you work alone.
D. a performance-based reward system.
E. a high level of pressure to perform.

Chapter - Chapter 07 #68
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

69. You have just been assigned the task of developing an innovative new product, using people from engineering, marketing, purchasing and one or two other departments in the organization. To help the group to be as creative as possible, you would:
(p. 198) **A.** give the team a very tight deadline to come up with a creative idea.
B. threaten to fire any team member who suggests a silly idea that wastes time in the product-development process.
C. encourage competition among team members as to who has the best job performance.
D. move these employees out of their departments and into a common area where they can continuously communicate with each other.
E. apply all of these activities.

Chapter - Chapter 07 #69
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

70. A learning orientation is:
(p. 197) **A.** an important condition for creativity.
B. one of four causes of escalation of commitment.
C. one of the outcomes of the prospect theory effect.
D. a personal characteristic of someone who has low creative potential.
E. the label given to people who learn but are not creative in their learning.

Chapter - Chapter 07 #70
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

71. Which of the following is a creative practice?
(p. 198) **A.** Asking people unfamiliar with the issue to explore the problem with you.
B. Looking through the notes and files of past projects.
C. Performing morphological analysis.
D. All of these statements improve creativity.
E. None of these statements improves creativity

Chapter - Chapter 07 #71
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

72. What do impromptu storytelling, morphological analysis, and artwork have in common?
(p. 198)
- A. They are forms of cross-pollination.
 - B. They increase the risk of bounded rationality.
 - C.** They are forms of associative play.
 - D. They significantly weaken the creative process.
 - E. They are mainly used to improve the rational choice process.

Chapter - Chapter 07 #72
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

73. Associative play, morphological analysis, and cross-pollination are three strategies to:
(p. 198)
- A. increase group polarization.
 - B. apply brainstorming more exactly as originally described by Osborn.
 - C. increase conformity to peer pressure.
 - D.** improve creativity.
 - E. make the problem-finding stage of decision making less emotional.

Chapter - Chapter 07 #73
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

74. Which of the following would be considered employee involvement?
(p. 199)
- A. A legally mandated union-management health and safety committee.
 - B. A supervisor casually asking an employee whether the company should adopt a new type of work schedule.
 - C. A computer program that allows employees to submit information and ideas.
 - D. An arrangement whereby employees elect two colleagues to the company's Board of Directors.
 - E.** All of these statements are considered employee involvement.

Chapter - Chapter 07 #74
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

75. Employee involvement tends to have which of the following benefits in decision making?
(p. 199)
- A. Leads to a more accurate definition of the problem.
 - B. Improves the number and quality of alternative solutions.
 - C. Increases the likelihood of selecting the best alternative.
 - D. Strengthens employee commitment to the solution.
 - E.** All of these statements are correct.

Chapter - Chapter 07 #75
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

76. Which of the following questions is NOT explicitly considered in the contingencies of employee involvement?
(p. 200-201)
- A.** Do subordinates need to develop their decision-making skills?
 - B. Is conflict among subordinates over preferred solutions likely?
 - C. Is the problem well structured?
 - D. How important is subordinate commitment to the decision?
 - E. Do subordinates have sufficient information to make a high-quality decision?

Chapter - Chapter 07 #76
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

77. The preferred level of employee involvement depends on:
(p. 200)
- A. Source of decision knowledge
 - B. Risk of conflict
 - C. Decision structure
 - D. Decision commitment
 - E.** The preferred level of involvement depends on all of these factors.

Chapter - Chapter 07 #77
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

78. The contingencies of employee involvement include all of the following EXCEPT:
(p. 200-201)
- A. Source of decision knowledge
 - B.** Decision quantity
 - C. Decision structure
 - D. Decision commitment
 - E. Risk of conflict

Chapter - Chapter 07 #78
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

79. The benefits of employee involvement increase with:
(p. 199)
- A. the routineness and similarity of the problem or opportunity.
 - B. management's knowledge of the situation.
 - C. the standardization and repetitiveness of the problem or opportunity.
 - D. the number and similarity of employees involved in the decision.
 - E.** the novelty and complexity of the problem or opportunity.

Chapter - Chapter 07 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

80. Employee involvement is LESS valuable or successful when:
(p. 200-201)
- A. decisions are programmed.
 - B. employees are committed to decisions made by their bosses.
 - C. employees have the same information as their bosses.
 - D. employee norms conflict with organizational goals.
 - E.** all of the above conditions exist.

Chapter - Chapter 07 #80
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

81. Which of the following is NOT explicitly identified as a contingency of employee involvement?
(p. 200-201)
- A.** Divergent thinking
 - B. Decision structure
 - C. Decision commitment
 - D. Risk of conflict
 - E. Source of decision knowledge

Chapter - Chapter 07 #81
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

82. Employees probably should not make the decision alone (without the manager's involvement) when:
(p. 201)
- A.** their goals and norms conflict with the organization's objectives.
 - B. they lack commitment to decisions made by the boss alone.
 - C. they possess more knowledge than the manager.
 - D. employees are likely to disagree with each other regarding the preferred solution.
 - E. the problem calls for a nonprogrammed decision.

Chapter - Chapter 07 #82
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

83. A higher rather than lower level of employee involvement is preferable when:
(p. 200) A. management and employees possess the same information regarding the problem.
B. the problem relates to a nonprogrammed decision.
C. employees goals and norms conflict with the organization's objectives.
D. employees are likely to disagree with each other regarding the preferred solution.
E. all of these conditions exist.

Chapter - Chapter 07 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

84. Decision structure, risk of conflict, and decision commitment are:
(p. 200-201) A. three conditions required for bounded rationality.
B. factors that support implicit favourites.
C. contingencies of employee involvement.
D. causes of escalating commitment.
E. constraints of team decision making.

Chapter - Chapter 07 #84
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

85. If employee goals and norms conflict with the organization's goals, then:
(p. 201) A. employees should make most decisions in the organization.
B. employees should be invited to make recommendations on important ideas, which are almost always accepted by management.
C. employees should never be involved in organizational decisions.
D. employees should have a low level of employee involvement.
E. employees should belong to self-directed work teams.

Chapter - Chapter 07 #85
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

86. Decision making is an unconscious process of moving toward a desirable state of affairs.
(p. 182) **FALSE**

Chapter - Chapter 07 #86
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

87. The rational choice paradigm states that effective decision makers begin at any step in the model.
(p. 182) **FALSE**

Chapter - Chapter 07 #87
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

88. Ill-defined problems require a non-programmed decision process.
(p. 183) **TRUE**

Chapter - Chapter 07 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

89. If a decision maker encounters the same problem several times, he or she can increasingly rely on non-programmed decision routines to solve the problem.
(p. 183) **FALSE**

Chapter - Chapter 07 #89
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

90. Subjective expected utility refers to how much the selected alternative benefits or satisfies the decision maker.
(p. 182) **TRUE**
*Chapter - Chapter 07 #90
Difficulty: Easy
Gradable: automatic
Learning Objective: 1*
91. The last step in the rational decision-making model is to evaluate the decision outcomes.
(p. 184) **TRUE**
*Chapter - Chapter 07 #91
Difficulty: Easy
Gradable: automatic
Learning Objective: 1*
92. The decision maker's emotions play an important role in his or her identification of a problem or opportunity.
(p. 184) **TRUE**
*Chapter - Chapter 07 #92
Difficulty: Easy
Gradable: automatic
Learning Objective: 1*
93. The textbook argues that problem identification is usually the least important step in the rational choice paradigm.
(p. 184-185) **FALSE**
*Chapter - Chapter 07 #93
Difficulty: Easy
Gradable: automatic
Learning Objective: 2*
94. One reason why the problem identification stage is imperfect is that various stakeholders try to "frame" the decision maker's view of the situation.
(p. 184) **TRUE**
*Chapter - Chapter 07 #94
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
95. Our mental models of the world can prevent us from recognizing emerging problems in the workplace.
(p. 185) **TRUE**
*Chapter - Chapter 07 #95
Difficulty: Medium
Gradable: automatic
Learning Objective: 2*
96. The decision-making process is more effective when problems are defined in terms of their solutions.
(p. 185) **FALSE**
*Chapter - Chapter 07 #96
Difficulty: Easy
Gradable: automatic
Learning Objective: 2*
97. Decision makers have a need to reduce uncertainty, so they tend to focus on solutions before fully understanding the problem.
(p. 185) **TRUE**
*Chapter - Chapter 07 #97
Difficulty: Easy
Gradable: automatic
Learning Objective: 2*
98. Decision makers can discover blind spots in problem identification by discussing the situation with other people.
(p. 187) **TRUE**
*Chapter - Chapter 07 #98
Difficulty: Easy
Gradable: automatic
Learning Objective: 2*

99. According to bounded rationality theory, people make better decisions when their perceptions
(p. 187) are "bounded" or framed by past experience.

FALSE

Chapter - Chapter 07 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

100. Bounded rationality adopts the main assumptions of the rational choice paradigm of decision
(p. 187) making.

FALSE

Chapter - Chapter 07 #100
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

101. To choose the best solution, decision makers need clear organizational goals that do not conflict with
(p. 187) each other.

TRUE

Chapter - Chapter 07 #101
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

102. The rational choice paradigm assumes that decision makers have limited information-processing
(p. 187) capabilities and engage in a limited search for alternatives.

FALSE

Chapter - Chapter 07 #102
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

103. Decision makers typically look at alternatives sequentially and compare each alternative to an implicit
(p. 188) favourite.

TRUE

Chapter - Chapter 07 #103
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

104. Satisficing occurs when people continue on a failing course of action.
(p. 189)

FALSE

Chapter - Chapter 07 #104
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

105. Clustering illusion causes us to see patterns from a small sample of events, when in fact those events
(p. 189) are random.

TRUE

Chapter - Chapter 07 #105
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

106. Representativeness heuristics is a natural tendency to pay less attention to whether something
(p. 188) resembles something else than on more precise statistics about its probability.

FALSE

Chapter - Chapter 07 #106
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

107. When decision makers tend not to evaluate various alternatives when they find an opportunity.
(p. 190)

TRUE

Chapter - Chapter 07 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

108. Intuition allows us to draw on our tacit knowledge to guide our decision preferences.

(p. 191) **TRUE**

Chapter - Chapter 07 #108
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

109. According to almost all organizational behaviour research, intuitive decision making causes us to make wrong decisions.

(p. 191) **FALSE**

Chapter - Chapter 07 #109
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

110. The emerging emotional view of decision making states that people form preferences toward alternatives as soon as they receive information about those alternatives.

(p. 190) **TRUE**

Chapter - Chapter 07 #110
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

111. When in a positive mood, people pay more attention to details and follow a nonprogrammed decision routine.

(p. 190) **FALSE**

Chapter - Chapter 07 #111
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

112. When making important decisions, emotional marker guide our preference among the decision alternatives.

(p. 190) **TRUE**

Chapter - Chapter 07 #112
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

113. Intuition is the main strategy to minimize escalation of commitment.

(p. 191) **FALSE**

Chapter - Chapter 07 #113
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

114. Intuition includes any emotional signals we experience regarding a situation.

(p. 191) **FALSE**

Chapter - Chapter 07 #114
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

115. Intuition is based on well-grounded mental models.

(p. 191) **TRUE**

Chapter - Chapter 07 #115
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

116. Whether or not the emotions we experience in a situation represent intuition depends largely on our level of experience in that situation.

(p. 191) **TRUE**

Chapter - Chapter 07 #116
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

117. Systematic evaluation of alternatives helps to increase the use of implicit favourites and satisficing in the decision process.
(p. 192) **FALSE**
- Chapter - Chapter 07 #117
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
118. Scenario planning is a structured process that helps decision makers explore potential problems and choose the best solutions under different future conditions.
(p. 192) **TRUE**
- Chapter - Chapter 07 #118
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
119. Post-decisional justification causes decision makers to forget what decision they made.
(p. 192) **FALSE**
- Chapter - Chapter 07 #119
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
120. Post-decisional justification gives people an excessively optimistic evaluation of their decisions, until they receive very clear and undeniable information to the contrary.
(p. 192) **TRUE**
- Chapter - Chapter 07 #120
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
121. Escalation of commitment occurs when employees increase their support for a decision because most of their colleagues also support that decision.
(p. 193) **FALSE**
- Chapter - Chapter 07 #121
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
122. Prospect theory and self-justification are the main causes of satisficing.
(p. 193) **FALSE**
- Chapter - Chapter 07 #122
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
123. Escalation of commitment is more likely to occur when the perceived costs of terminating the project are high or unknown.
(p. 194) **TRUE**
- Chapter - Chapter 07 #123
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
124. Escalation of commitment may be corrected by ensuring that those involved in choosing decision alternatives are also responsible for evaluating the implemented solution.
(p. 194) **FALSE**
- Chapter - Chapter 07 #124
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
125. Creativity occurs only in a few types of decisions.
(p. 194) **FALSE**
- Chapter - Chapter 07 #125
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

126. Creativity should be used only in cases of non-programmed problems.

(p. 194) **FALSE**

Chapter - Chapter 07 #126
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

127. The incubation stage of creativity is more effective when the decision maker sets aside all other activities and focuses attention on the issue or problem.

(p. 195) **FALSE**

Chapter - Chapter 07 #127
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

128. Incubation is the stage of creativity in which the problem is simmering at the back of your mind while you are doing something else.

(p. 195) **TRUE**

Chapter - Chapter 07 #128
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

129. Divergent thinking occurs when the individual has a fleeting inspiration that is usually forgotten before it can be written down.

(p. 195) **FALSE**

Chapter - Chapter 07 #129
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

130. The ideas that appear during the insight stage of creativity are quickly forgotten unless documented.

(p. 195) **TRUE**

Chapter - Chapter 07 #130
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

131. The ideas that form during the insight stage of creativity need to be verified through conscious evaluation and experimentation.

(p. 195) **TRUE**

Chapter - Chapter 07 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

132. People are creative because they work in creative environments, not because of any differences in their ability or personality.

(p. 196) **FALSE**

Chapter - Chapter 07 #132
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

133. Creative people tend to have a high need for social approval.

(p. 197) **FALSE**

Chapter - Chapter 07 #133
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

134. Typically, creative people possess less knowledge and experience on the subject than experts in the field.

(p. 196) **FALSE**

Chapter - Chapter 07 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

135. Knowledge and experience can undermine creativity, because it can lead to routinization of that knowledge.
(p. 196)

TRUE

Chapter - Chapter 07 #135
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

136. Creativity is related to both the characteristics of creative people and the situation in which they work.
(p. 197)

TRUE

Chapter - Chapter 07 #136
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

137. Creative people value self-direction, but also have a strong need to follow rules.
(p. 197)

FALSE

Chapter - Chapter 07 #137
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

138. Creative people have a high degree of non-conformity and have less concern about social approval.
(p. 197)

TRUE

Chapter - Chapter 07 #138
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

139. Employees tend to be less creative in organizations that punish failure.
(p. 197)

TRUE

Chapter - Chapter 07 #139
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

140. Task significance and autonomy are important conditions for creativity in organizations.
(p. 197)

TRUE

Chapter - Chapter 07 #140
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

141. Creativity tends to suffer during times of downsizing and corporate restructuring.
(p. 197)

TRUE

Chapter - Chapter 07 #141
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

142. Creativity occurs by redefining the problem, not just by finding a unique solution to the existing problem.
(p. 198)

TRUE

Chapter - Chapter 07 #142
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

143. People are the most creative when management puts intense pressure on them to produce creative ideas.
(p. 198)

FALSE

Chapter - Chapter 07 #143
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

144. Creative ideas can emerge when asking people unfamiliar with the problem to explore the problem with you.

TRUE

Chapter - Chapter 07 #144
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

145. Art classes and improvisational theatre are two creative activities of associative play.

TRUE

Chapter - Chapter 07 #145
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

146. Morphological analysis is a test to identify people with a creative personality.

FALSE

Chapter - Chapter 07 #146
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

147. A potentially useful creative practice is to list different dimensions of a system and the elements of each dimension, then think through the potential commercial usefulness of each combination.

TRUE

Chapter - Chapter 07 #147
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

148. Employee involvement mainly refers to controlling resources for one's own job.

FALSE

Chapter - Chapter 07 #148
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

149. The higher the level of employee involvement, the more influence people have over the decision process.

TRUE

Chapter - Chapter 07 #149
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

150. The highest level of employee involvement occurs when employees are asked to make recommendations to managers, who then decide whether to implement them.

FALSE

Chapter - Chapter 07 #150
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

151. Employee involvement potentially improves decision-making quality and commitment.

TRUE

Chapter - Chapter 07 #151
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

152. Employee involvement tends to weaken synergy in the decision-making process.

FALSE

Chapter - Chapter 07 #152
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

153. Employee involvement improves the number and quality of solutions.

(p. 199) **TRUE**

Chapter - Chapter 07 #153
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

154. Employees are more likely to be committed to implementing a solution when they are involved in making the decision.

(p. 199) **TRUE**

Chapter - Chapter 07 #154
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

155. To make the best decisions, the number of employees involved should be minimized.

(p. 199) **FALSE**

Chapter - Chapter 07 #155
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

156. The optimum level of employee involvement depends on the situation.

(p. 200) **TRUE**

Chapter - Chapter 07 #156
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

157. The highest level of employee involvement should occur when the problem is structured (i.e. it is a programmed decision).

(p. 200) **FALSE**

Chapter - Chapter 07 #157
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

158. Two contingencies of employee involvement are decision commitment and risk of conflict.

(p. 200) **TRUE**

Chapter - Chapter 07 #158
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

159. Employees should not make the final decision alone when conflict is likely among employees.

(p. 201) **TRUE**

Chapter - Chapter 07 #159
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

7 Summary

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8

Student: _____

1. Teams have which of the following features?
 - A. Two or more people
 - B. Members perceive themselves as a social entity
 - C. Exist to fulfill some purpose.
 - D. Team members influence each other
 - E. All of these are features of teams.
2. Some _____ are just people assembled together without any necessary _____.
 - A. groups; interdependence
 - B. production teams; norms
 - C. teams; cohesiveness
 - D. task forces; goals
 - E. teams; norms
3. Which of these statements is TRUE?
 - A. All groups are teams.
 - B. Groups are teams with a high level of task interdependence.
 - C. Unlike teams, groups are associated with an organizational objective.
 - D. Some groups are just people assembled together in the same physical area.
 - E. Group are teams that have no purpose for their members.
4. Which of these statements about teams is FALSE?
 - A. All groups are teams.
 - B. Teams are held together by their interdependence and need for collaboration to fulfill goals.
 - C. Team members perceive themselves as a social entity within the organization.
 - D. Team members influence each other, although some members are more influential than others.
 - E. All teams exist to fulfill some purpose.
5. Which of the following statements about teams and groups is FALSE?
 - A. Some teams exist without any goal or purpose.
 - B. A team can have dozens of members.
 - C. Departments are teams when employees interact with each other.
 - D. All members of a work team have influence, although some may have more influence than others.
 - E. A team always requires some form of communication among its members.
6. Employees working in a department would be considered a team only when:
 - A. they operate without any supervisor.
 - B. everyone in the department has the same set of skills.
 - C. they are interdependent and coordinate work activities.
 - D. they are all located in the same physical area.
 - E. all of these conditions exist.
7. Employees working in an organization would be considered a team only when:
 - A. they have the same skills.
 - B. they report to the same supervisor.
 - C. they manage their own work activities without a supervisor.
 - D. they exist to serve some purpose and perceive themselves to a team.
 - E. Never, because work teams never include all employees from the same department.

8. Which of the following is usually an informal group?
 - A. Task force
 - B. Team-oriented department
 - C. Management team
 - D. Production team
 - E. People you regularly meet for lunch
9. A task force refers to:
 - A. any informal group that has the same members as the permanent task-oriented group.
 - B. any formal group whose members work permanently and most of their time in that team.
 - C. any formal group whose members must be able to perform all tasks on the team.
 - D. any temporary team that investigates a particular problem and typically disbands when the decision is made.
 - E. None of these statements describes a task force.
10. Royal Dutch/Shell Group formed a team to improve revenues for its service stations along major highways in Malaysia. This team, which included a service station dealer, a union truck driver and four or five marketing executives, disbanded after it had reviewed the Malaysian service stations and submitted a business plan. The Malaysian group is called:
 - A. a friendship group.
 - B. a commuter group.
 - C. an informal group.
 - D. a community of practice.
 - E. a task force.
11. _____ explains why people belong to informal groups.
 - A. Goal setting theory
 - B. Social identity theory
 - C. Stages of team development
 - D. Social loafing
 - E. None of these factors explains why people belong to informal groups.
12. According to social identity theory:
 - A. teams are never as productive as individuals working alone.
 - B. the most effective teams have as many members as the organization can afford.
 - C. the team development process occurs more rapidly for heterogeneous teams than for homogeneous teams.
 - D. people define themselves by their group affiliations.
 - E. team members identify with their team only when they are publicly recognized as members of that team.
13. The motivation to be part of an informal group is influenced mainly by the drive to:
 - A. defend
 - B. learn
 - C. acquire
 - D. bond or socialize
 - E. be inclusive and fair
14. The drive to bond and the dynamics of social identity theory both explain why people:
 - A. join informal groups.
 - B. tend to ignore team norms whenever possible.
 - C. have difficulty feeling cohesiveness in teams.
 - D. engage in social loafing.
 - E. work better alone than in teams.

15. Compared to individuals working alone, teams have the potential to:
 - A. make better decisions.
 - B. develop better products.
 - C. create a more energized workforce.
 - D. provide superior customer service.
 - E. provide all of these results.
16. In team dynamics, process losses are best described as:
 - A. productivity losses that occur when team members need to learn a new task.
 - B. information lost due to imperfect communication.
 - C. resources expended towards team development and maintenance.
 - D. knowledge lost when a team member leaves the organization.
 - E. None of these statements describe process losses.
17. Brooks's Law says that adding more people to a late software project only makes it later. This law is mainly referring to:
 - A. team cohesiveness.
 - B. process losses.
 - C. team norms.
 - D. team environment.
 - E. informal teams.
18. According to Brooks's Law, adding more people to a late software project tends to:
 - A. further delay the project.
 - B. increase team cohesiveness.
 - C. require less effort to maintain team dynamics.
 - D. speed the team faster through team development.
 - E. have no effect on team dynamics.
19. Social loafing is more likely to occur:
 - A. in smaller rather than larger teams.
 - B. when the task is boring.
 - C. in tasks with high interdependence.
 - D. when employees believe the team's objective is important.
 - E. among employees with collectivist rather than individualistic values.
20. Keeping the team size sufficiently small and designing tasks such that each team member's performance is measurable are two ways to:
 - A. minimize team cohesiveness.
 - B. add more roles to the team.
 - C. increase the risk of forming dysfunctional norms.
 - D. minimize social loafing.
 - E. do all of these things to the team.
21. Social loafing can be minimized by doing which of the following?
 - A. Adding more people to the team.
 - B. Creating tasks where each member's contribution is pooled.
 - C. Monitoring individual performance.
 - D. Making the work less interesting to the social loafer and other team members.
 - E. Selecting team members with a highly individualistic value orientation.
22. Which of the following does NOT minimize social loafing?
 - A. Form larger work teams.
 - B. Specialize tasks.
 - C. Measure individual performance.
 - D. Make the work more interesting to the social loafer and other team members.
 - E. Select team members with a collectivist value orientation.

23. The phenomenon where people exert less effort when working in groups than when working alone is called:
- A. team cohesiveness.
 - B. social identity.
 - C. pooled interdependence.
 - D. team conformity.
 - E. social loafing.
24. A team that achieves its organizational goals, satisfies member needs, and survives in its environment:
- A. is an effective team.
 - B. is called a task force.
 - C. has not yet reached its highest level of team development.
 - D. has a strong communication system but inappropriate reward system.
 - E. has too many members for the required task.
25. A team is effective when:
- A. it is able to maintain the team's survival.
 - B. members are able to fulfill their needs through membership in the team.
 - C. it achieves its goals.
 - D. it achieves all of the above.
 - E. its achieves its goals AND maintain the team's survival.
26. Which of the following organizational environment features potentially affects team effectiveness?
- A. Reward systems.
 - B. Communication systems.
 - C. Organizational leadership.
 - D. Physical space
 - E. All of the above.
27. The design and effectiveness of most teams are affected by:
- A. organizational leadership.
 - B. reward systems.
 - C. communication systems.
 - D. organizational structure.
 - E. All of the above conditions.
28. Organizational leadership, organizational structure, and reward systems are:
- A. three of the main sources of team cohesiveness.
 - B. three team design features.
 - C. three elements of the organizational and team environment.
 - D. three of the main causes of social loafing.
 - E. three ways to minimize teambuilding.
29. _____ encourages employee perceptions about being together as a team and influences the team's ability to accomplish tasks.
- A. Task independence
 - B. A U-shaped work cell
 - C. An organizational structure with many layers of management
 - D. An individual reward system
 - E. A straight-line assembly line
30. Teams work better when the organizational structure:
- A. organizes teams around specialized skills rather than work processes.
 - B. has many rules and policies for members to follow.
 - C. encourages interdependence with team members rather than through supervisors.
 - D. organizes teams around specialized skills, has many layers of management, AND encourages interaction with team members.
 - E. does not exist.

31. Which of the following statements about teams and task characteristics is FALSE?
- A Teams are generally more effective when each person's tasks have low interdependence with tasks . performed by other team members.
 - B. Teams are generally more effective when tasks are well structured and, therefore, easier to coordinate with other people.
 - C. Teams usually work better on complex rather than simple tasks.
 - D People have a greater sense of being on a team when co-workers are linked through reciprocal rather . than pooled interdependence.
 - E. Team members with relatively independent tasks are less likely to coordinate with each other.
32. Production employees working on an assembly line usually have which of the following types of task interdependence?
- A. Sequential interdependence
 - B. Total independence
 - C. Reciprocal interdependence
 - D. Pooled interdependence
 - E. Straight-line interdependence.
33. Two company divisions produce completely different products but must seek funding from head office for capital expansion. The relationship between these two divisions would be best described as:
- A. pooled interdependence
 - B. total independence
 - C. reciprocal interdependence
 - D. resource-based interdependence
 - E. sequential interdependence
34. Pooled interdependence is:
- A. essential for team effectiveness.
 - B. the same as reciprocal interdependence.
 - C. the weakest form of interdependence other than complete independence.
 - D. the best way to avoid social loafing.
 - E. None of these statements represent pooled interdependence.
35. Of what importance is task interdependence to teams or team dynamics?
- A. Task interdependence is not important for teams or team dynamics.
 - B. Low task interdependence motivates employees to work together as a team.
 - C. Jobs with high task interdependence are usually completed more effectively by teams than by individuals working alone.
 - D. Low task interdependence is necessary to prevent the team from breaking apart.
 - E. High task interdependence weakens team cohesiveness.
36. Employees should almost always be organized into teams when they have:
- A. pooled interdependence.
 - B. a very high level of heterogeneity.
 - C. counterproductive norms.
 - D. high levels of social loafing.
 - E. reciprocal interdependence.
37. In terms of team size, the general rule is that teams:
- A. cannot have more than seven or possibly eight members.
 - B. should have just enough members with the necessary competencies to complete the work.
 - C. can be large or small without any influence on the team's effectiveness.
 - D. cannot have fewer than five members.
 - E. should be as large as possible so as many people are involved to get buy-in.

38. Compared with small teams, large teams usually:
- A. are more effective performing services.
 - B. have more process losses.
 - C. have team members who feel more involved in the team's success.
 - D. have more pooled interdependence.
 - E. have all of these consequences.
39. When forming a team, it is critical that each team member has:
- A. the complete set of skills necessary to perform the team's task alone.
 - B. the motivation to work together.
 - C. valuable skills that other team members do not know about.
 - D. no previous experience working with any of the other members.
 - E. all of these characteristics.
40. Teams are most effective when their members:
- A. have the same skills and values.
 - B. collectively possess the required competencies for the task.
 - C. are motivated to participate in the team.
 - D. have all of these features.
 - E. collectively possess the required competencies for the task AND are motivated to participate in the team.
41. Which of the following is NOT a characteristic of effective team members that is categorized in your text:
- A. cooperating.
 - B. communicating.
 - C. conflict resolving.
 - D. completing.
 - E. comforting.
42. An effective team member _____ and manages the team's work so it is performed efficiently and harmoniously.
- A. cooperates
 - B. communicates
 - C. coordinates
 - D. delegates
 - E. comforts
43. "Fault lines" are more likely to occur when teams:
- A. have very few members.
 - B. have developed through to the performing stage.
 - C. are heterogeneous.
 - D. are highly interdependent.
 - E. have none of these features.
44. Teams with strong fault lines:
- A. experience more dysfunctional conflict within the team.
 - B. proceed more quickly through the team development process.
 - C. have team members with similar demographic and professional backgrounds.
 - D. tend to have very few members on the team.
 - E. have better interpersonal relations.
45. A diverse team is better than a homogeneous team:
- A. on complex projects and tasks requiring innovative solutions.
 - B. on tasks requiring a high degree of cooperation.
 - C. in situations where the team must reach the performing stage of team development quickly.
 - D. in every organizational activity.
 - E. Never; heterogeneous teams are always less effective than homogeneous teams.

46. During which stage of team development does a consensus form around the team's objectives?
- A. performing.
 - B. reforming.
 - C. norming.
 - D. conforming.
 - E. forming.
47. The first three stages of team development in sequential order are:
- A. storming, norming, performing.
 - B. adjourning, conforming, performing.
 - C. forming, storming, norming.
 - D. forming, norming, performing.
 - E. forming, conforming, reforming.
48. Which of the following is NOT a stage of team development?
- A. performing.
 - B. storming.
 - C. norming.
 - D. conforming.
 - E. forming.
49. Conforming, performing, and reforming are all:
- A. stages of team development.
 - B. types of team norms.
 - C. reasons why teams disband.
 - D. factors that improve team cohesiveness.
 - E. none of the above statements are correct.
50. What generally occurs during the 'storming' stage of team development?
- A. Members learn about each other and evaluate the benefits and costs of continued membership.
 - B. Members shift their attention away from task orientation to a socioemotional focus as they realize their relationship is coming to an end.
 - C. Members have learned to coordinate their actions and now become more task-oriented.
 - D. Members develop their first real sense of cohesion and, through disclosure and feedback, make an effort to understand and accept each other.
 - E. Members try to assume specific responsibilities and influence the team's goals and means of goal attainment.
51. The team development model does NOT recognize that:
- A. some teams remain in a particular stage longer than others.
 - B. informal groups do not experience any development process.
 - C. teams really never develop past the norming stage.
 - D. the storming stage is a type of performing.
 - E. the storming stage follows the forming stage.
52. Which of these statements about team roles is FALSE?
- A. Some team roles are formally prescribed with the job.
 - B. Team members often negotiate the preferred roles in the team during the team development process.
 - C. Some team roles support task completion, whereas other roles support the team's maintenance.
 - D. Some team roles are informally fulfilled by various team members.
 - E. A team role is almost always assigned to the same person for the life of the team.
53. A characteristic of team roles is that:
- A. they influence the emotions and attitudes, but not behaviours, of team members.
 - B. they are always assigned by organizational leaders to specific people in the team.
 - C. they usually weaken team cohesiveness.
 - D. most teams can operate effectively without any team roles.
 - E. many roles within formal teams exist informally.

54. The primary objective of team building is to:
- A. accelerate the team development process.
 - B. encourage all team members to experience lower cohesiveness.
 - C. help the team discover and remove members guilty of social loafing.
 - D. help the team move from a homogeneous to a more heterogeneous composition.
 - E. determine whether the team should accept more tasks.
55. Most team building interventions try to:
- A. select the most appropriate members for the various teams in the organization.
 - B. identify the best leader for the team.
 - C. help team members find ways to reduce their interdependence.
 - D. improve the work environment.
 - E. accelerate the team development process.
56. Which common team building activity aims to improve relations among team members?
- A. Group therapy.
 - B. Role definition.
 - C. Personal testimonials.
 - D. Regression therapy.
 - E. Paintball wars.
57. One problem with team building is that:
- A. organizations rarely provide any team building to employees any more.
 - B. team building tends to slow down the team development process.
 - C. corporate leaders incorrectly assume team building is a broad-brush solution to general team problems.
 - D. none of the known team building interventions has any effect on teams.
 - E. all of these are problems with team building.
58. Team building is often ineffective because:
- A. the activity is usually chosen without properly diagnosing the team's needs.
 - B. the activity occurs over a long period of time, whereas it should occur in a few intense days.
 - C. the activity tends to occur on the job, whereas effective team building removes employees from their familiar workplace.
 - D. companies provide many types of team building in different situations, whereas all teams should have the same team building activities.
 - E. all of these statements explain why team building is often ineffective.
59. Team building should be viewed as:
- A. a medical inoculation.
 - B. a quick jump-start to the team's development.
 - C. a necessary practice for selecting team leaders.
 - D. Team building should be viewed as all of these.
 - E. None of these.
60. The textbook warns that team building is usually ineffective when:
- A. attempting to improve the team development process.
 - B. the team needs to resolve internal conflicts.
 - C. the team needs to clarify its performance goals.
 - D. team members need to clarify or reconstruct perceptions of their roles in the team.
 - E. Team building is NOT usually ineffective in any of the above situations.
61. How do norms affect the behaviour of team members?
- A. Norms encourage members to try new behaviours not previously sanctioned by the team.
 - B. Norms represent the glue or esprit de corps that holds the team together.
 - C. Norms help the team regulate and guide the behaviours of its members.
 - D. Norms help the team move from the forming to storming stages of team development.
 - E. Norms apply to the attitudes and beliefs, but not the behaviours of team members.

62. Which of these statements about team norms is FALSE?
- A. Norms apply only to thoughts or feelings, not behaviours.
 - B. Team members often conform to prevailing norms without direct reinforcement or punishment from other team members.
 - C. Some norms develop from a critical event in the team's history.
 - D. Team norms are most strongly influenced by events soon after the team is formed.
 - E. Some norms develop from the beliefs and values that members bring to the team.
63. Several customer service teams in your organization have dysfunctional norms in which they don't proactively ask clients whether they would like to try certain new services. If you were given the opportunity to form a new customer service team, which of the following would remove or avoid forming this dysfunctional norm?
- A. Soon after the team members are selected, you clearly state the norm that team members should proactively ask clients to consider other services.
 - B. You select employees who do not accept the dysfunctional norm.
 - C. You introduce a team-based reward system that explicitly discourages the dysfunctional norm.
 - D. If team members are regularly forgetting to ask clients to consider other services, then you would explicitly talk to them about the problems and dangers of this dysfunctional norm.
 - E. All of these actions would remove or avoid forming this dysfunctional norm.
64. If a dysfunctional norm is very deeply ingrained, the best strategy is probably to:
- A. tell the group that corporate leaders are willing to tolerate the dysfunctional norm.
 - B. disband the group and replace it with people having more favourable norms.
 - C. supplement the existing group with one or two people having more favourable norms.
 - D. introduce rewards that further support the dysfunctional norm.
 - E. do nothing.
65. The degree of attraction people feel toward the team and their motivation to remain members is called:
- A. social loafing.
 - B. team development.
 - C. team heterogeneity.
 - D. task interdependence.
 - E. team cohesiveness.
66. Team cohesiveness tends to be higher:
- A. in smaller teams.
 - B. when entry into the team becomes extremely difficult and humiliating.
 - C. when the team has distinct fault lines.
 - D. when members have limited interaction.
 - E. when all of these conditions occur
67. Which of the following has a curvilinear relationship with team cohesiveness, that is, the strongest cohesiveness is neither at very high or very low levels of this factor?
- A. Member similarity
 - B. Member interaction
 - C. Team success
 - D. Difficult entry to the team
 - E. All of these conditions have a curvilinear relationship with team cohesiveness.
68. Team cohesiveness can be strengthened in each of the following ways EXCEPT:
- A. making the team just large enough to facilitate goal accomplishment.
 - B. letting anyone become a team member.
 - C. creating or sensitizing the team to an external threat to its existence or goal accomplishment.
 - D. ensuring that team members have compatible values and goals.
 - E. showing members that the team is necessary to fulfill individual needs.

69. Team success, team size, and member similarity are three:
- A. of the main factors influencing team cohesiveness.
 - B. ways to change team norms.
 - C. elements of the organizational and team environment.
 - D. of the main causes of social loafing.
 - E. ways to minimize teambuilding.
70. As team leader, you discover that a competitor is about to develop a similar product that your group is currently developing. What is most likely to happen if you tell your team members about this external threat?
- A. The team would become more cohesive.
 - B. The team would begin to introduce dysfunctional norms.
 - C. The team would move quickly to the adjourning stage of team development.
 - D. Individual team members would become more productive through social loafing.
 - E. All of these will occur.
71. Which of the following does NOT occur as team cohesiveness increases?
- A. Team members are more motivated to maintain their membership in the team.
 - B. Team members spend more time together.
 - C. Team members experience more dysfunctional conflict among themselves.
 - D. Team members experience less stress.
 - E. Team members provide more social support to each other.
72. What is the relationship between team cohesiveness and team productivity?
- A. Higher team cohesiveness increases productivity.
 - B. Higher team cohesiveness reduces efficiency.
 - C. Team cohesiveness has no effect on productivity.
 - D. The effect of cohesiveness on productivity depends on the group's attitude towards cohesiveness.
 - E. The effect of team cohesiveness on productivity depends on whether team norms are consistent with organizational goals.
73. Compared to people in low-cohesion teams, members of high-cohesion teams:
- A. are less motivated to maintain their membership.
 - B. are more likely to resolve conflicts swiftly and effectively.
 - C. are less sensitive to each other's needs.
 - D. are less likely to share information with each other.
 - E. tend to experience all of these results.
74. Calculus, knowledge and identification are:
- A. the three stages of team development.
 - B. three ways to improve team cohesiveness.
 - C. three foundations of trust
 - D. three types of psychological contract.
 - E. the three stages of conflict among team members.
75. Calculus-based trust:
- A. no longer exists in Canadian companies.
 - B. is the minimum level of trust to hold a relationship together.
 - C. is mainly based on the other party's predictability.
 - D. occurs when one party thinks, feels, and responds like the other party.
 - E. has none of these characteristics.
76. The three main foundations of trust are:
- A. relational, transactional and calculative.
 - B. identification-based, knowledge-based and calculus-based.
 - C. adaptive, static and dynamic.
 - D. overt, covert and non-existent.
 - E. relational, deterministic and autocratic.

77. Which foundation of trust is determined mainly by the other party's predictability?
- A. Calculus-based
 - B. Identification-based
 - C. Knowledge-based
 - D. Relational
 - E. Transactional
78. Jane has been working in a quality control team for the past year and has developed a feeling that her values are different from the values of her coworkers. Moreover, some team members seem to be unpredictable because they say one thing but do not actually follow through with their promises. Still, Jane has remained with the company and stayed on this team because she enjoys quality control work and doesn't see any other employment available in this field. What foundation of trust does Jane most likely have in this team?
- A. Calculus-based
 - B. Identification-based
 - C. Knowledge-based
 - D. Team-based
 - E. Jane has no trust at all in this team.
79. Liam works with four other accounting professionals as a team within one company. Liam doesn't particularly agree with many of his teammates' ideas, such as leaving work early and failing to double-check some account entries. However, he works comfortably with the group because their behaviour and decisions are predictable. What foundation of trust does Liam have in this team?
- A. Calculus-based
 - B. Identification-based
 - C. Knowledge-based
 - D. Evaluation-based
 - E. Liam has no trust at all in this team.
80. Which foundation of trust exists when an employee has negative expectations about the employer's intentions and believes the employer will adversely affect the employee's well-being?
- A. Knowledge-based
 - B. Identification-based
 - C. Predictable
 - D. Affective
 - E. None of these responses describes the foundation of trust described.
81. Which foundation of trust usually CANNOT sustain a team's relationship?
- A. Calculus-based
 - B. Identification-based
 - C. Knowledge-based
 - D. Team-based
 - E. Neither calculus-based nor identification-based trust can sustain a team's relationship.
82. Employees tend to join a virtual or conventional team with:
- A. a moderate or high level of trust in their new team members.
 - B. serious doubts about the willingness of other team members to welcome them to the team.
 - C. complete identification with the values of other team members.
 - D. no trust in their new team members.
 - E. mainly calculus-based trust.
83. Self-directed work teams:
- A. are informal groups.
 - B. usually exist as communities of practice.
 - C. have substantial autonomy over the execution of a complete task.
 - D. consist of a group of employees led by their immediate supervisor.
 - E. are common in Europe but rarely found in North America.

84. Which of these statements about self-directed work teams (SDWTs) is TRUE?
- A. SDWTs typically work in a separate building from other employees in the organization.
 - B SDWTs are responsible for planning, organizing, and controlling work activities with little or no direct involvement from higher status supervisors.
 - C. SDWTs are mainly identified as groups that operate as virtual teams at least once each week.
 - D. SDWTs represent a very low level of employee involvement.
 - E SDWTs are responsible for planning, organizing, and controlling work activities, but do so with direct involvement from higher status supervisors.
85. Self-directed work teams:
- A. have not yet been introduced into Canada.
 - B. rely on supervisors to communicate between the team and senior management.
 - C. perform a variety of tasks but have little autonomy regarding how to perform those tasks.
 - D. are more common in Canada than in the United States.
 - E. None of these statements is true.
86. Which of the following allows employees to collectively plan, organize, and control work activities with little or no direct involvement of a higher-status supervisor?
- A. Gainsharing teams
 - B. Production teams
 - C. Joint health and safety committees
 - D. Self-directed work teams
 - E. Quality circles
87. Members of SDWTs have jobs that are:
- A. typically in services rather than production.
 - B. enlarged but not enriched.
 - C. enriched but not enlarged.
 - D. specialized with a high division of labour.
 - E. both enlarged and enriched.
88. SDWTs tend to be more useful where:
- A. employees perform identical tasks.
 - B. employees require direct supervision to motivate them.
 - C. employees perform tasks that are independent of each other.
 - D. all of these conditions exist.
 - E. none of these conditions exist.
89. SDWTs are best suited to situations where:
- A. employees perform highly interdependent tasks.
 - B. management wants to closely monitor employee performance.
 - C. employees perform identical tasks.
 - D. employees do not get along with each other.
 - E. all of these conditions exist.
90. Self-directed work teams are more difficult to apply:
- A. in organizations with fewer than 100 employees.
 - B. in autocratic organizational cultures.
 - C. where the work involves performing a service rather than making a product.
 - D. where supervisors previously worked in high-involvement workplaces.
 - E. in all of these situations.
91. Virtual teams are best described as:
- A. groups of employees who are almost (virtually) identical to each other in skills and values.
 - B. cross-functional groups of employees that operate across space, time and organizational boundaries.
 - C. formal work teams in which most members do not feel that they are really part of the team.
 - D. informal groups that meet only in cyberspace.
 - E. groups of employees from different departments who are located near each other.

92. Dependence on information technology and lack of co-location represent two factors that distinguish:
- A. employees with high collectivist values from employees with low collectivist values.
 - B. self-directed work teams from task forces.
 - C. virtual teams from conventional teams.
 - D. task forces from permanent teams.
 - E. managers from employees.
93. Two features that distinguish virtual teams from conventional teams are:
- A. size and heterogeneity.
 - B. lack of co-location and dependence on information technology.
 - C. joint optimization and primary work unit.
 - D. norms and trust.
 - E. None of these factors distinguishes virtual teams from conventional teams.
94. Globalization and knowledge management have made _____ necessary for organizations to remain competitive.
- A. groupthink
 - B. virtual teams
 - C. command-and-control management
 - D. Delphi method
 - E. None of these are necessary as a result of globalization and knowledge management.
95. The increasing number of virtual teams is partly due to:
- A. increased preference for employees to work alone rather than interdependently with others.
 - B. increased emphasis on business ethics.
 - C. increased workforce diversity.
 - D. better information technology.
 - E. None of these factors explains the increasing number of virtual teams.
96. Virtual teams are increasingly necessary because:
- A. people perform better when they work alone.
 - B. computer networks make distances among people less relevant.
 - C. companies are becoming globalized, and employees are spread around the world.
 - D. companies have shifted from production-based to knowledge-based work.
 - E. the cost of office space is a prohibitive expense.
97. Virtual teams are becoming increasingly common because of:
- A. globalization.
 - B. improvements in information technology.
 - C. the shift from production-based to knowledge-based work.
 - D. All of the above factors have increased the presence of virtual teams.
 - E. the need to minimize workplace violence.
98. Which of the following team environment factors is more important to virtual teams than to most conventional teams?
- A. Reward systems
 - B. Information technologies
 - C. Organizational structure
 - D. Organizational environment
 - E. None of these team environment factors is more important to virtual teams than to conventional teams.
99. Virtual teams are typically more effective when their members:
- A. are allowed to adopt technology that suits their needs at a particular time, rather than have it imposed upon them.
 - B. avoid using email or telephones to communicate.
 - C. agree during the team's formation to use only one communication medium, such as email or teleconferencing.
 - D. use web-based chat and message services rather than email or telephone conversations.
 - E. work alone rather than interact with each other during the project.

100. Generally, complex and ambiguous tasks requiring a high degree of interdependence among a few employees should be assigned to:
- A. these individuals if they agree to work alone.
 - B. a virtual team.
 - C. several functional departments.
 - D. a co-located team.
 - E. None of these teams should be assigned complex and ambiguous tasks.
101. To improve the team development and cohesiveness of virtual teams, the textbook recommends that:
- A. the team should have as many members as the company can afford.
 - B. team members should avoid communicating with each other after the task has been discussed at the beginning of the project.
 - C. team members should meet face-to-face, particularly when the team is formed.
 - D. the team should rely only on one communication medium, such as email.
 - E. The textbook states that virtual teams do not require any action to improve their development or cohesiveness.
102. In which of the following situations is production blocking most likely to occur?
- A. A supervisor meets privately with an employee to discuss the employee's past performance.
 - B. The company forms an electronic brainstorming group to get new ideas for a product.
 - C. Group norms encourage production employees to gossip rather than do their jobs.
 - D. A committee of 30 senior academics meet to exchange ideas using formal rules of order.
 - E. An employee wants to complete a production task but lacks work experience.
103. Production blocking and evaluation apprehension:
- A. improve the creative process
 - B. help teams to avoid groupthink
 - C. are two ways to overcome group polarization
 - D. do all of these
 - E. do none of these
104. Which of the following statements about evaluation apprehension in team settings is FALSE?
- A. Evaluation apprehension is based on the individual's desire to create a favourable self-presentation.
 - B. Evaluation apprehension occurs when employees believe that other team members are silently evaluating them.
 - C. Evaluation apprehension decreases the individual's motivation to share his or her ideas.
 - D. Evaluation apprehension is more common when the meeting is attended by people with higher status or expertise.
 - E. Evaluation apprehension is less likely to occur when team members formally evaluate each other's performance throughout the year.
105. Which of the following statements about evaluation apprehension in team settings is TRUE?
- A. Evaluation apprehension increases with the individual's motivation to share his or her ideas.
 - B. Evaluation apprehension is more likely to occur when team members formally evaluate each other's performance throughout the year.
 - C. Evaluation apprehension motivates team members to generate creative solutions, no matter how silly they may sound.
 - D. Evaluation apprehension does not apply to team settings.
 - E. None of these statements is true
106. The pressure to conform:
- A. has no effect on team decision making.
 - B. can influence the decision preferences of team members even when the pressure is subtle.
 - C. is the main cause of group polarization.
 - D. is the main cause of production blocking.
 - E. has none of these effects or characteristics.

107. Groupthink is caused by:
- A. team cohesiveness
 - B. an opinionated team leader
 - C. isolation of the team from outsiders
 - D. stress due to an external threat
 - E. All of these factors cause groupthink.
108. Which of the following refers to the tendency of highly cohesive groups to value consensus at the price of decision quality?
- A. Group polarization
 - B. Groupthink
 - C. Escalation of commitment
 - D. Evaluation apprehension
 - E. Brainstorming
109. Groupthink characteristics cause team members to be _____ their decisions.
- A. uncomfortable with
 - B. confused about
 - C. hesitant and doubtful about
 - D. more aware of the characteristics of
 - E. highly confident in
110. Research has found less evidence supporting the existence of which of these concepts?
- A. Groupthink
 - B. Electronic brainstorming
 - C. Nominal group technique
 - D. Brainstorming
 - E. Group polarization
111. Teams tend to make better decisions when:
- A. team members have similar backgrounds and characteristics.
 - B. the team leader is able to sway the group towards one preference over others.
 - C. team norms encourage consensus rather than disagreement.
 - D. all of these conditions exist.
 - E. none of these conditions exist.
112. The situation where team members debate their different perceptions about an issue in a way that keeps the conflict focused on the task rather than the people is known as:
- A. electronic brainstorming
 - B. nominal group technique
 - C. divergent thinking
 - D. the Delphi method
 - E. constructive conflict
113. The main advantage of constructive conflict is that it:
- A. minimizes dysfunctional conflict among team members.
 - B. increases the level of group polarization.
 - C. removes production blocking
 - D. encourages team members to re-examine the assumptions and logic of their preferences in the decision.
 - E. helps the team to make decisions more quickly.
114. Brainstorming requires team members to:
- A. openly criticize each other's ideas
 - B. avoid mentioning ideas that seem silly
 - C. present ideas only when they are certain that the ideas are feasible
 - D. do all of these
 - E. do none of these

115. Which of the following is a disadvantage of traditional and electronic brainstorming?
- A. Employees tend to get offensive when criticizing each other's ideas.
 - B. Employees feel very little involvement in the decision process.
 - C. Evaluation apprehension and production blocking still exist to some extent.
 - D. Participants are likely to experience some emotional enthusiasm in brainstorming groups.
 - E. All of these are disadvantages of traditional brainstorming.
116. Which of the following explicitly encourages team members to 'piggyback' or 'hitchhike' on the ideas presented by other team members?
- A. Brainstorming
 - B. Group polarization
 - C. Constructive conflict
 - D. Groupthink
 - E. Nominal group technique
117. Brainstorming includes all of these rules EXCEPT:
- A. critique the ideas of other team members.
 - B. piggyback on other people's ideas.
 - C. provide as many ideas as possible.
 - D. state ideas even if they may seem crazy.
 - E. speak freely.
118. Which of these statements about brainstorming is FALSE?
- A. Brainstorming is based on the idea that the quality of ideas presented increases with the quantity of ideas presented.
 - B. Brainstorming rules do not completely remove evaluation apprehension.
 - C. Brainstorming rules seem to keep team members focused on the task.
 - D. The most important brainstorming rule is that team members must silently vote for their preferred idea . after all ideas have been presented.
 - E. Effective brainstorming sessions spread feelings of optimism and enthusiasm about the project.
119. Which of these team decision-making structures explicitly discourages criticism and debate?
- A. Nominal group technique
 - B. Delphi method
 - C. Brainstorming
 - D. All three-brainstorming, Delphi method, and nominal group technique-explicitly discourage criticism and debate.
 - E. Both brainstorming and nominal group technique explicitly discourage criticism and debate.
120. One problem with electronic brainstorming is that it:
- A. allows for too much socializing during the decision-making process.
 - B. is too structured and impersonal for some decision makers.
 - C. does not allow participants to contribute their ideas regarding the problem or issue.
 - D. does not minimize evaluation apprehension.
 - E. takes much longer than traditional decision making.
121. Which of the following is best at reducing production blocking?
- A. Face-to-face meetings
 - B. Brainstorming
 - C. Electronic brainstorming
 - D. Groupthink
 - E. Constructive conflict

122. Why do teams tend to produce more ideas in electronic brainstorming than in traditional brainstorming sessions?
- A. Team members tend to be more openly critical of each other in traditional brainstorming than in electronic brainstorming.
 - B. There is less production blocking in electronic brainstorming than in traditional brainstorming.
 - C. There is less evaluation apprehension in electronic brainstorming than in traditional brainstorming.
 - D. There is more open critique AND less production blocking in electronic brainstorming.
 - E. There is less production blocking AND less evaluation apprehension in electronic brainstorming.
123. Which of the following is NOT a feature of nominal group technique?
- A. Participants openly debate and criticize ideas constructively.
 - B. After the problem is described, team members silently and independently write down as many solutions as they can.
 - C. Nominal group technique discourages criticism or debate.
 - D. After ideas have been presented, participants silently and independently rank order or vote on each proposed solution.
 - E. Nominal group technique follows an individual, then team, then individual process.
124. Which of the following statements about nominal group technique is FALSE?
- A. It overcomes the problem of evaluation apprehension and production blocking.
 - B. Some production blocking problems still occur.
 - C. Participants feel less team cohesiveness than in traditional decision-making groups.
 - D. It tends to keep team members focused on the task.
 - E. Although the team is called 'nominal', participants still meet face-to-face.
125. In which decision-making structure do participants typically meet, but only interact with each other for part of the meeting?
- A. Delphi method
 - B. Nominal group technique
 - C. Brainstorming
 - D. Constructive conflict
 - E. None of these team decision making structures prevents participants from interacting with each other for part of the meeting.
126. Teams are groups of two or more people who have equal influence over each other regarding the team's goals and means of achieving those goals.
True False
127. All teams exist to fulfill some purpose, either for the organization or for its members.
True False
128. All teams are groups, but some types of groups are not teams.
True False
129. All groups are teams, but some types of teams are not groups.
True False
130. Team members are held together by their interdependence and need for collaboration to achieve common goals.
True False
131. Teams are groups with some degree of task interdependence and a common objective.
True False
132. Employees in a department are considered a team only when they directly interact and coordinate work activities with each other.
True False

133. Informal groups exist primarily to complete tasks for the organization that management doesn't know about.
True False
134. Task forces are temporary groups that typically investigate a particular problem and disband when the decision is made.
True False
135. Some informal groups exist primarily to satisfy the drive to bond.
True False
136. Social identity theory partly explains why people join informal groups.
True False
137. Our desire for informal groups is mostly influenced by our drive to defend.
True False
138. Under stressful or dangerous conditions, people are more likely congregate than disperse, even when doing so serves no protective purpose.
True False
139. Teams typically provide better customer service.
True False
140. Employees are more motivated in teams because they are motivated to fulfill the goals of the groups to which they belong.
True False
141. Process losses are the resources expended to develop and maintain an effective team.
True False
142. Organizational behaviour scholars have concluded that employees always work better in teams than alone.
True False
143. Social loafing is least common in situations where team members work alone towards a common output.
True False
144. Social loafing is more common among people with collectivist values.
True False
145. Brooks's law states that, "whatever can go wrong in groups will, so one should be prepared for it."
True False
146. Brooks's law is also called the "mythical man-month."
True False
147. Companies can minimize social loafing by dividing the team's work into distinct units and assigning those unique tasks to each team member.
True False
148. Forming smaller teams and measuring individual rather than team performance tends to increase the likelihood of social loafing.
True False
149. A team's effectiveness is partly measured by how well its members' needs are fulfilled.
True False

150. Team effectiveness refers to how well a team accomplishes its objectives for the organization, even if this undermines the team's ability to survive for future tasks.
True False
151. Team members tend to work together more effectively when they are rewarded for individual performance.
True False
152. Teams flourish when the organizational structure encourages interaction and interdependence among team members.
True False
153. The three elements of team design include communication systems, organizational environment, and reward systems.
True False
154. Reward systems, organizational structure, and physical layout are three elements of the organizational and team environment.
True False
155. Office layout and other physical space characteristics influence the team's ability to accomplish tasks.
True False
156. Teams are generally more effective when the task is complex and lacks definition.
True False
157. Two important elements of the team's environment are the team's size and composition.
True False
158. Teams are well suited when complex work can be divided into more specialized roles.
True False
159. Tasks that are simple but poorly structured are best for teams rather than individuals working alone.
True False
160. Teams are best suited for tasks with low interdependence among team members.
True False
161. The higher the level of task interdependence, the greater the need for individuals working alone than together in teams.
True False
162. Reciprocal interdependence is the highest level of task interdependence in organizations.
True False
163. Students experience pooled interdependence when they are lined up at the laser printers trying to get their assignments done just before a class deadline.
True False
164. The optimal team size exists when the team is as small as possible, yet has enough people to accomplish the task.
True False
165. In effective teams, each member must possess the full set of competencies to perform the team's entire task alone.
True False
166. In effective teams, members must be motivated and able to work together, as well as contribute to the team's task.
True False

167. Communicating, comforting and conflict resolution are task related characteristics of effective team members.
True False
168. The five most frequently mentioned characteristics of effective team members are: Communicating, comforting, conflict resolution, coordinating, and cooperating.
True False
169. Diverse teams take longer to become high performance teams.
True False
170. Diverse teams tend to be more effective than homogeneous teams on tasks requiring a high degree of cooperation and coordination.
True False
171. Diverse teams have faultlines that may split the team into subgroups along gender, ethnic or other dimensions.
True False
172. Forming, storming, and norming are the three main levels of task interdependence.
True False
173. The norming stage of team development is marked by interpersonal conflict as team members compete for leadership and other positions on the team.
True False
174. The longer team members work together, the better they develop common mental models to help them complete the work together.
True False
175. Teams develop their first real sense of cohesion during the norming stage of team development.
True False
176. During the adjourning stage of team development, team members shift their attention away from relationships and instead focus mainly on completing the task.
True False
177. The forming, storming, and norming model of team development is different from the team development experiences that most students report in their team projects.
True False
178. Team members typically hold one or more formal roles in the team as well as roles that they informally fulfill at various times.
True False
179. Team roles are typically negotiated among team members.
True False
180. One benefit of team building is that it doesn't affect the team development process.
True False
181. Some team-building interventions clarify the team's performance goals and increase the team's motivation to accomplish these goals.
True False
182. Teams have which of the following features?
A. Two or more people
B. Members perceive themselves as a social entity
C. Exist to fulfill some purpose.
D. Team members influence each other
E. All of these are features of teams.

183. Some _____ are just people assembled together without any necessary _____.
A. groups; interdependence
B. production teams; norms
C. teams; cohesiveness
D. task forces; goals
E. teams; norms
184. Which of these statements is TRUE?
A. All groups are teams.
B. Groups are teams with a high level of task interdependence.
C. Unlike teams, groups are associated with an organizational objective.
D. Some groups are just people assembled together in the same physical area.
E. Group are teams that have no purpose for their members.
185. Which of these statements about teams is FALSE?
A. All groups are teams.
B. Teams are held together by their interdependence and need for collaboration to fulfill goals.
C. Team members perceive themselves as a social entity within the organization.
D. Team members influence each other, although some members are more influential than others.
E. All teams exist to fulfill some purpose.
186. Which of the following statements about teams and groups is FALSE?
A. Some teams exist without any goal or purpose.
B. A team can have dozens of members.
C. Departments are teams when employees interact with each other.
D. All members of a work team have influence, although some may have more influence than others.
E. A team always requires some form of communication among its members.
187. Employees working in a department would be considered a team only when:
A. they operate without any supervisor.
B. everyone in the department has the same set of skills.
C. they are interdependent and coordinate work activities.
D. they are all located in the same physical area.
E. all of these conditions exist.
188. Employees working in an organization would be considered a team only when:
A. they have the same skills.
B. they report to the same supervisor.
C. they manage their own work activities without a supervisor.
D. they exist to serve some purpose and perceive themselves to a team.
E. Never, because work teams never include all employees from the same department.
189. Which of the following is usually an informal group?
A. Task force
B. Team-oriented department
C. Management team
D. Production team
E. People you regularly meet for lunch
190. A task force refers to:
A. any informal group that has the same members as the permanent task-oriented group.
B. any formal group whose members work permanently and most of their time in that team.
C. any formal group whose members must be able to perform all tasks on the team.
D. any temporary team that investigates a particular problem and typically disbands when the decision is made.
E. None of these statements describes a task force.

191. Royal Dutch/Shell Group formed a team to improve revenues for its service stations along major highways in Malaysia. This team, which included a service station dealer, a union truck driver and four or five marketing executives, disbanded after it had reviewed the Malaysian service stations and submitted a business plan. The Malaysian group is called:
- A. a friendship group.
 - B. a commuter group.
 - C. an informal group.
 - D. a community of practice.
 - E. a task force.
192. _____ explains why people belong to informal groups.
- A. Goal setting theory
 - B. Social identity theory
 - C. Stages of team development
 - D. Social loafing
 - E. None of these factors explains why people belong to informal groups.
193. According to social identity theory:
- A. teams are never as productive as individuals working alone.
 - B. the most effective teams have as many members as the organization can afford.
 - C. the team development process occurs more rapidly for heterogeneous teams than for homogeneous teams.
 - D. people define themselves by their group affiliations.
 - E. team members identify with their team only when they are publicly recognized as members of that team.
194. The motivation to be part of an informal group is influenced mainly by the drive to:
- A. defend
 - B. learn
 - C. acquire
 - D. bond or socialize
 - E. be inclusive and fair
195. The drive to bond and the dynamics of social identity theory both explain why people:
- A. join informal groups.
 - B. tend to ignore team norms whenever possible.
 - C. have difficulty feeling cohesiveness in teams.
 - D. engage in social loafing.
 - E. work better alone than in teams.
196. Compared to individuals working alone, teams have the potential to:
- A. make better decisions.
 - B. develop better products.
 - C. create a more energized workforce.
 - D. provide superior customer service.
 - E. provide all of these results.
197. In team dynamics, process losses are best described as:
- A. productivity losses that occur when team members need to learn a new task.
 - B. information lost due to imperfect communication.
 - C. resources expended towards team development and maintenance.
 - D. knowledge lost when a team member leaves the organization.
 - E. None of these statements describe process losses.

198. Brooks's Law says that adding more people to a late software project only makes it later. This law is mainly referring to:
- A. team cohesiveness.
 - B. process losses.
 - C. team norms.
 - D. team environment.
 - E. informal teams.
199. According to Brooks's Law, adding more people to a late software project tends to:
- A. further delay the project.
 - B. increase team cohesiveness.
 - C. require less effort to maintain team dynamics.
 - D. speed the team faster through team development.
 - E. have no effect on team dynamics.
200. Social loafing is more likely to occur:
- A. in smaller rather than larger teams.
 - B. when the task is boring.
 - C. in tasks with high interdependence.
 - D. when employees believe the team's objective is important.
 - E. among employees with collectivist rather than individualistic values.
201. Keeping the team size sufficiently small and designing tasks such that each team member's performance is measurable are two ways to:
- A. minimize team cohesiveness.
 - B. add more roles to the team.
 - C. increase the risk of forming dysfunctional norms.
 - D. minimize social loafing.
 - E. do all of these things to the team.
202. Social loafing can be minimized by doing which of the following?
- A. Adding more people to the team.
 - B. Creating tasks where each member's contribution is pooled.
 - C. Monitoring individual performance.
 - D. Making the work less interesting to the social loafer and other team members.
 - E. Selecting team members with a highly individualistic value orientation.
203. Which of the following does NOT minimize social loafing?
- A. Form larger work teams.
 - B. Specialize tasks.
 - C. Measure individual performance.
 - D. Make the work more interesting to the social loafer and other team members.
 - E. Select team members with a collectivist value orientation.
204. The phenomenon where people exert less effort when working in groups than when working alone is called:
- A. team cohesiveness.
 - B. social identity.
 - C. pooled interdependence.
 - D. team conformity.
 - E. social loafing.
205. A team that achieves its organizational goals, satisfies member needs, and survives in its environment:
- A. is an effective team.
 - B. is called a task force.
 - C. has not yet reached its highest level of team development.
 - D. has a strong communication system but inappropriate reward system.
 - E. has too many members for the required task.

206. A team is effective when:
- A. it is able to maintain the team's survival.
 - B. members are able to fulfill their needs through membership in the team.
 - C. it achieves its goals.
 - D. it achieves all of the above.
 - E. its achieves its goals AND maintain the team's survival.
207. Which of the following organizational environment features potentially affects team effectiveness?
- A. Reward systems.
 - B. Communication systems.
 - C. Organizational leadership.
 - D. Physical space
 - E. All of the above.
208. The design and effectiveness of most teams are affected by:
- A. organizational leadership.
 - B. reward systems.
 - C. communication systems.
 - D. organizational structure.
 - E. All of the above conditions.
209. Organizational leadership, organizational structure, and reward systems are:
- A. three of the main sources of team cohesiveness.
 - B. three team design features.
 - C. three elements of the organizational and team environment.
 - D. three of the main causes of social loafing.
 - E. three ways to minimize teambuilding.
210. _____ encourages employee perceptions about being together as a team and influences the team's ability to accomplish tasks.
- A. Task independence
 - B. A U-shaped work cell
 - C. An organizational structure with many layers of management
 - D. An individual reward system
 - E. A straight-line assembly line
211. Teams work better when the organizational structure:
- A. organizes teams around specialized skills rather than work processes.
 - B. has many rules and policies for members to follow.
 - C. encourages interdependence with team members rather than through supervisors.
 - D. organizes teams around specialized skills, has many layers of management, AND encourages interaction with team members.
 - E. does not exist.
212. Which of the following statements about teams and task characteristics is FALSE?
- A Teams are generally more effective when each person's tasks have low interdependence with tasks . performed by other team members.
 - B. Teams are generally more effective when tasks are well structured and, therefore, easier to coordinate with other people.
 - C. Teams usually work better on complex rather than simple tasks.
 - D People have a greater sense of being on a team when co-workers are linked through reciprocal rather . than pooled interdependence.
 - E. Team members with relatively independent tasks are less likely to coordinate with each other.

213. Production employees working on an assembly line usually have which of the following types of task interdependence?
- A. Sequential interdependence
 - B. Total independence
 - C. Reciprocal interdependence
 - D. Pooled interdependence
 - E. Straight-line interdependence.
214. Two company divisions produce completely different products but must seek funding from head office for capital expansion. The relationship between these two divisions would be best described as:
- A. pooled interdependence
 - B. total independence
 - C. reciprocal interdependence
 - D. resource-based interdependence
 - E. sequential interdependence
215. Pooled interdependence is:
- A. essential for team effectiveness.
 - B. the same as reciprocal interdependence.
 - C. the weakest form of interdependence other than complete independence.
 - D. the best way to avoid social loafing.
 - E. None of these statements represent pooled interdependence.
216. Of what importance is task interdependence to teams or team dynamics?
- A. Task interdependence is not important for teams or team dynamics.
 - B. Low task interdependence motivates employees to work together as a team.
 - C. Jobs with high task interdependence are usually completed more effectively by teams than by individuals working alone.
 - D. Low task interdependence is necessary to prevent the team from breaking apart.
 - E. High task interdependence weakens team cohesiveness.
217. Employees should almost always be organized into teams when they have:
- A. pooled interdependence.
 - B. a very high level of heterogeneity.
 - C. counterproductive norms.
 - D. high levels of social loafing.
 - E. reciprocal interdependence.
218. In terms of team size, the general rule is that teams:
- A. cannot have more than seven or possibly eight members.
 - B. should have just enough members with the necessary competencies to complete the work.
 - C. can be large or small without any influence on the team's effectiveness.
 - D. cannot have fewer than five members.
 - E. should be as large as possible so as many people are involved to get buy-in.
219. Compared with small teams, large teams usually:
- A. are more effective performing services.
 - B. have more process losses.
 - C. have team members who feel more involved in the team's success.
 - D. have more pooled interdependence.
 - E. have all of these consequences.
220. When forming a team, it is critical that each team member has:
- A. the complete set of skills necessary to perform the team's task alone.
 - B. the motivation to work together.
 - C. valuable skills that other team members do not know about.
 - D. no previous experience working with any of the other members.
 - E. all of these characteristics.

221. Teams are most effective when their members:
- A. have the same skills and values.
 - B. collectively possess the required competencies for the task.
 - C. are motivated to participate in the team.
 - D. have all of these features.
 - E. collectively possess the required competencies for the task AND are motivated to participate in the team.
222. Which of the following is NOT a characteristic of effective team members that is categorized in your text:
- A. cooperating.
 - B. communicating.
 - C. conflict resolving.
 - D. completing.
 - E. comforting.
223. An effective team member _____ and manages the team's work so it is performed efficiently and harmoniously.
- A. cooperates
 - B. communicates
 - C. coordinates
 - D. delegates
 - E. comforts
224. "Fault lines" are more likely to occur when teams:
- A. have very few members.
 - B. have developed through to the performing stage.
 - C. are heterogeneous.
 - D. are highly interdependent.
 - E. have none of these features.
225. Teams with strong fault lines:
- A. experience more dysfunctional conflict within the team.
 - B. proceed more quickly through the team development process.
 - C. have team members with similar demographic and professional backgrounds.
 - D. tend to have very few members on the team.
 - E. have better interpersonal relations.
226. A diverse team is better than a homogeneous team:
- A. on complex projects and tasks requiring innovative solutions.
 - B. on tasks requiring a high degree of cooperation.
 - C. in situations where the team must reach the performing stage of team development quickly.
 - D. in every organizational activity.
 - E. Never; heterogeneous teams are always less effective than homogeneous teams.
227. During which stage of team development does a consensus form around the team's objectives?
- A. performing.
 - B. reforming.
 - C. norming.
 - D. conforming.
 - E. forming.
228. The first three stages of team development in sequential order are:
- A. storming, norming, performing.
 - B. adjourning, conforming, performing.
 - C. forming, storming, norming.
 - D. forming, norming, performing.
 - E. forming, conforming, reforming.

229. Which of the following is NOT a stage of team development?

- A. performing.
- B. storming.
- C. norming.
- D. conforming.
- E. forming.

230. Conforming, performing, and reforming are all:

- A. stages of team development.
- B. types of team norms.
- C. reasons why teams disband.
- D. factors that improve team cohesiveness.
- E. none of the above statements are correct.

231. What generally occurs during the 'storming' stage of team development?

- A. Members learn about each other and evaluate the benefits and costs of continued membership.
- B. Members shift their attention away from task orientation to a socioemotional focus as they realize their relationship is coming to an end.
- C. Members have learned to coordinate their actions and now become more task-oriented.
- D. Members develop their first real sense of cohesion and, through disclosure and feedback, make an effort to understand and accept each other.
- E. Members try to assume specific responsibilities and influence the team's goals and means of goal attainment.

232. The team development model does NOT recognize that:

- A. some teams remain in a particular stage longer than others.
- B. informal groups do not experience any development process.
- C. teams really never develop past the norming stage.
- D. the storming stage is a type of performing.
- E. the storming stage follows the forming stage.

233. Which of these statements about team roles is FALSE?

- A. Some team roles are formally prescribed with the job.
- B. Team members often negotiate the preferred roles in the team during the team development process.
- C. Some team roles support task completion, whereas other roles support the team's maintenance.
- D. Some team roles are informally fulfilled by various team members.
- E. A team role is almost always assigned to the same person for the life of the team.

234. A characteristic of team roles is that:

- A. they influence the emotions and attitudes, but not behaviours, of team members.
- B. they are always assigned by organizational leaders to specific people in the team.
- C. they usually weaken team cohesiveness.
- D. most teams can operate effectively without any team roles.
- E. many roles within formal teams exist informally.

235. The primary objective of team building is to:

- A. accelerate the team development process.
- B. encourage all team members to experience lower cohesiveness.
- C. help the team discover and remove members guilty of social loafing.
- D. help the team move from a homogeneous to a more heterogeneous composition.
- E. determine whether the team should accept more tasks.

236. Most team building interventions try to:

- A. select the most appropriate members for the various teams in the organization.
- B. identify the best leader for the team.
- C. help team members find ways to reduce their interdependence.
- D. improve the work environment.
- E. accelerate the team development process.

237. Which common team building activity aims to improve relations among team members?
- A. Group therapy.
 - B. Role definition.
 - C. Personal testimonials.
 - D. Regression therapy.
 - E. Paintball wars.
238. One problem with team building is that:
- A. organizations rarely provide any team building to employees any more.
 - B. team building tends to slow down the team development process.
 - C. corporate leaders incorrectly assume team building is a broad-brush solution to general team problems.
 - D. none of the known team building interventions has any effect on teams.
 - E. all of these are problems with team building.
239. Team building is often ineffective because:
- A. the activity is usually chosen without properly diagnosing the team's needs.
 - B. the activity occurs over a long period of time, whereas it should occur in a few intense days.
 - C. the activity tends to occur on the job, whereas effective team building removes employees from their familiar workplace.
 - D. companies provide many types of team building in different situations, whereas all teams should have the same team building activities.
 - E. all of these statements explain why team building is often ineffective.
240. Team building should be viewed as:
- A. a medical inoculation.
 - B. a quick jump-start to the team's development.
 - C. a necessary practice for selecting team leaders.
 - D. Team building should be viewed as all of these.
 - E. None of these.
241. The textbook warns that team building is usually ineffective when:
- A. attempting to improve the team development process.
 - B. the team needs to resolve internal conflicts.
 - C. the team needs to clarify its performance goals.
 - D. team members need to clarify or reconstruct perceptions of their roles in the team.
 - E. Team building is NOT usually ineffective in any of the above situations.
242. How do norms affect the behaviour of team members?
- A. Norms encourage members to try new behaviours not previously sanctioned by the team.
 - B. Norms represent the glue or esprit de corps that holds the team together.
 - C. Norms help the team regulate and guide the behaviours of its members.
 - D. Norms help the team move from the forming to storming stages of team development.
 - E. Norms apply to the attitudes and beliefs, but not the behaviours of team members.
243. Which of these statements about team norms is FALSE?
- A. Norms apply only to thoughts or feelings, not behaviours.
 - B. Team members often conform to prevailing norms without direct reinforcement or punishment from other team members.
 - C. Some norms develop from a critical event in the team's history.
 - D. Team norms are most strongly influenced by events soon after the team is formed.
 - E. Some norms develop from the beliefs and values that members bring to the team.

244. Several customer service teams in your organization have dysfunctional norms in which they don't proactively ask clients whether they would like to try certain new services. If you were given the opportunity to form a new customer service team, which of the following would remove or avoid forming this dysfunctional norm?
- A. Soon after the team members are selected, you clearly state the norm that team members should proactively ask clients to consider other services.
 - B. You select employees who do not accept the dysfunctional norm.
 - C. You introduce a team-based reward system that explicitly discourages the dysfunctional norm.
 - D. If team members are regularly forgetting to ask clients to consider other services, then you would explicitly talk to them about the problems and dangers of this dysfunctional norm.
 - E. All of these actions would remove or avoid forming this dysfunctional norm.
245. If a dysfunctional norm is very deeply ingrained, the best strategy is probably to:
- A. tell the group that corporate leaders are willing to tolerate the dysfunctional norm.
 - B. disband the group and replace it with people having more favourable norms.
 - C. supplement the existing group with one or two people having more favourable norms.
 - D. introduce rewards that further support the dysfunctional norm.
 - E. do nothing.
246. The degree of attraction people feel toward the team and their motivation to remain members is called:
- A. social loafing.
 - B. team development.
 - C. team heterogeneity.
 - D. task interdependence.
 - E. team cohesiveness.
247. Team cohesiveness tends to be higher:
- A. in smaller teams.
 - B. when entry into the team becomes extremely difficult and humiliating.
 - C. when the team has distinct fault lines.
 - D. when members have limited interaction.
 - E. when all of these conditions occur
248. Which of the following has a curvilinear relationship with team cohesiveness, that is, the strongest cohesiveness is neither at very high or very low levels of this factor?
- A. Member similarity
 - B. Member interaction
 - C. Team success
 - D. Difficult entry to the team
 - E. All of these conditions have a curvilinear relationship with team cohesiveness.
249. Team cohesiveness can be strengthened in each of the following ways EXCEPT:
- A. making the team just large enough to facilitate goal accomplishment.
 - B. letting anyone become a team member.
 - C. creating or sensitizing the team to an external threat to its existence or goal accomplishment.
 - D. ensuring that team members have compatible values and goals.
 - E. showing members that the team is necessary to fulfill individual needs.
250. Team success, team size, and member similarity are three:
- A. of the main factors influencing team cohesiveness.
 - B. ways to change team norms.
 - C. elements of the organizational and team environment.
 - D. of the main causes of social loafing.
 - E. ways to minimize teambuilding.

251. As team leader, you discover that a competitor is about to develop a similar product that your group is currently developing. What is most likely to happen if you tell your team members about this external threat?
- A. The team would become more cohesive.
 - B. The team would begin to introduce dysfunctional norms.
 - C. The team would move quickly to the adjourning stage of team development.
 - D. Individual team members would become more productive through social loafing.
 - E. All of these will occur.
252. Which of the following does NOT occur as team cohesiveness increases?
- A. Team members are more motivated to maintain their membership in the team.
 - B. Team members spend more time together.
 - C. Team members experience more dysfunctional conflict among themselves.
 - D. Team members experience less stress.
 - E. Team members provide more social support to each other.
253. What is the relationship between team cohesiveness and team productivity?
- A. Higher team cohesiveness increases productivity.
 - B. Higher team cohesiveness reduces efficiency.
 - C. Team cohesiveness has no effect on productivity.
 - D. The effect of cohesiveness on productivity depends on the group's attitude towards cohesiveness.
 - E. The effect of team cohesiveness on productivity depends on whether team norms are consistent with organizational goals.
254. Compared to people in low-cohesion teams, members of high-cohesion teams:
- A. are less motivated to maintain their membership.
 - B. are more likely to resolve conflicts swiftly and effectively.
 - C. are less sensitive to each other's needs.
 - D. are less likely to share information with each other.
 - E. tend to experience all of these results.
255. Calculus, knowledge and identification are:
- A. the three stages of team development.
 - B. three ways to improve team cohesiveness.
 - C. three foundations of trust
 - D. three types of psychological contract.
 - E. the three stages of conflict among team members.
256. Calculus-based trust:
- A. no longer exists in Canadian companies.
 - B. is the minimum level of trust to hold a relationship together.
 - C. is mainly based on the other party's predictability.
 - D. occurs when one party thinks, feels, and responds like the other party.
 - E. has none of these characteristics.
257. The three main foundations of trust are:
- A. relational, transactional and calculative.
 - B. identification-based, knowledge-based and calculus-based.
 - C. adaptive, static and dynamic.
 - D. overt, covert and non-existent.
 - E. relational, deterministic and autocratic.
258. Which foundation of trust is determined mainly by the other party's predictability?
- A. Calculus-based
 - B. Identification-based
 - C. Knowledge-based
 - D. Relational
 - E. Transactional

259. Jane has been working in a quality control team for the past year and has developed a feeling that her values are different from the values of her coworkers. Moreover, some team members seem to be unpredictable because they say one thing but do not actually follow through with their promises. Still, Jane has remained with the company and stayed on this team because she enjoys quality control work and doesn't see any other employment available in this field. What foundation of trust does Jane most likely have in this team?
- A. Calculus-based
 - B. Identification-based
 - C. Knowledge-based
 - D. Team-based
 - E. Jane has no trust at all in this team.
260. Liam works with four other accounting professionals as a team within one company. Liam doesn't particularly agree with many of his teammates' ideas, such as leaving work early and failing to double-check some account entries. However, he works comfortably with the group because their behaviour and decisions are predictable. What foundation of trust does Liam have in this team?
- A. Calculus-based
 - B. Identification-based
 - C. Knowledge-based
 - D. Evaluation-based
 - E. Liam has no trust at all in this team.
261. Which foundation of trust exists when an employee has negative expectations about the employer's intentions and believes the employer will adversely affect the employee's well-being?
- A. Knowledge-based
 - B. Identification-based
 - C. Predictable
 - D. Affective
 - E. None of these responses describes the foundation of trust described.
262. Which foundation of trust usually CANNOT sustain a team's relationship?
- A. Calculus-based
 - B. Identification-based
 - C. Knowledge-based
 - D. Team-based
 - E. Neither calculus-based nor identification-based trust can sustain a team's relationship.
263. Employees tend to join a virtual or conventional team with:
- A. a moderate or high level of trust in their new team members.
 - B. serious doubts about the willingness of other team members to welcome them to the team.
 - C. complete identification with the values of other team members.
 - D. no trust in their new team members.
 - E. mainly calculus-based trust.
264. Self-directed work teams:
- A. are informal groups.
 - B. usually exist as communities of practice.
 - C. have substantial autonomy over the execution of a complete task.
 - D. consist of a group of employees led by their immediate supervisor.
 - E. are common in Europe but rarely found in North America.

265. Which of these statements about self-directed work teams (SDWTs) is TRUE?
- A. SDWTs typically work in a separate building from other employees in the organization.
 - B. SDWTs are responsible for planning, organizing, and controlling work activities with little or no direct involvement from higher status supervisors.
 - C. SDWTs are mainly identified as groups that operate as virtual teams at least once each week.
 - D. SDWTs represent a very low level of employee involvement.
 - E. SDWTs are responsible for planning, organizing, and controlling work activities, but do so with direct involvement from higher status supervisors.
266. Self-directed work teams:
- A. have not yet been introduced into Canada.
 - B. rely on supervisors to communicate between the team and senior management.
 - C. perform a variety of tasks but have little autonomy regarding how to perform those tasks.
 - D. are more common in Canada than in the United States.
 - E. None of these statements is true.
267. Which of the following allows employees to collectively plan, organize, and control work activities with little or no direct involvement of a higher-status supervisor?
- A. Gainsharing teams
 - B. Production teams
 - C. Joint health and safety committees
 - D. Self-directed work teams
 - E. Quality circles
268. Members of SDWTs have jobs that are:
- A. typically in services rather than production.
 - B. enlarged but not enriched.
 - C. enriched but not enlarged.
 - D. specialized with a high division of labour.
 - E. both enlarged and enriched.
269. SDWTs tend to be more useful where:
- A. employees perform identical tasks.
 - B. employees require direct supervision to motivate them.
 - C. employees perform tasks that are independent of each other.
 - D. all of these conditions exist.
 - E. none of these conditions exist.
270. SDWTs are best suited to situations where:
- A. employees perform highly interdependent tasks.
 - B. management wants to closely monitor employee performance.
 - C. employees perform identical tasks.
 - D. employees do not get along with each other.
 - E. all of these conditions exist.
271. Self-directed work teams are more difficult to apply:
- A. in organizations with fewer than 100 employees.
 - B. in autocratic organizational cultures.
 - C. where the work involves performing a service rather than making a product.
 - D. where supervisors previously worked in high-involvement workplaces.
 - E. in all of these situations.
272. Virtual teams are best described as:
- A. groups of employees who are almost (virtually) identical to each other in skills and values.
 - B. cross-functional groups of employees that operate across space, time and organizational boundaries.
 - C. formal work teams in which most members do not feel that they are really part of the team.
 - D. informal groups that meet only in cyberspace.
 - E. groups of employees from different departments who are located near each other.

273. Dependence on information technology and lack of co-location represent two factors that distinguish:
- A. employees with high collectivist values from employees with low collectivist values.
 - B. self-directed work teams from task forces.
 - C. virtual teams from conventional teams.
 - D. task forces from permanent teams.
 - E. managers from employees.
274. Two features that distinguish virtual teams from conventional teams are:
- A. size and heterogeneity.
 - B. lack of co-location and dependence on information technology.
 - C. joint optimization and primary work unit.
 - D. norms and trust.
 - E. None of these factors distinguishes virtual teams from conventional teams.
275. Globalization and knowledge management have made _____ necessary for organizations to remain competitive.
- A. groupthink
 - B. virtual teams
 - C. command-and-control management
 - D. Delphi method
 - E. None of these are necessary as a result of globalization and knowledge management.
276. The increasing number of virtual teams is partly due to:
- A. increased preference for employees to work alone rather than interdependently with others.
 - B. increased emphasis on business ethics.
 - C. increased workforce diversity.
 - D. better information technology.
 - E. None of these factors explains the increasing number of virtual teams.
277. Virtual teams are increasingly necessary because:
- A. people perform better when they work alone.
 - B. computer networks make distances among people less relevant.
 - C. companies are becoming globalized, and employees are spread around the world.
 - D. companies have shifted from production-based to knowledge-based work.
 - E. the cost of office space is a prohibitive expense.
278. Virtual teams are becoming increasingly common because of:
- A. globalization.
 - B. improvements in information technology.
 - C. the shift from production-based to knowledge-based work.
 - D. All of the above factors have increased the presence of virtual teams.
 - E. the need to minimize workplace violence.
279. Which of the following team environment factors is more important to virtual teams than to most conventional teams?
- A. Reward systems
 - B. Information technologies
 - C. Organizational structure
 - D. Organizational environment
 - E. None of these team environment factors is more important to virtual teams than to conventional teams.
280. Virtual teams are typically more effective when their members:
- A. are allowed to adopt technology that suits their needs at a particular time, rather than have it imposed upon them.
 - B. avoid using email or telephones to communicate.
 - C. agree during the team's formation to use only one communication medium, such as email or teleconferencing.
 - D. use web-based chat and message services rather than email or telephone conversations.
 - E. work alone rather than interact with each other during the project.

281. Generally, complex and ambiguous tasks requiring a high degree of interdependence among a few employees should be assigned to:
- A. these individuals if they agree to work alone.
 - B. a virtual team.
 - C. several functional departments.
 - D. a co-located team.
 - E. None of these teams should be assigned complex and ambiguous tasks.
282. To improve the team development and cohesiveness of virtual teams, the textbook recommends that:
- A. the team should have as many members as the company can afford.
 - B. team members should avoid communicating with each other after the task has been discussed at the beginning of the project.
 - C. team members should meet face-to-face, particularly when the team is formed.
 - D. the team should rely only on one communication medium, such as email.
 - E. The textbook states that virtual teams do not require any action to improve their development or cohesiveness.
283. In which of the following situations is production blocking most likely to occur?
- A. A supervisor meets privately with an employee to discuss the employee's past performance.
 - B. The company forms an electronic brainstorming group to get new ideas for a product.
 - C. Group norms encourage production employees to gossip rather than do their jobs.
 - D. A committee of 30 senior academics meet to exchange ideas using formal rules of order.
 - E. An employee wants to complete a production task but lacks work experience.
284. Production blocking and evaluation apprehension:
- A. improve the creative process
 - B. help teams to avoid groupthink
 - C. are two ways to overcome group polarization
 - D. do all of these
 - E. do none of these
285. Which of the following statements about evaluation apprehension in team settings is FALSE?
- A. Evaluation apprehension is based on the individual's desire to create a favourable self-presentation.
 - B. Evaluation apprehension occurs when employees believe that other team members are silently evaluating them.
 - C. Evaluation apprehension decreases the individual's motivation to share his or her ideas.
 - D. Evaluation apprehension is more common when the meeting is attended by people with higher status or expertise.
 - E. Evaluation apprehension is less likely to occur when team members formally evaluate each other's performance throughout the year.
286. Which of the following statements about evaluation apprehension in team settings is TRUE?
- A. Evaluation apprehension increases with the individual's motivation to share his or her ideas.
 - B. Evaluation apprehension is more likely to occur when team members formally evaluate each other's performance throughout the year.
 - C. Evaluation apprehension motivates team members to generate creative solutions, no matter how silly they may sound.
 - D. Evaluation apprehension does not apply to team settings.
 - E. None of these statements is true
287. The pressure to conform:
- A. has no effect on team decision making.
 - B. can influence the decision preferences of team members even when the pressure is subtle.
 - C. is the main cause of group polarization.
 - D. is the main cause of production blocking.
 - E. has none of these effects or characteristics.

288. Groupthink is caused by:
- A. team cohesiveness
 - B. an opinionated team leader
 - C. isolation of the team from outsiders
 - D. stress due to an external threat
 - E. All of these factors cause groupthink.
289. Which of the following refers to the tendency of highly cohesive groups to value consensus at the price of decision quality?
- A. Group polarization
 - B. Groupthink
 - C. Escalation of commitment
 - D. Evaluation apprehension
 - E. Brainstorming
290. Groupthink characteristics cause team members to be _____ their decisions.
- A. uncomfortable with
 - B. confused about
 - C. hesitant and doubtful about
 - D. more aware of the characteristics of
 - E. highly confident in
291. Research has found less evidence supporting the existence of which of these concepts?
- A. Groupthink
 - B. Electronic brainstorming
 - C. Nominal group technique
 - D. Brainstorming
 - E. Group polarization
292. Teams tend to make better decisions when:
- A. team members have similar backgrounds and characteristics.
 - B. the team leader is able to sway the group towards one preference over others.
 - C. team norms encourage consensus rather than disagreement.
 - D. all of these conditions exist.
 - E. none of these conditions exist.
293. The situation where team members debate their different perceptions about an issue in a way that keeps the conflict focused on the task rather than the people is known as:
- A. electronic brainstorming
 - B. nominal group technique
 - C. divergent thinking
 - D. the Delphi method
 - E. constructive conflict
294. The main advantage of constructive conflict is that it:
- A. minimizes dysfunctional conflict among team members.
 - B. increases the level of group polarization.
 - C. removes production blocking
 - D. encourages team members to re-examine the assumptions and logic of their preferences in the decision.
 - E. helps the team to make decisions more quickly.
295. Brainstorming requires team members to:
- A. openly criticize each other's ideas
 - B. avoid mentioning ideas that seem silly
 - C. present ideas only when they are certain that the ideas are feasible
 - D. do all of these
 - E. do none of these

296. Which of the following is a disadvantage of traditional and electronic brainstorming?
- A. Employees tend to get offensive when criticizing each other's ideas.
 - B. Employees feel very little involvement in the decision process.
 - C. Evaluation apprehension and production blocking still exist to some extent.
 - D. Participants are likely to experience some emotional enthusiasm in brainstorming groups.
 - E. All of these are disadvantages of traditional brainstorming.
297. Which of the following explicitly encourages team members to 'piggyback' or 'hitchhike' on the ideas presented by other team members?
- A. Brainstorming
 - B. Group polarization
 - C. Constructive conflict
 - D. Groupthink
 - E. Nominal group technique
298. Brainstorming includes all of these rules EXCEPT:
- A. critique the ideas of other team members.
 - B. piggyback on other people's ideas.
 - C. provide as many ideas as possible.
 - D. state ideas even if they may seem crazy.
 - E. speak freely.
299. Which of these statements about brainstorming is FALSE?
- A. Brainstorming is based on the idea that the quality of ideas presented increases with the quantity of ideas presented.
 - B. Brainstorming rules do not completely remove evaluation apprehension.
 - C. Brainstorming rules seem to keep team members focused on the task.
 - D. The most important brainstorming rule is that team members must silently vote for their preferred idea . after all ideas have been presented.
 - E. Effective brainstorming sessions spread feelings of optimism and enthusiasm about the project.
300. Which of these team decision-making structures explicitly discourages criticism and debate?
- A. Nominal group technique
 - B. Delphi method
 - C. Brainstorming
 - D. All three-brainstorming, Delphi method, and nominal group technique-explicitly discourage criticism and debate.
 - E. Both brainstorming and nominal group technique explicitly discourage criticism and debate.
301. One problem with electronic brainstorming is that it:
- A. allows for too much socializing during the decision-making process.
 - B. is too structured and impersonal for some decision makers.
 - C. does not allow participants to contribute their ideas regarding the problem or issue.
 - D. does not minimize evaluation apprehension.
 - E. takes much longer than traditional decision making.
302. Which of the following is best at reducing production blocking?
- A. Face-to-face meetings
 - B. Brainstorming
 - C. Electronic brainstorming
 - D. Groupthink
 - E. Constructive conflict

303. Why do teams tend to produce more ideas in electronic brainstorming than in traditional brainstorming sessions?
- A. Team members tend to be more openly critical of each other in traditional brainstorming than in electronic brainstorming.
 - B. There is less production blocking in electronic brainstorming than in traditional brainstorming.
 - C. There is less evaluation apprehension in electronic brainstorming than in traditional brainstorming.
 - D. There is more open critique AND less production blocking in electronic brainstorming.
 - E. There is less production blocking AND less evaluation apprehension in electronic brainstorming.
304. Which of the following is NOT a feature of nominal group technique?
- A. Participants openly debate and criticize ideas constructively.
 - B. After the problem is described, team members silently and independently write down as many solutions as they can.
 - C. Nominal group technique discourages criticism or debate.
 - D. After ideas have been presented, participants silently and independently rank order or vote on each proposed solution.
 - E. Nominal group technique follows an individual, then team, then individual process.
305. Which of the following statements about nominal group technique is FALSE?
- A. It overcomes the problem of evaluation apprehension and production blocking.
 - B. Some production blocking problems still occur.
 - C. Participants feel less team cohesiveness than in traditional decision-making groups.
 - D. It tends to keep team members focused on the task.
 - E. Although the team is called 'nominal', participants still meet face-to-face.
306. In which decision-making structure do participants typically meet, but only interact with each other for part of the meeting?
- A. Delphi method
 - B. Nominal group technique
 - C. Brainstorming
 - D. Constructive conflict
 - E. None of these team decision making structures prevents participants from interacting with each other for part of the meeting.
307. Teams are groups of two or more people who have equal influence over each other regarding the team's goals and means of achieving those goals.
True False
308. All teams exist to fulfill some purpose, either for the organization or for its members.
True False
309. All teams are groups, but some types of groups are not teams.
True False
310. All groups are teams, but some types of teams are not groups.
True False
311. Team members are held together by their interdependence and need for collaboration to achieve common goals.
True False
312. Teams are groups with some degree of task interdependence and a common objective.
True False
313. Employees in a department are considered a team only when they directly interact and coordinate work activities with each other.
True False

314. Informal groups exist primarily to complete tasks for the organization that management doesn't know about.
True False
315. Task forces are temporary groups that typically investigate a particular problem and disband when the decision is made.
True False
316. Some informal groups exist primarily to satisfy the drive to bond.
True False
317. Social identity theory partly explains why people join informal groups.
True False
318. Our desire for informal groups is mostly influenced by our drive to defend.
True False
319. Under stressful or dangerous conditions, people are more likely congregate than disperse, even when doing so serves no protective purpose.
True False
320. Teams typically provide better customer service.
True False
321. Employees are more motivated in teams because they are motivated to fulfill the goals of the groups to which they belong.
True False
322. Process losses are the resources expended to develop and maintain an effective team.
True False
323. Organizational behaviour scholars have concluded that employees always work better in teams than alone.
True False
324. Social loafing is least common in situations where team members work alone towards a common output.
True False
325. Social loafing is more common among people with collectivist values.
True False
326. Brooks's law states that, "whatever can go wrong in groups will, so one should be prepared for it."
True False
327. Brooks's law is also called the "mythical man-month."
True False
328. Companies can minimize social loafing by dividing the team's work into distinct units and assigning those unique tasks to each team member.
True False
329. Forming smaller teams and measuring individual rather than team performance tends to increase the likelihood of social loafing.
True False
330. A team's effectiveness is partly measured by how well its members' needs are fulfilled.
True False

331. Team effectiveness refers to how well a team accomplishes its objectives for the organization, even if this undermines the team's ability to survive for future tasks.
True False
332. Team members tend to work together more effectively when they are rewarded for individual performance.
True False
333. Teams flourish when the organizational structure encourages interaction and interdependence among team members.
True False
334. The three elements of team design include communication systems, organizational environment, and reward systems.
True False
335. Reward systems, organizational structure, and physical layout are three elements of the organizational and team environment.
True False
336. Office layout and other physical space characteristics influence the team's ability to accomplish tasks.
True False
337. Teams are generally more effective when the task is complex and lacks definition.
True False
338. Two important elements of the team's environment are the team's size and composition.
True False
339. Teams are well suited when complex work can be divided into more specialized roles.
True False
340. Tasks that are simple but poorly structured are best for teams rather than individuals working alone.
True False
341. Teams are best suited for tasks with low interdependence among team members.
True False
342. The higher the level of task interdependence, the greater the need for individuals working alone than together in teams.
True False
343. Reciprocal interdependence is the highest level of task interdependence in organizations.
True False
344. Students experience pooled interdependence when they are lined up at the laser printers trying to get their assignments done just before a class deadline.
True False
345. The optimal team size exists when the team is as small as possible, yet has enough people to accomplish the task.
True False
346. In effective teams, each member must possess the full set of competencies to perform the team's entire task alone.
True False
347. In effective teams, members must be motivated and able to work together, as well as contribute to the team's task.
True False

348. Communicating, comforting and conflict resolution are task related characteristics of effective team members.
True False
349. The five most frequently mentioned characteristics of effective team members are: Communicating, comforting, conflict resolution, coordinating, and cooperating.
True False
350. Diverse teams take longer to become high performance teams.
True False
351. Diverse teams tend to be more effective than homogeneous teams on tasks requiring a high degree of cooperation and coordination.
True False
352. Diverse teams have faultlines that may split the team into subgroups along gender, ethnic or other dimensions.
True False
353. Forming, storming, and norming are the three main levels of task interdependence.
True False
354. The norming stage of team development is marked by interpersonal conflict as team members compete for leadership and other positions on the team.
True False
355. The longer team members work together, the better they develop common mental models to help them complete the work together.
True False
356. Teams develop their first real sense of cohesion during the norming stage of team development.
True False
357. During the adjourning stage of team development, team members shift their attention away from relationships and instead focus mainly on completing the task.
True False
358. The forming, storming, and norming model of team development is different from the team development experiences that most students report in their team projects.
True False
359. Team members typically hold one or more formal roles in the team as well as roles that they informally fulfill at various times.
True False
360. Team roles are typically negotiated among team members.
True False
361. One benefit of team building is that it doesn't affect the team development process.
True False
362. Some team-building interventions clarify the team's performance goals and increase the team's motivation to accomplish these goals.
True False
363. Team activities such as paintball and obstacle courses are forms of team building that attempts to help team members build trust and open communication.
True False

364. Team building interventions often fail because they are offered as a three-day jump-start rather than an ongoing process.
True False
365. One advantage of team building activities is that they can be used as general solutions to general team problems.
True False
366. Norms are the informal rules and standards established by a team to regulate the behaviour of its members.
True False
367. Team members rarely conform to team norms unless other team members apply reinforcement or punishment.
True False
368. Critical events, such as a colleague's serious injury, may alter team norms.
True False
369. The only way to alter team norms is to disband the group.
True False
370. One way to change team norms in existing teams is to explicitly discuss the counterproductive norms with team members using persuasive communication strategies.
True False
371. Team norms usually remain the same even when the group is disbanded and replaced with people with different values and experiences.
True False
372. To maximize cohesiveness, the team should be as small as possible without jeopardizing its ability to accomplish the task.
True False
373. Cohesiveness tends to be higher in teams when team members interact with each other fairly regularly.
True False
374. Diversity among team members tends to undermine cohesion.
True False
375. Team cohesiveness increases when entry into the group is very difficult and humiliates the new team member.
True False
376. Team cohesiveness decreases with increase interaction, because there are more chances for conflicts to emerge.
True False
377. Highly cohesive teams invariably perform organizational objectives better than teams with moderate or low cohesiveness.
True False
378. When highly cohesive teams have norms that conflict with organizational goals team performance is reduced.
True False
379. Trust occurs when we have positive expectations about another party's intentions and actions toward us in situations involving vulnerability.
True False

380. Calculus-based trust is based on the belief that the other party will deliver its promises because punishments would be applied if they fail to deliver those promises.
True False
381. Calculus-based trust is the best form of trust to have in virtual teams.
True False
382. Knowledge-based trust is based on the belief that the other party will deliver its promises because punishments would be applied if they fail to deliver those promises.
True False
383. Knowledge-based trust develops over time.
True False
384. Identification-based trust is the most robust or sturdy form of trust in work relationships.
True False
385. When people join teams, they usually begin with a very low level of trust in the other team members.
True False
386. The trust that new team members feel towards their teammates is fragile and easily weakened.
True False
387. Self-directed work teams are typically responsible for a specialized skill, such as accounting or maintenance.
True False
388. Members of SDWTs have enriched and enlarged jobs.
True False
389. Self-directed work teams plan, organize, and control activities with little or no direct involvement of supervisors.
True False
390. In most self-directed work teams, the supervisor assigns tasks that individual team members perform.
True False
391. Self-directed teams require relatively low levels of task interdependence because everyone knows what their roles and duties are.
True False
392. Virtual teams are usually permanent functional groups that communicate mainly through weekly face-to-face meetings.
True False
393. Globalization is making virtual teams increasingly necessary.
True False
394. A critical feature of virtual teams is that they are co-located.
True False
395. The shift towards knowledge-based rather than production-based work has made virtual teamwork feasible.
True False
396. The shift from production to knowledge-based work has resulted in fewer virtual teams than in the past.
True False

397. Due to globalization, companies are usually unable to form virtual teams within the same country, or continent.
True False
398. The team effectiveness model does not apply to virtual teams.
True False
399. Virtual teams operate best in tasks that require no coordination among team members.
True False
400. Production blocking occurs when employees are unable to complete their tasks because they spend too much time in meetings.
True False
401. Production blocking causes team members to pay less attention to the conversation or to forget their own ideas.
True False
402. Evaluation apprehension causes employees to present ideas to the group even though the ideas are silly and a waste of the group's time.
True False
403. Many potentially valuable ideas never get presented to the group because individuals think they are silly and would make them look equally silly to the team.
True False
404. Evaluation apprehension is most common in meetings attended by people with different levels of status or expertise.
True False
405. Groupthink and evaluation apprehension are two characteristics of effective decision-making teams.
True False
406. A symptom of groupthink is that the team feels comfortable with risky decisions because possible weaknesses are suppressed or glossed over.
True False
407. Groupthink is more likely to occur when the team has experienced recent success in other decision-making problems.
True False
408. Groupthink is less likely to occur when the team leader is not too opinionated.
True False
409. Constructive conflict occurs when team members hold different opinions and assumptions and debate the issues through an open, healthy dialogue.
True False
410. One challenge with constructive conflict is preventing it from sliding into personal attacks.
True False
411. Constructive conflict encourages participants to re-examine their assumptions and logic.
True False
412. An important rule in brainstorming is that no one is allowed to evaluate or criticize another team member's ideas.
True False
413. One of the rules of brainstorming is that no one is allowed to piggyback or build on the ideas of other team members.
True False

414. One of the main advantages of brainstorming is that it results in more creative ideas being generated.
True False
415. Electronic brainstorming is any situation in which team members communicate through email and other computer technologies to make decisions.
True False
416. Electronic brainstorming relies mainly on email and electronic chat rooms to make decisions.
True False
417. Electronic brainstorming significantly reduces the problem of production blocking.
True False
418. The nominal group technique is essentially a variation of brainstorming.
True False
419. The nominal group technique tends to produce more and better ideas than do traditional interacting groups.
True False
420. The nominal group technique removes the problems of evaluation apprehension and production blocking.
True False
421. The nominal group technique involves a three-stage process.
True False
422. Describe three (3) reasons why employees join informal groups in organizational settings.
423. SoftWat Systems Ltd. sends out consulting teams of software professionals (between 6 and 12 consultants on each team) to solve client problems with computer software and networks. SoftWat's management has heard numerous complaints that some employees aren't 'pulling their weight' in these team consulting activities, even though most of these people are productive when working alone. Describe four (4) types of strategies that SoftWat might use to reduce social loafing among members of these consulting teams.

424. You have been given the unique opportunity to develop a 'greenfield' site for a new production facility. A greenfield site means that the entire operation is new, including employees, structure and practices. You want to ensure that the new plant supports self-directed work teams, unlike other company facilities which mainly focus on individual performance. Describe four different elements of the organizational and team environment that you need to consider that influence team effectiveness.
425. Identify three levels of task interdependence and give an organizational example for each.
426. You have been asked to lead a complex software project over the next year that requires the full-time involvement of approximately 100 people with diverse skills and backgrounds. Using your knowledge of team size, how can you develop an effective team under these conditions?
427. "Ideally, all work teams should have seven members, give or take one or two." Discuss the accuracy of this statement.
428. The head of emergency services in a large city strongly believes that diverse teams are more effective than homogeneous teams. The executive wants to put this belief into practice by frequently rotating ambulance and other emergency service teams so that teams would constantly have new people with diverse backgrounds and experiences. This would be supplemented with a hiring process that deliberately selects people with diverse ethnic, cultural and educational backgrounds. Discuss the strengths and weaknesses of the executive's actions in the emergency services agency.

429. Due to a corporate restructuring, three of the six employees who work on your corporate investment team have been transferred to other teams and three new recruits to the organization will be assigned to your team as replacements. Although the three new hires are experienced from other organizations, they are new to your organization and your team. Consequently, your team will pass through most stages of team development again. Briefly describe any three (3) stages of team development that your team will probably experience after the new recruits join the team. Your answer should recognize that only half of your corporate investment team members are new; the others have been with the team for more than one year.
430. A large bank wanted to develop a more team-focused culture, so it put all departments and branches through a series of three-day team building sessions. These expensive sessions represented a combination of wilderness-based trust-building (such as trust falls and leaderless problem solving) and sessions in which employees revealed their personal experiences and problems. Six months after the workforce had completed this training, the bank discovered that most departments and branches operated very much as they had before the team building program. There was little team culture and employees worked together with varying degrees of proficiency. Moreover, several employees had left the firm because they were upset about revealing their personal lives to colleagues. Identify two types of team building problems that would explain the general failure of this team building intervention.
431. You have just been appointed as leader of a new shipping and receiving unit in your organization. You have been given considerable latitude to select team members from among the existing workforce throughout the organization. However, you are aware of a deeply embedded practice in many areas of the organization where employees engage in horseplay by racing the forklifts. This practice is costly (some forklifts and shipped goods have been damaged). Moreover, there is a safety risk where the forklifts could overturn or run over another employee. Based on your knowledge of managing team norms, describe four (4) actions to minimize the likelihood that this practice would occur in your new team. Your answer will also explain why each action might be effective.

432. You have recently been appointed as head of the nine-person accounting department in a large oil company. The accounting offices are located on the 6th and 3rd floors of head office. The three accounting employees on the 3rd floor use extra office space in the purchasing department. Two accounting employees were hired a few months before you took over the unit; one was offered a job at the time she submitted her application form (i.e. hired without an interview or careful review). The employees possess the skills and resources (e.g. new computer systems) to perform effectively if they work together as a team. However, you sense that this department lacks the necessary esprit de corps that would help it achieve the highest performance. Describe four distinct strategies you would use to build the accounting department into a more cohesive unit and explain how these strategies would increase cohesiveness.
433. Describe the distinctive features of a typical self-directed team.
434. In a meeting, you have been espousing the benefits of virtual teams, when Alex, your supervisor, interrupts to offer his opinion that the concept of 'virtual teams' is just a fad that doesn't deserve further discussion. In order to convince him that his opinion about virtual teams is misinformed, define what virtual team are and discuss three reasons why the reliance on these types of teams will continue to grow in the future.
435. Quokka Electronics has research and development operations in three locations across Canada. The company is planning to develop a new microprocessor, which involves exploring previously untested ideas and applying methods that have a high degree of complexity. This project would require a dozen researchers and technicians with diverse skills and knowledge and whose individual work would be highly interdependent with each other. Under these conditions, would you recommend a virtual team or a conventional face-to-face team? Justify your choice.

436. Rather than relying on design engineers alone to design new products, the CEO of Quokka Resources wants to form teams of people from several departments to develop more creative products. These teams will consist of design engineers, manufacturing engineers, marketing staff and purchasing staff. Quokka's CEO believes that these teams will develop more creative products than design engineers did when working alone. Identify three potential constraints that might interfere with the CEO's expected benefits of team-based decision making and creativity.
437. Electronic brainstorming tends to reduce the adverse effects of evaluation apprehension and production blocking which tend to occur in traditional team decision-making sessions. Explain how these two concepts adversely affect traditional team decision making and why they are less likely to occur in electronic brainstorming.
438. IDEO and other successful companies continue to use brainstorming to enhance creativity. Identify one limitation of brainstorming as well as the benefits which explain why IDEO and other companies use brainstorming.

8 Key

1. Teams have which of the following features?
(p. 212)
- A. Two or more people
 - B. Members perceive themselves as a social entity
 - C. Exist to fulfill some purpose.
 - D. Team members influence each other
 - E. All of these are features of teams.**

Chapter - Chapter 08 #1
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

2. Some _____ are just people assembled together without any necessary _____.
(p. 212)
- A. groups; interdependence**
 - B. production teams; norms
 - C. teams; cohesiveness
 - D. task forces; goals
 - E. teams; norms

Chapter - Chapter 08 #2
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

3. Which of these statements is TRUE?
(p. 212)
- A. All groups are teams.
 - B. Groups are teams with a high level of task interdependence.
 - C. Unlike teams, groups are associated with an organizational objective.
 - D. Some groups are just people assembled together in the same physical area.**
 - E. Group are teams that have no purpose for their members.

Chapter - Chapter 08 #3
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

4. Which of these statements about teams is FALSE?
(p. 212)
- A. All groups are teams.**
 - B. Teams are held together by their interdependence and need for collaboration to fulfill goals.
 - C. Team members perceive themselves as a social entity within the organization.
 - D. Team members influence each other, although some members are more influential than others.
 - E. All teams exist to fulfill some purpose.

Chapter - Chapter 08 #4
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

5. Which of the following statements about teams and groups is FALSE?
(p. 212)
- A. Some teams exist without any goal or purpose.**
 - B. A team can have dozens of members.
 - C. Departments are teams when employees interact with each other.
 - D. All members of a work team have influence, although some may have more influence than others.
 - E. A team always requires some form of communication among its members.

Chapter - Chapter 08 #5
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

6. Employees working in a department would be considered a team only when:

- (p. 212)
- A. they operate without any supervisor.
 - B. everyone in the department has the same set of skills.
 - C.** they are interdependent and coordinate work activities.
 - D. they are all located in the same physical area.
 - E. all of these conditions exist.

Chapter - Chapter 08 #6
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

7. Employees working in an organization would be considered a team only when:

- (p. 212)
- A. they have the same skills.
 - B. they report to the same supervisor.
 - C. they manage their own work activities without a supervisor.
 - D.** they exist to serve some purpose and perceive themselves to a team.
 - E. Never, because work teams never include all employees from the same department.

Chapter - Chapter 08 #7
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

8. Which of the following is usually an informal group?

- (p. 212)
- A. Task force
 - B. Team-oriented department
 - C. Management team
 - D. Production team
 - E.** People you regularly meet for lunch

Chapter - Chapter 08 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

9. A task force refers to:

- (p. 213)
- A. any informal group that has the same members as the permanent task-oriented group.
 - B. any formal group whose members work permanently and most of their time in that team.
 - C. any formal group whose members must be able to perform all tasks on the team.
 - D.** any temporary team that investigates a particular problem and typically disbands when the decision is made.
 - E. None of these statements describes a task force.

Chapter - Chapter 08 #9
Difficulty: Medium
Learning Objective: 1

10. Royal Dutch/Shell Group formed a team to improve revenues for its service stations along major highways in Malaysia. This team, which included a service station dealer, a union truck driver and four or five marketing executives, disbanded after it had reviewed the Malaysian service stations and submitted a business plan. The Malaysian group is called:

- (p. 213)
- A. a friendship group.
 - B. a commuter group.
 - C. an informal group.
 - D. a community of practice.
 - E.** a task force.

Chapter - Chapter 08 #10
Difficulty: Medium
Learning Objective: 1

11. _____ explains why people belong to informal groups.
(p. 213) A. Goal setting theory
B. Social identity theory
C. Stages of team development
D. Social loafing
E. None of these factors explains why people belong to informal groups.

Chapter - Chapter 08 #11
Difficulty: Medium
Learning Objective: 1

12. According to social identity theory:
(p. 213) A. teams are never as productive as individuals working alone.
B. the most effective teams have as many members as the organization can afford.
C. the team development process occurs more rapidly for heterogeneous teams than for homogeneous teams.
D. people define themselves by their group affiliations.
E. team members identify with their team only when they are publicly recognized as members of that team.

Chapter - Chapter 08 #12
Difficulty: Medium
Learning Objective: 1

13. The motivation to be part of an informal group is influenced mainly by the drive to:
(p. 213) A. defend
B. learn
C. acquire
D. bond or socialize
E. be inclusive and fair

Chapter - Chapter 08 #13
Difficulty: Medium
Learning Objective: 1

14. The drive to bond and the dynamics of social identity theory both explain why people:
(p. 213) **A.** join informal groups.
B. tend to ignore team norms whenever possible.
C. have difficulty feeling cohesiveness in teams.
D. engage in social loafing.
E. work better alone than in teams.

Chapter - Chapter 08 #14
Difficulty: Medium
Learning Objective: 1

15. Compared to individuals working alone, teams have the potential to:
(p. 214) A. make better decisions.
B. develop better products.
C. create a more energized workforce.
D. provide superior customer service.
E. provide all of these results.

Chapter - Chapter 08 #15
Difficulty: Easy
Learning Objective: 1

16. In team dynamics, process losses are best described as:
(p. 215) A. productivity losses that occur when team members need to learn a new task.
B. information lost due to imperfect communication.
C. resources expended towards team development and maintenance.
D. knowledge lost when a team member leaves the organization.
E. None of these statements describe process losses.

Chapter - Chapter 08 #16
Difficulty: Medium
Learning Objective: 1

17. Brooks's Law says that adding more people to a late software project only makes it later. This law is mainly referring to:
(p. 215)
- A. team cohesiveness.
 - B. process losses.**
 - C. team norms.
 - D. team environment.
 - E. informal teams.

Chapter - Chapter 08 #17
Difficulty: Medium
Learning Objective: 1

18. According to Brooks's Law, adding more people to a late software project tends to:
(p. 215)
- A. further delay the project.**
 - B. increase team cohesiveness.
 - C. require less effort to maintain team dynamics.
 - D. speed the team faster through team development.
 - E. have no effect on team dynamics.

Chapter - Chapter 08 #18
Difficulty: Medium
Learning Objective: 1

19. Social loafing is more likely to occur:
(p. 216)
- A. in smaller rather than larger teams.
 - B. when the task is boring.**
 - C. in tasks with high interdependence.
 - D. when employees believe the team's objective is important.
 - E. among employees with collectivist rather than individualistic values.

Chapter - Chapter 08 #19
Difficulty: Medium
Learning Objective: 1

20. Keeping the team size sufficiently small and designing tasks such that each team member's performance is measurable are two ways to:
(p. 216)
- A. minimize team cohesiveness.
 - B. add more roles to the team.
 - C. increase the risk of forming dysfunctional norms.
 - D. minimize social loafing.**
 - E. do all of these things to the team.

Chapter - Chapter 08 #20
Difficulty: Medium
Learning Objective: 1

21. Social loafing can be minimized by doing which of the following?
(p. 216)
- A. Adding more people to the team.
 - B. Creating tasks where each member's contribution is pooled.
 - C. Monitoring individual performance.**
 - D. Making the work less interesting to the social loafer and other team members.
 - E. Selecting team members with a highly individualistic value orientation.

Chapter - Chapter 08 #21
Difficulty: Easy
Learning Objective: 1

22. Which of the following does NOT minimize social loafing?
(p. 216)
- A. Form larger work teams.**
 - B. Specialize tasks.
 - C. Measure individual performance.
 - D. Make the work more interesting to the social loafer and other team members.
 - E. Select team members with a collectivist value orientation.

Chapter - Chapter 08 #22
Difficulty: Easy
Learning Objective: 1

23. The phenomenon where people exert less effort when working in groups than when working alone is called:
(p. 216)
- A. team cohesiveness.
 - B. social identity.
 - C. pooled interdependence.
 - D. team conformity.
 - E. social loafing.**

Chapter - Chapter 08 #23
Difficulty: Easy
Learning Objective: 1

24. A team that achieves its organizational goals, satisfies member needs, and survives in its environment:
(p. 216)
- A. is an effective team.**
 - B. is called a task force.
 - C. has not yet reached its highest level of team development.
 - D. has a strong communication system but inappropriate reward system.
 - E. has too many members for the required task.

Chapter - Chapter 08 #24
Difficulty: Easy
Learning Objective: 2

25. A team is effective when:
(p. 216)
- A. it is able to maintain the team's survival.
 - B. members are able to fulfill their needs through membership in the team.
 - C. it achieves its goals.
 - D. it achieves all of the above.**
 - E. its achieves its goals AND maintain the team's survival.

Chapter - Chapter 08 #25
Difficulty: Medium
Learning Objective: 2

26. Which of the following organizational environment features potentially affects team effectiveness?
(p. 217)
- A. Reward systems.
 - B. Communication systems.
 - C. Organizational leadership.
 - D. Physical space**
 - E. All of the above.

Chapter - Chapter 08 #26
Difficulty: Easy
Learning Objective: 2

27. The design and effectiveness of most teams are affected by:
(p. 217)
- A. organizational leadership.
 - B. reward systems.
 - C. communication systems.
 - D. organizational structure.
 - E. All of the above conditions.**

Chapter - Chapter 08 #27
Difficulty: Easy
Learning Objective: 2

28. Organizational leadership, organizational structure, and reward systems are:
(p. 217)
- A. three of the main sources of team cohesiveness.
 - B. three team design features.
 - C. three elements of the organizational and team environment.**
 - D. three of the main causes of social loafing.
 - E. three ways to minimize teambuilding.

Chapter - Chapter 08 #28
Difficulty: Medium
Learning Objective: 2

29. _____ encourages employee perceptions about being together as a team and influences the team's ability to accomplish tasks.
(p. 217)
- A. Task independence
 - B. A U-shaped work cell**
 - C. An organizational structure with many layers of management
 - D. An individual reward system
 - E. A straight-line assembly line

Chapter - Chapter 08 #29
Difficulty: Medium
Learning Objective: 2

30. Teams work better when the organizational structure:
(p. 217)
- A. organizes teams around specialized skills rather than work processes.
 - B. has many rules and policies for members to follow.
 - C. encourages interdependence with team members rather than through supervisors.**
 - D. organizes teams around specialized skills, has many layers of management, AND encourages interaction with team members.
 - E. does not exist.

Chapter - Chapter 08 #30
Difficulty: Medium
Learning Objective: 2

31. Which of the following statements about teams and task characteristics is FALSE?
(p. 217-218)
- A. Teams are generally more effective when each person's tasks have low interdependence with tasks performed by other team members.**
 - B. Teams are generally more effective when tasks are well structured and, therefore, easier to coordinate with other people.
 - C. Teams usually work better on complex rather than simple tasks.
 - D. People have a greater sense of being on a team when co-workers are linked through reciprocal rather than pooled interdependence.
 - E. Team members with relatively independent tasks are less likely to coordinate with each other.

Chapter - Chapter 08 #31
Difficulty: Medium
Learning Objective: 2

32. Production employees working on an assembly line usually have which of the following types of task interdependence?
(p. 218)
- A. Sequential interdependence**
 - B. Total independence
 - C. Reciprocal interdependence
 - D. Pooled interdependence
 - E. Straight-line interdependence.

Chapter - Chapter 08 #32
Difficulty: Medium
Learning Objective: 2

33. Two company divisions produce completely different products but must seek funding from head office for capital expansion. The relationship between these two divisions would be best described as:
(p. 218)
- A. pooled interdependence**
 - B. total independence
 - C. reciprocal interdependence
 - D. resource-based interdependence
 - E. sequential interdependence

Chapter - Chapter 08 #33
Difficulty: Medium
Learning Objective: 2

34. Pooled interdependence is:
(p. 218) A. essential for team effectiveness.
B. the same as reciprocal interdependence.
C. the weakest form of interdependence other than complete independence.
D. the best way to avoid social loafing.
E. None of these statements represent pooled interdependence.

Chapter - Chapter 08 #34
Difficulty: Easy
Learning Objective: 2

35. Of what importance is task interdependence to teams or team dynamics?
(p. 218) A. Task interdependence is not important for teams or team dynamics.
B. Low task interdependence motivates employees to work together as a team.
C. Jobs with high task interdependence are usually completed more effectively by teams than by individuals working alone.
D. Low task interdependence is necessary to prevent the team from breaking apart.
E. High task interdependence weakens team cohesiveness.

Chapter - Chapter 08 #35
Difficulty: Medium
Learning Objective: 2

36. Employees should almost always be organized into teams when they have:
(p. 218) A. pooled interdependence.
B. a very high level of heterogeneity.
C. counterproductive norms.
D. high levels of social loafing.
E. reciprocal interdependence.

Chapter - Chapter 08 #36
Difficulty: Medium
Learning Objective: 2

37. In terms of team size, the general rule is that teams:
(p. 219) A. cannot have more than seven or possibly eight members.
B. should have just enough members with the necessary competencies to complete the work.
C. can be large or small without any influence on the team's effectiveness.
D. cannot have fewer than five members.
E. should be as large as possible so as many people are involved to get buy-in.

Chapter - Chapter 08 #37
Difficulty: Medium
Learning Objective: 2

38. Compared with small teams, large teams usually:
(p. 219) A. are more effective performing services.
B. have more process losses.
C. have team members who feel more involved in the team's success.
D. have more pooled interdependence.
E. have all of these consequences.

Chapter - Chapter 08 #38
Difficulty: Medium
Learning Objective: 2

39. When forming a team, it is critical that each team member has:
(p. 219) A. the complete set of skills necessary to perform the team's task alone.
B. the motivation to work together.
C. valuable skills that other team members do not know about.
D. no previous experience working with any of the other members.
E. all of these characteristics.

Chapter - Chapter 08 #39
Difficulty: Easy
Learning Objective: 2

40. Teams are most effective when their members:
(p. 219) A. have the same skills and values.
B. collectively possess the required competencies for the task.
C. are motivated to participate in the team.
D. have all of these features.
E. collectively possess the required competencies for the task AND are motivated to participate in the team.

Chapter - Chapter 08 #40
Difficulty: Medium
Learning Objective: 2

41. Which of the following is NOT a characteristic of effective team members that is categorized in your text:
(p. 219-220) A. cooperating.
B. communicating.
C. conflict resolving.
D. completing.
E. comforting.

Chapter - Chapter 08 #41
Difficulty: Medium
Learning Objective: 2

42. An effective team member _____ and manages the team's work so it is performed efficiently and harmoniously.
(p. 219) A. cooperates
B. communicates
C. coordinates
D. delegates
E. comforts

Chapter - Chapter 08 #42
Difficulty: Medium
Learning Objective: 2

43. "Fault lines" are more likely to occur when teams:
(p. 221) A. have very few members.
B. have developed through to the performing stage.
C. are heterogeneous.
D. are highly interdependent.
E. have none of these features.

Chapter - Chapter 08 #43
Difficulty: Medium
Learning Objective: 2

44. Teams with strong fault lines:
(p. 221) **A. experience more dysfunctional conflict within the team.**
B. proceed more quickly through the team development process.
C. have team members with similar demographic and professional backgrounds.
D. tend to have very few members on the team.
E. have better interpersonal relations.

Chapter - Chapter 08 #44
Difficulty: Medium
Learning Objective: 2

45. A diverse team is better than a homogeneous team:
(p. 220-221) **A. on complex projects and tasks requiring innovative solutions.**
B. on tasks requiring a high degree of cooperation.
C. in situations where the team must reach the performing stage of team development quickly.
D. in every organizational activity.
E. Never; heterogeneous teams are always less effective than homogeneous teams.

Chapter - Chapter 08 #45
Difficulty: Medium
Learning Objective: 2

46. During which stage of team development does a consensus form around the team's objectives?
(p. 223)
- A. performing.
 - B. reforming.
 - C. norming.**
 - D. conforming.
 - E. forming.

Chapter - Chapter 08 #46
Difficulty: Medium
Learning Objective: 3

47. The first three stages of team development in sequential order are:
(p. 222)
- A. storming, norming, performing.
 - B. adjourning, conforming, performing.
 - C. forming, storming, norming.**
 - D. forming, norming, performing.
 - E. forming, conforming, reforming.

Chapter - Chapter 08 #47
Difficulty: Easy
Learning Objective: 3

48. Which of the following is NOT a stage of team development?
(p. 222)
- A. performing.
 - B. storming.
 - C. norming.
 - D. conforming.**
 - E. forming.

Chapter - Chapter 08 #48
Difficulty: Medium
Learning Objective: 3

49. Conforming, performing, and reforming are all:
(p. 222)
- A. stages of team development.
 - B. types of team norms.
 - C. reasons why teams disband.
 - D. factors that improve team cohesiveness.
 - E. none of the above statements are correct.**

Chapter - Chapter 08 #49
Difficulty: Medium
Learning Objective: 3

50. What generally occurs during the 'storming' stage of team development?
(p. 223)
- A. Members learn about each other and evaluate the benefits and costs of continued membership.
 - B. Members shift their attention away from task orientation to a socioemotional focus as they realize their relationship is coming to an end.
 - C. Members have learned to coordinate their actions and now become more task-oriented.
 - D. Members develop their first real sense of cohesion and, through disclosure and feedback, make an effort to understand and accept each other.
 - E. Members try to assume specific responsibilities and influence the team's goals and means of goal attainment.**

Chapter - Chapter 08 #50
Difficulty: Difficult
Learning Objective: 3

51. The team development model does NOT recognize that:
(p. 223)
- A. some teams remain in a particular stage longer than others.**
 - B. informal groups do not experience any development process.
 - C. teams really never develop past the norming stage.
 - D. the storming stage is a type of performing.
 - E. the storming stage follows the forming stage.

Chapter - Chapter 08 #51
Difficulty: Easy
Learning Objective: 3

52. Which of these statements about team roles is FALSE?
(p. 223)
- A. Some team roles are formally prescribed with the job.
 - B. Team members often negotiate the preferred roles in the team during the team development process.
 - C. Some team roles support task completion, whereas other roles support the team's maintenance.
 - D. Some team roles are informally fulfilled by various team members.
 - E. A team role is almost always assigned to the same person for the life of the team.**

Chapter - Chapter 08 #52
Difficulty: Medium
Learning Objective: 3

53. A characteristic of team roles is that:
(p. 223)
- A. they influence the emotions and attitudes, but not behaviours, of team members.
 - B. they are always assigned by organizational leaders to specific people in the team.
 - C. they usually weaken team cohesiveness.
 - D. most teams can operate effectively without any team roles.
 - E. many roles within formal teams exist informally.**

Chapter - Chapter 08 #53
Difficulty: Medium
Learning Objective: 3

54. The primary objective of team building is to:
(p. 223)
- A. accelerate the team development process.**
 - B. encourage all team members to experience lower cohesiveness.
 - C. help the team discover and remove members guilty of social loafing.
 - D. help the team move from a homogeneous to a more heterogeneous composition.
 - E. determine whether the team should accept more tasks.

Chapter - Chapter 08 #54
Difficulty: Medium
Learning Objective: 3

55. Most team building interventions try to:
(p. 223)
- A. select the most appropriate members for the various teams in the organization.
 - B. identify the best leader for the team.
 - C. help team members find ways to reduce their interdependence.
 - D. improve the work environment.
 - E. accelerate the team development process.**

Chapter - Chapter 08 #55
Difficulty: Medium
Learning Objective: 3

56. Which common team building activity aims to improve relations among team members?
(p. 224)
- A. Group therapy.
 - B. Role definition.
 - C. Personal testimonials.
 - D. Regression therapy.
 - E. Paintball wars.**

Chapter - Chapter 08 #56
Difficulty: Difficult
Learning Objective: 3

57. One problem with team building is that:
(p. 224)
- A. organizations rarely provide any team building to employees any more.
 - B. team building tends to slow down the team development process.
 - C. corporate leaders incorrectly assume team building is a broad-brush solution to general team problems.**
 - D. none of the known team building interventions has any effect on teams.
 - E. all of these are problems with team building.

Chapter - Chapter 08 #57
Difficulty: Easy
Learning Objective: 3

58. Team building is often ineffective because:

- (p. 224)
- A. the activity is usually chosen without properly diagnosing the team's needs.
 - B. the activity occurs over a long period of time, whereas it should occur in a few intense days.
 - C. the activity tends to occur on the job, whereas effective team building removes employees from their familiar workplace.
 - D. companies provide many types of team building in different situations, whereas all teams should have the same team building activities.
 - E. all of these statements explain why team building is often ineffective.

Chapter - Chapter 08 #58
Difficulty: Difficult
Learning Objective: 3

59. Team building should be viewed as:

- (p. 224)
- A. a medical inoculation.
 - B. a quick jump-start to the team's development.
 - C. a necessary practice for selecting team leaders.
 - D. Team building should be viewed as all of these.
 - E. None of these.

Chapter - Chapter 08 #59
Difficulty: Easy
Learning Objective: 3

60. The textbook warns that team building is usually ineffective when:

- (p. 224)
- A. attempting to improve the team development process.
 - B. the team needs to resolve internal conflicts.
 - C. the team needs to clarify its performance goals.
 - D. team members need to clarify or reconstruct perceptions of their roles in the team.
 - E. Team building is NOT usually ineffective in any of the above situations.

Chapter - Chapter 08 #60
Difficulty: Medium
Learning Objective: 3

61. How do norms affect the behaviour of team members?

- (p. 224)
- A. Norms encourage members to try new behaviours not previously sanctioned by the team.
 - B. Norms represent the glue or esprit de corps that holds the team together.
 - C. Norms help the team regulate and guide the behaviours of its members.
 - D. Norms help the team move from the forming to storming stages of team development.
 - E. Norms apply to the attitudes and beliefs, but not the behaviours of team members.

Chapter - Chapter 08 #61
Difficulty: Easy
Learning Objective: 3

62. Which of these statements about team norms is FALSE?

- (p. 224-225)
- A. Norms apply only to thoughts or feelings, not behaviours.
 - B. Team members often conform to prevailing norms without direct reinforcement or punishment from other team members.
 - C. Some norms develop from a critical event in the team's history.
 - D. Team norms are most strongly influenced by events soon after the team is formed.
 - E. Some norms develop from the beliefs and values that members bring to the team.

Chapter - Chapter 08 #62
Difficulty: Medium
Learning Objective: 3

63. Several customer service teams in your organization have dysfunctional norms in which they don't pro-actively ask clients whether they would like to try certain new services. If you were given the opportunity to form a new customer service team, which of the following would remove or avoid forming this dysfunctional norm?
- (p. 225)
- A. Soon after the team members are selected, you clearly state the norm that team members should pro-actively ask clients to consider other services.
 - B. You select employees who do not accept the dysfunctional norm.
 - C. You introduce a team-based reward system that explicitly discourages the dysfunctional norm.
 - D. If team members are regularly forgetting to ask clients to consider other services, then you would explicitly talk to them about the problems and dangers of this dysfunctional norm.
 - E. All of these actions would remove or avoid forming this dysfunctional norm.**

Chapter - Chapter 08 #63
Difficulty: Medium
Learning Objective: 3

64. If a dysfunctional norm is very deeply ingrained, the best strategy is probably to:
- (p. 225)
- A. tell the group that corporate leaders are willing to tolerate the dysfunctional norm.
 - B. disband the group and replace it with people having more favourable norms.**
 - C. supplement the existing group with one or two people having more favourable norms.
 - D. introduce rewards that further support the dysfunctional norm.
 - E. do nothing.

Chapter - Chapter 08 #64
Difficulty: Medium
Learning Objective: 3

65. The degree of attraction people feel toward the team and their motivation to remain members is called:
- (p. 225)
- A. social loafing.
 - B. team development.
 - C. team heterogeneity.
 - D. task interdependence.
 - E. team cohesiveness.**

Chapter - Chapter 08 #65
Difficulty: Easy
Learning Objective: 3

66. Team cohesiveness tends to be higher:
- (p. 226)
- A. in smaller teams.**
 - B. when entry into the team becomes extremely difficult and humiliating.
 - C. when the team has distinct fault lines.
 - D. when members have limited interaction.
 - E. when all of these conditions occur

Chapter - Chapter 08 #66
Difficulty: Easy
Learning Objective: 3

67. Which of the following has a curvilinear relationship with team cohesiveness, that is, the strongest cohesiveness is neither at very high or very low levels of this factor?
- (p. 226)
- A. Member similarity
 - B. Member interaction
 - C. Team success
 - D. Difficult entry to the team**
 - E. All of these conditions have a curvilinear relationship with team cohesiveness.

Chapter - Chapter 08 #67
Difficulty: Difficult
Learning Objective: 3

68. Team cohesiveness can be strengthened in each of the following ways EXCEPT:
(p. 226) **A.** making the team just large enough to facilitate goal accomplishment.
B. letting anyone become a team member.
C. creating or sensitizing the team to an external threat to its existence or goal accomplishment.
D. ensuring that team members have compatible values and goals.
E. showing members that the team is necessary to fulfill individual needs.

Chapter - Chapter 08 #68
Difficulty: Easy
Learning Objective: 3

69. Team success, team size, and member similarity are three:
(p. 226) **A.** of the main factors influencing team cohesiveness.
B. ways to change team norms.
C. elements of the organizational and team environment.
D. of the main causes of social loafing.
E. ways to minimize teambuilding.

Chapter - Chapter 08 #69
Difficulty: Medium
Learning Objective: 3

70. As team leader, you discover that a competitor is about to develop a similar product that your group is currently developing. What is most likely to happen if you tell your team members about this external threat?
(p. 226) **A.** The team would become more cohesive.
B. The team would begin to introduce dysfunctional norms.
C. The team would move quickly to the adjourning stage of team development.
D. Individual team members would become more productive through social loafing.
E. All of these will occur.

Chapter - Chapter 08 #70
Difficulty: Easy
Learning Objective: 3

71. Which of the following does NOT occur as team cohesiveness increases?
(p. 227) **A.** Team members are more motivated to maintain their membership in the team.
B. Team members spend more time together.
C. Team members experience more dysfunctional conflict among themselves.
D. Team members experience less stress.
E. Team members provide more social support to each other.

Chapter - Chapter 08 #71
Difficulty: Easy
Learning Objective: 3

72. What is the relationship between team cohesiveness and team productivity?
(p. 227) **A.** Higher team cohesiveness increases productivity.
B. Higher team cohesiveness reduces efficiency.
C. Team cohesiveness has no effect on productivity.
D. The effect of cohesiveness on productivity depends on the group's attitude towards cohesiveness.
E. The effect of team cohesiveness on productivity depends on whether team norms are consistent with organizational goals.

Chapter - Chapter 08 #72
Difficulty: Medium
Learning Objective: 3

73. Compared to people in low-cohesion teams, members of high-cohesion teams:
(p. 227) **A.** are less motivated to maintain their membership.
B. are more likely to resolve conflicts swiftly and effectively.
C. are less sensitive to each other's needs.
D. are less likely to share information with each other.
E. tend to experience all of these results.

Chapter - Chapter 08 #73
Difficulty: Medium
Learning Objective: 3

74. Calculus, knowledge and identification are:
(p. 228) A. the three stages of team development.
B. three ways to improve team cohesiveness.
C. three foundations of trust
D. three types of psychological contract.
E. the three stages of conflict among team members.

Chapter - Chapter 08 #74
Difficulty: Medium
Learning Objective: 3

75. Calculus-based trust:
(p. 228) A. no longer exists in Canadian companies.
B. is the minimum level of trust to hold a relationship together.
C. is mainly based on the other party's predictability.
D. occurs when one party thinks, feels, and responds like the other party.
E. has none of these characteristics.

Chapter - Chapter 08 #75
Difficulty: Medium
Learning Objective: 3

76. The three main foundations of trust are:
(p. 227) A. relational, transactional and calculative.
B. identification-based, knowledge-based and calculus-based.
C. adaptive, static and dynamic.
D. overt, covert and non-existent.
E. relational, deterministic and autocratic.

Chapter - Chapter 08 #76
Difficulty: Medium
Learning Objective: 3

77. Which foundation of trust is determined mainly by the other party's predictability?
(p. 228) A. Calculus-based
B. Identification-based
C. Knowledge-based
D. Relational
E. Transactional

Chapter - Chapter 08 #77
Difficulty: Medium
Learning Objective: 3

78. Jane has been working in a quality control team for the past year and has developed a feeling that her values are different from the values of her coworkers. Moreover, some team members seem to be unpredictable because they say one thing but do not actually follow through with their promises. Still, Jane has remained with the company and stayed on this team because she enjoys quality control work and doesn't see any other employment available in this field. What foundation of trust does Jane most likely have in this team?
(p. 228) **A.** Calculus-based
B. Identification-based
C. Knowledge-based
D. Team-based
E. Jane has no trust at all in this team.

Chapter - Chapter 08 #78
Difficulty: Medium
Learning Objective: 3

79. (p. 228) Liam works with four other accounting professionals as a team within one company. Liam doesn't particularly agree with many of his teammates' ideas, such as leaving work early and failing to double-check some account entries. However, he works comfortably with the group because their behaviour and decisions are predictable. What foundation of trust does Liam have in this team?
- A. Calculus-based
 - B. Identification-based
 - C. Knowledge-based**
 - D. Evaluation-based
 - E. Liam has no trust at all in this team.

Chapter - Chapter 08 #79
Difficulty: Medium
Learning Objective: 3

80. (p. 228) Which foundation of trust exists when an employee has negative expectations about the employer's intentions and believes the employer will adversely affect the employee's well-being?
- A. Knowledge-based
 - B. Identification-based
 - C. Predictable
 - D. Affective
 - E. None of these responses describes the foundation of trust described.**

Chapter - Chapter 08 #80
Difficulty: Medium
Learning Objective: 3

81. (p. 228) Which foundation of trust usually CANNOT sustain a team's relationship?
- A. Calculus-based**
 - B. Identification-based
 - C. Knowledge-based
 - D. Team-based
 - E. Neither calculus-based nor identification-based trust can sustain a team's relationship.

Chapter - Chapter 08 #81
Difficulty: Easy
Learning Objective: 3

82. (p. 228) Employees tend to join a virtual or conventional team with:
- A. a moderate or high level of trust in their new team members.**
 - B. serious doubts about the willingness of other team members to welcome them to the team.
 - C. complete identification with the values of other team members.
 - D. no trust in their new team members.
 - E. mainly calculus-based trust.

Chapter - Chapter 08 #82
Difficulty: Easy
Learning Objective: 3

83. (p. 229) Self-directed work teams:
- A. are informal groups.
 - B. usually exist as communities of practice.
 - C. have substantial autonomy over the execution of a complete task.**
 - D. consist of a group of employees led by their immediate supervisor.
 - E. are common in Europe but rarely found in North America.

Chapter - Chapter 08 #83
Difficulty: Medium
Learning Objective: 4

84. Which of these statements about self-directed work teams (SDWTs) is TRUE?
(p. 229) A. SDWTs typically work in a separate building from other employees in the organization.
B. SDWTs are responsible for planning, organizing, and controlling work activities with little or no direct involvement from higher status supervisors.
C. SDWTs are mainly identified as groups that operate as virtual teams at least once each week.
D. SDWTs represent a very low level of employee involvement.
E. SDWTs are responsible for planning, organizing, and controlling work activities, but do so with direct involvement from higher status supervisors.

Chapter - Chapter 08 #84
Difficulty: Difficult
Learning Objective: 4

85. Self-directed work teams:
(p. 229) A. have not yet been introduced into Canada.
B. rely on supervisors to communicate between the team and senior management.
C. perform a variety of tasks but have little autonomy regarding how to perform those tasks.
D. are more common in Canada than in the United States.
E. None of these statements is true.

Chapter - Chapter 08 #85
Difficulty: Easy
Learning Objective: 4

86. Which of the following allows employees to collectively plan, organize, and control work activities with little or no direct involvement of a higher-status supervisor?
(p. 229) A. Gainsharing teams
B. Production teams
C. Joint health and safety committees
D. Self-directed work teams
E. Quality circles

Chapter - Chapter 08 #86
Difficulty: Easy
Learning Objective: 4

87. Members of SDWTs have jobs that are:
(p. 229) A. typically in services rather than production.
B. enlarged but not enriched.
C. enriched but not enlarged.
D. specialized with a high division of labour.
E. both enlarged and enriched.

Chapter - Chapter 08 #87
Difficulty: Difficult
Learning Objective: 4

88. SDWTs tend to be more useful where:
(p. 229) A. employees perform identical tasks.
B. employees require direct supervision to motivate them.
C. employees perform tasks that are independent of each other.
D. all of these conditions exist.
E. none of these conditions exist.

Chapter - Chapter 08 #88
Difficulty: Medium
Learning Objective: 4

89. SDWTs are best suited to situations where:
(p. 229) **A.** employees perform highly interdependent tasks.
B. management wants to closely monitor employee performance.
C. employees perform identical tasks.
D. employees do not get along with each other.
E. all of these conditions exist.

Chapter - Chapter 08 #89
Difficulty: Medium
Learning Objective: 4

90. Self-directed work teams are more difficult to apply:
(p. 229-230) A. in organizations with fewer than 100 employees.
B. in autocratic organizational cultures.
C. where the work involves performing a service rather than making a product.
D. where supervisors previously worked in high-involvement workplaces.
E. in all of these situations.

Chapter - Chapter 08 #90
Difficulty: Difficult
Learning Objective: 4

91. Virtual teams are best described as:
(p. 230) A. groups of employees who are almost (virtually) identical to each other in skills and values.
B. cross-functional groups of employees that operate across space, time and organizational boundaries.
C. formal work teams in which most members do not feel that they are really part of the team.
D. informal groups that meet only in cyberspace.
E. groups of employees from different departments who are located near each other.

Chapter - Chapter 08 #91
Difficulty: Easy
Learning Objective: 4

92. Dependence on information technology and lack of co-location represent two factors that distinguish:
(p. 230) A. employees with high collectivist values from employees with low collectivist values.
B. self-directed work teams from task forces.
C. virtual teams from conventional teams.
D. task forces from permanent teams.
E. managers from employees.

Chapter - Chapter 08 #92
Difficulty: Easy
Learning Objective: 4

93. Two features that distinguish virtual teams from conventional teams are:
(p. 230) A. size and heterogeneity.
B. lack of co-location and dependence on information technology.
C. joint optimization and primary work unit.
D. norms and trust.
E. None of these factors distinguishes virtual teams from conventional teams.

Chapter - Chapter 08 #93
Difficulty: Medium
Learning Objective: 4

94. Globalization and knowledge management have made _____ necessary for organizations to remain competitive.
(p. 231) A. groupthink
B. virtual teams
C. command-and-control management
D. Delphi method
E. None of these are necessary as a result of globalization and knowledge management.

Chapter - Chapter 08 #94
Difficulty: Easy
Learning Objective: 4

95. The increasing number of virtual teams is partly due to:
(p. 230) A. increased preference for employees to work alone rather than interdependently with others.
B. increased emphasis on business ethics.
C. increased workforce diversity.
D. better information technology.
E. None of these factors explains the increasing number of virtual teams.

Chapter - Chapter 08 #95
Difficulty: Medium
Learning Objective: 4

96. Virtual teams are increasingly necessary because:
(p. 231) A. people perform better when they work alone.
B. computer networks make distances among people less relevant.
C. companies are becoming globalized, and employees are spread around the world.
D. companies have shifted from production-based to knowledge-based work.
E. the cost of office space is a prohibitive expense.

Chapter - Chapter 08 #96
Difficulty: Medium
Learning Objective: 4

97. Virtual teams are becoming increasingly common because of:
(p. 230-231) A. globalization.
B. improvements in information technology.
C. the shift from production-based to knowledge-based work.
D. All of the above factors have increased the presence of virtual teams.
E. the need to minimize workplace violence.

Chapter - Chapter 08 #97
Difficulty: Medium
Learning Objective: 4

98. Which of the following team environment factors is more important to virtual teams than to most conventional teams?
(p. 230-231) A. Reward systems
B. Information technologies
C. Organizational structure
D. Organizational environment
E. None of these team environment factors is more important to virtual teams than to conventional teams.

Chapter - Chapter 08 #98
Difficulty: Easy
Learning Objective: 4

99. Virtual teams are typically more effective when their members:
(p. 231) **A.** are allowed to adopt technology that suits their needs at a particular time, rather than have it imposed upon them.
B. avoid using email or telephones to communicate.
C. agree during the team's formation to use only one communication medium, such as email or teleconferencing.
D. use web-based chat and message services rather than email or telephone conversations.
E. work alone rather than interact with each other during the project.

Chapter - Chapter 08 #99
Difficulty: Medium
Learning Objective: 4

100. Generally, complex and ambiguous tasks requiring a high degree of interdependence among a few employees should be assigned to:
(p. 231) A. these individuals if they agree to work alone.
B. a virtual team.
C. several functional departments.
D. a co-located team.
E. None of these teams should be assigned complex and ambiguous tasks.

Chapter - Chapter 08 #100
Difficulty: Difficult
Learning Objective: 4

101. To improve the team development and cohesiveness of virtual teams, the textbook recommends that:
(p. 231)
- A. the team should have as many members as the company can afford.
 - B. team members should avoid communicating with each other after the task has been discussed at the beginning of the project.
 - C.** team members should meet face-to-face, particularly when the team is formed.
 - D. the team should rely only on one communication medium, such as email.
 - E. The textbook states that virtual teams do not require any action to improve their development or cohesiveness.
- Chapter - Chapter 08 #101
Difficulty: Medium
Learning Objective: 4*
102. In which of the following situations is production blocking most likely to occur?
(p. 232)
- A. A supervisor meets privately with an employee to discuss the employee's past performance.
 - B. The company forms an electronic brainstorming group to get new ideas for a product.
 - C. Group norms encourage production employees to gossip rather than do their jobs.
 - D.** A committee of 30 senior academics meet to exchange ideas using formal rules of order.
 - E. An employee wants to complete a production task but lacks work experience.
- Chapter - Chapter 08 #102
Difficulty: Medium
Learning Objective: 5*
103. Production blocking and evaluation apprehension:
(p. 232)
- A. improve the creative process
 - B. help teams to avoid groupthink
 - C. are two ways to overcome group polarization
 - D. do all of these
 - E.** do none of these
- Chapter - Chapter 08 #103
Difficulty: Easy
Learning Objective: 5*
104. Which of the following statements about evaluation apprehension in team settings is FALSE?
(p. 232)
- A. Evaluation apprehension is based on the individual's desire to create a favourable self-presentation.
 - B. Evaluation apprehension occurs when employees believe that other team members are silently evaluating them.
 - C. Evaluation apprehension decreases the individual's motivation to share his or her ideas.
 - D. Evaluation apprehension is more common when the meeting is attended by people with higher status or expertise.
 - E.** Evaluation apprehension is less likely to occur when team members formally evaluate each other's performance throughout the year.
- Chapter - Chapter 08 #104
Difficulty: Medium
Learning Objective: 5*
105. Which of the following statements about evaluation apprehension in team settings is TRUE?
(p. 232)
- A. Evaluation apprehension increases with the individual's motivation to share his or her ideas.
 - B.** Evaluation apprehension is more likely to occur when team members formally evaluate each other's performance throughout the year.
 - C. Evaluation apprehension motivates team members to generate creative solutions, no matter how silly they may sound.
 - D. Evaluation apprehension does not apply to team settings.
 - E. None of these statements is true
- Chapter - Chapter 08 #105
Difficulty: Difficult
Learning Objective: 5*

106. The pressure to conform:
(p. 232) A. has no effect on team decision making.
B. can influence the decision preferences of team members even when the pressure is subtle.
C. is the main cause of group polarization.
D. is the main cause of production blocking.
E. has none of these effects or characteristics.

Chapter - Chapter 08 #106
Difficulty: Medium
Learning Objective: 5

107. Groupthink is caused by:
(p. 232) A. team cohesiveness
B. an opinionated team leader
C. isolation of the team from outsiders
D. stress due to an external threat
E. All of these factors cause groupthink.

Chapter - Chapter 08 #107
Difficulty: Medium
Learning Objective: 5

108. Which of the following refers to the tendency of highly cohesive groups to value consensus at the price of decision quality?
(p. 232) A. Group polarization
B. Groupthink
C. Escalation of commitment
D. Evaluation apprehension
E. Brainstorming

Chapter - Chapter 08 #108
Difficulty: Easy
Learning Objective: 5

109. Groupthink characteristics cause team members to be _____ their decisions.
(p. 232) A. uncomfortable with
B. confused about
C. hesitant and doubtful about
D. more aware of the characteristics of
E. highly confident in

Chapter - Chapter 08 #109
Difficulty: Medium
Learning Objective: 5

110. Research has found less evidence supporting the existence of which of these concepts?
(p. 232) **A.** Groupthink
B. Electronic brainstorming
C. Nominal group technique
D. Brainstorming
E. Group polarization

Chapter - Chapter 08 #110
Difficulty: Easy
Learning Objective: 5

111. Teams tend to make better decisions when:
(p. 233) A. team members have similar backgrounds and characteristics.
B. the team leader is able to sway the group towards one preference over others.
C. team norms encourage consensus rather than disagreement.
D. all of these conditions exist.
E. none of these conditions exist.

Chapter - Chapter 08 #111
Difficulty: Medium
Learning Objective: 5

112. The situation where team members debate their different perceptions about an issue in a way that keeps the conflict focused on the task rather than the people is known as:
- (p. 233)
- A. electronic brainstorming
 - B. nominal group technique
 - C. divergent thinking
 - D. the Delphi method
 - E. constructive conflict**

Chapter - Chapter 08 #112
Difficulty: Medium
Learning Objective: 5

113. The main advantage of constructive conflict is that it:
- (p. 232)
- A. minimizes dysfunctional conflict among team members.
 - B. increases the level of group polarization.
 - C. removes production blocking
 - D. encourages team members to re-examine the assumptions and logic of their preferences in the decision.**
 - E. helps the team to make decisions more quickly.

Chapter - Chapter 08 #113
Difficulty: Easy
Learning Objective: 5

114. Brainstorming requires team members to:
- (p. 232)
- A. openly criticize each other's ideas
 - B. avoid mentioning ideas that seem silly
 - C. present ideas only when they are certain that the ideas are feasible
 - D. do all of these
 - E. do none of these**

Chapter - Chapter 08 #114
Difficulty: Medium
Learning Objective: 5

115. Which of the following is a disadvantage of traditional and electronic brainstorming?
- (p. 232)
- A. Employees tend to get offensive when criticizing each other's ideas.
 - B. Employees feel very little involvement in the decision process.
 - C. Evaluation apprehension and production blocking still exist to some extent.**
 - D. Participants are likely to experience some emotional enthusiasm in brainstorming groups.
 - E. All of these are disadvantages of traditional brainstorming.

Chapter - Chapter 08 #115
Difficulty: Medium
Learning Objective: 5

116. Which of the following explicitly encourages team members to 'piggyback' or 'hitchhike' on the ideas presented by other team members?
- (p. 233)
- A. Brainstorming**
 - B. Group polarization
 - C. Constructive conflict
 - D. Groupthink
 - E. Nominal group technique

Chapter - Chapter 08 #116
Difficulty: Medium
Learning Objective: 5

117. Brainstorming includes all of these rules EXCEPT:
- (p. 233-234)
- A. critique the ideas of other team members.**
 - B. piggyback on other people's ideas.
 - C. provide as many ideas as possible.
 - D. state ideas even if they may seem crazy.
 - E. speak freely.

Chapter - Chapter 08 #117
Difficulty: Easy
Learning Objective: 5

118. Which of these statements about brainstorming is FALSE?
(p. 233-234)
- A. Brainstorming is based on the idea that the quality of ideas presented increases with the quantity of ideas presented.
 - B. Brainstorming rules do not completely remove evaluation apprehension.
 - C. Brainstorming rules seem to keep team members focused on the task.
 - D** The most important brainstorming rule is that team members must silently vote for their preferred idea after all ideas have been presented.
 - E. Effective brainstorming sessions spread feelings of optimism and enthusiasm about the project.

Chapter - Chapter 08 #118
Difficulty: Medium
Learning Objective: 5

119. Which of these team decision-making structures explicitly discourages criticism and debate?
(p. 233-235)
- A. Nominal group technique
 - B. Delphi method
 - C. Brainstorming
 - D. All three-brainstorming, Delphi method, and nominal group technique-explicitly discourage criticism and debate.
 - E.** Both brainstorming and nominal group technique explicitly discourage criticism and debate.

Chapter - Chapter 08 #119
Difficulty: Easy
Learning Objective: 5

120. One problem with electronic brainstorming is that it:
(p. 234)
- A. allows for too much socializing during the decision-making process.
 - B.** is too structured and impersonal for some decision makers.
 - C. does not allow participants to contribute their ideas regarding the problem or issue.
 - D. does not minimize evaluation apprehension.
 - E. takes much longer than traditional decision making.

Chapter - Chapter 08 #120
Difficulty: Medium
Learning Objective: 5

121. Which of the following is best at reducing production blocking?
(p. 234)
- A. Face-to-face meetings
 - B. Brainstorming
 - C.** Electronic brainstorming
 - D. Groupthink
 - E. Constructive conflict

Chapter - Chapter 08 #121
Difficulty: Medium
Learning Objective: 5

122. Why do teams tend to produce more ideas in electronic brainstorming than in traditional brainstorming sessions?
(p. 234)
- A. Team members tend to be more openly critical of each other in traditional brainstorming than in electronic brainstorming.
 - B. There is less production blocking in electronic brainstorming than in traditional brainstorming.
 - C. There is less evaluation apprehension in electronic brainstorming than in traditional brainstorming.
 - D. There is more open critique AND less production blocking in electronic brainstorming.
 - E.** There is less production blocking AND less evaluation apprehension in electronic brainstorming.

Chapter - Chapter 08 #122
Difficulty: Medium
Learning Objective: 5

123. Which of the following is NOT a feature of nominal group technique?
(p. 234-235)
- A.** Participants openly debate and criticize ideas constructively.
 - B. After the problem is described, team members silently and independently write down as many solutions as they can.
 - C. Nominal group technique discourages criticism or debate.
 - D. After ideas have been presented, participants silently and independently rank order or vote on each proposed solution.
 - E. Nominal group technique follows an individual, then team, then individual process.

Chapter - Chapter 08 #123
Difficulty: Easy
Learning Objective: 5

124. Which of the following statements about nominal group technique is FALSE?
(p. 234-235)
- A.** It overcomes the problem of evaluation apprehension and production blocking.
 - B. Some production blocking problems still occur.
 - C. Participants feel less team cohesiveness than in traditional decision-making groups.
 - D. It tends to keep team members focused on the task.
 - E. Although the team is called 'nominal', participants still meet face-to-face.

Chapter - Chapter 08 #124
Difficulty: Difficult
Learning Objective: 5

125. In which decision-making structure do participants typically meet, but only interact with each other for part of the meeting?
(p. 234-235)
- A. Delphi method
 - B.** Nominal group technique
 - C. Brainstorming
 - D. Constructive conflict
 - E. None of these team decision making structures prevents participants from interacting with each other for part of the meeting.

Chapter - Chapter 08 #125
Difficulty: Medium
Learning Objective: 5

126. Teams are groups of two or more people who have equal influence over each other regarding the team's goals and means of achieving those goals.
(p. 212)
- FALSE**

Chapter - Chapter 08 #126
Difficulty: Medium
Learning Objective: 1

127. All teams exist to fulfill some purpose, either for the organization or for its members.
(p. 212)
- TRUE**

Chapter - Chapter 08 #127
Difficulty: Easy
Learning Objective: 1

128. All teams are groups, but some types of groups are not teams.
(p. 212)
- TRUE**

Chapter - Chapter 08 #128
Difficulty: Easy
Learning Objective: 1

129. All groups are teams, but some types of teams are not groups.
(p. 212)
- FALSE**

Chapter - Chapter 08 #129
Difficulty: Medium
Learning Objective: 1

130. Team members are held together by their interdependence and need for collaboration to achieve common goals.
(p. 212)
- TRUE**

Chapter - Chapter 08 #130
Difficulty: Easy
Learning Objective: 1

131. Teams are groups with some degree of task interdependence and a common objective.

(p. 212) **TRUE**

Chapter - Chapter 08 #131
Difficulty: Medium
Learning Objective: 1

132. Employees in a department are considered a team only when they directly interact and coordinate work activities with each other.

TRUE

Chapter - Chapter 08 #132
Difficulty: Medium
Learning Objective: 1

133. Informal groups exist primarily to complete tasks for the organization that management doesn't know about.

FALSE

Chapter - Chapter 08 #133
Difficulty: Easy
Learning Objective: 1

134. Task forces are temporary groups that typically investigate a particular problem and disband when the decision is made.

TRUE

Chapter - Chapter 08 #134
Difficulty: Medium
Learning Objective: 1

135. Some informal groups exist primarily to satisfy the drive to bond.

(p. 213) **TRUE**

Chapter - Chapter 08 #135
Difficulty: Easy
Learning Objective: 1

136. Social identity theory partly explains why people join informal groups.

(p. 213) **TRUE**

Chapter - Chapter 08 #136
Difficulty: Medium
Learning Objective: 1

137. Our desire for informal groups is mostly influenced by our drive to defend.

(p. 213) **FALSE**

Chapter - Chapter 08 #137
Difficulty: Medium
Learning Objective: 1

138. Under stressful or dangerous conditions, people are more likely congregate than disperse, even when doing so serves no protective purpose.

TRUE

Chapter - Chapter 08 #138
Difficulty: Easy
Learning Objective: 1

139. Teams typically provide better customer service.

(p. 214) **TRUE**

Chapter - Chapter 08 #139
Difficulty: Easy
Learning Objective: 1

140. Employees are more motivated in teams because they are motivated to fulfill the goals of the groups to which they belong.

TRUE

Chapter - Chapter 08 #140
Difficulty: Easy
Learning Objective: 1

141. Process losses are the resources expended to develop and maintain an effective team.

(p. 215) **TRUE**

Chapter - Chapter 08 #141
Difficulty: Medium
Learning Objective: 1

142. Organizational behaviour scholars have concluded that employees always work better in teams than alone.
(p. 215) **FALSE**
- Chapter - Chapter 08 #142
Difficulty: Easy
Learning Objective: 1
143. Social loafing is least common in situations where team members work alone towards a common output.
(p. 216) **FALSE**
- Chapter - Chapter 08 #143
Difficulty: Easy
Learning Objective: 1
144. Social loafing is more common among people with collectivist values.
(p. 216) **FALSE**
- Chapter - Chapter 08 #144
Difficulty: Easy
Learning Objective: 1
145. Brooks's law states that, "whatever can go wrong in groups will, so one should be prepared for it."
(p. 215) **FALSE**
- Chapter - Chapter 08 #145
Difficulty: Medium
Learning Objective: 1
146. Brooks's law is also called the "mythical man-month."
(p. 215) **TRUE**
- Chapter - Chapter 08 #146
Difficulty: Easy
Learning Objective: 1
147. Companies can minimize social loafing by dividing the team's work into distinct units and assigning those unique tasks to each team member.
(p. 216) **TRUE**
- Chapter - Chapter 08 #147
Difficulty: Difficult
Learning Objective: 1
148. Forming smaller teams and measuring individual rather than team performance tends to increase the likelihood of social loafing.
(p. 216) **FALSE**
- Chapter - Chapter 08 #148
Difficulty: Medium
Learning Objective: 1
149. A team's effectiveness is partly measured by how well its members' needs are fulfilled.
(p. 216) **TRUE**
- Chapter - Chapter 08 #149
Difficulty: Easy
Learning Objective: 2
150. Team effectiveness refers to how well a team accomplishes its objectives for the organization, even if this undermines the team's ability to survive for future tasks.
(p. 216) **FALSE**
- Chapter - Chapter 08 #150
Difficulty: Medium
Learning Objective: 2
151. Team members tend to work together more effectively when they are rewarded for individual, performance.
(p. 216) **FALSE**
- Chapter - Chapter 08 #151
Difficulty: Medium
Learning Objective: 2

152. Teams flourish when the organizational structure encourages interaction and interdependence among team members.
(p. 217) **TRUE**
- Chapter - Chapter 08 #152
Difficulty: Medium
Learning Objective: 2
153. The three elements of team design include communication systems, organizational environment, and reward systems.
(p. 217) **FALSE**
- Chapter - Chapter 08 #153
Difficulty: Difficult
Learning Objective: 2
154. Reward systems, organizational structure, and physical layout are three elements of the organizational and team environment.
(p. 217) **TRUE**
- Chapter - Chapter 08 #154
Difficulty: Medium
Learning Objective: 2
155. Office layout and other physical space characteristics influence the team's ability to accomplish tasks.
(p. 217) **TRUE**
- Chapter - Chapter 08 #155
Difficulty: Medium
Learning Objective: 2
156. Teams are generally more effective when the task is complex and lacks definition.
(p. 217) **FALSE**
- Chapter - Chapter 08 #156
Difficulty: Medium
Learning Objective: 2
157. Two important elements of the team's environment are the team's size and composition.
(p. 217) **FALSE**
- Chapter - Chapter 08 #157
Difficulty: Medium
Learning Objective: 2
158. Teams are well suited when complex work can be divided into more specialized roles.
(p. 217) **TRUE**
- Chapter - Chapter 08 #158
Difficulty: Easy
Learning Objective: 2
159. Tasks that are simple but poorly structured are best for teams rather than individuals working alone.
(p. 217) **FALSE**
- Chapter - Chapter 08 #159
Difficulty: Medium
Learning Objective: 2
160. Teams are best suited for tasks with low interdependence among team members.
(p. 218) **FALSE**
- Chapter - Chapter 08 #160
Difficulty: Medium
Learning Objective: 2
161. The higher the level of task interdependence, the greater the need for individuals working alone than together in teams.
(p. 218) **FALSE**
- Chapter - Chapter 08 #161
Difficulty: Easy
Learning Objective: 2

162. Reciprocal interdependence is the highest level of task interdependence in organizations.

(p. 218) **TRUE**

Chapter - Chapter 08 #162
Difficulty: Easy
Learning Objective: 2

163. Students experience pooled interdependence when they are lined up at the laser printers trying to get their assignments done just before a class deadline.

TRUE

Chapter - Chapter 08 #163
Difficulty: Easy
Learning Objective: 2

164. The optimal team size exists when the team is as small as possible, yet has enough people to accomplish the task.

TRUE

Chapter - Chapter 08 #164
Difficulty: Easy
Learning Objective: 2

165. In effective teams, each member must possess the full set of competencies to perform the team's entire task alone.

FALSE

Chapter - Chapter 08 #165
Difficulty: Medium
Learning Objective: 2

166. In effective teams, members must be motivated and able to work together, as well as contribute to the team's task.

TRUE

Chapter - Chapter 08 #166
Difficulty: Easy
Learning Objective: 2

167. Communicating, comforting and conflict resolution are task related characteristics of effective team members.

(p. 219-220) **FALSE**

Chapter - Chapter 08 #167
Difficulty: Medium
Learning Objective: 2

168. The five most frequently mentioned characteristics of effective team members are: Communicating, comforting, conflict resolution, coordinating, and cooperating.

FALSE

Chapter - Chapter 08 #168
Difficulty: Medium
Learning Objective: 2

169. Diverse teams take longer to become high performance teams.

(p. 221) **TRUE**

Chapter - Chapter 08 #169
Difficulty: Medium
Learning Objective: 2

170. Diverse teams tend to be more effective than homogeneous teams on tasks requiring a high degree of cooperation and coordination.

FALSE

Chapter - Chapter 08 #170
Difficulty: Medium
Learning Objective: 2

171. Diverse teams have faultlines that may split the team into subgroups along gender, ethnic or other dimensions.

TRUE

Chapter - Chapter 08 #171
Difficulty: Medium
Learning Objective: 2

172. Forming, storming, and norming are the three main levels of task interdependence.
(p. 222) **FALSE**

Chapter - Chapter 08 #172
Difficulty: Medium
Learning Objective: 3

173. The norming stage of team development is marked by interpersonal conflict as team members compete for leadership and other positions on the team.
(p. 222) **FALSE**

Chapter - Chapter 08 #173
Difficulty: Difficult
Learning Objective: 3

174. The longer team members work together, the better they develop common mental models to help them complete the work together.
(p. 222) **TRUE**

Chapter - Chapter 08 #174
Difficulty: Easy
Learning Objective: 3

175. Teams develop their first real sense of cohesion during the norming stage of team development.
(p. 223) **TRUE**

Chapter - Chapter 08 #175
Difficulty: Medium
Learning Objective: 3

176. During the adjourning stage of team development, team members shift their attention away from relationships and instead focus mainly on completing the task.
(p. 223) **FALSE**

Chapter - Chapter 08 #176
Difficulty: Medium
Learning Objective: 3

177. The forming, storming, and norming model of team development is different from the team development experiences that most students report in their team projects.
(p. 223) **FALSE**

Chapter - Chapter 08 #177
Difficulty: Medium
Learning Objective: 3

178. Team members typically hold one or more formal roles in the team as well as roles that they informally fulfill at various times.
(p. 223) **TRUE**

Chapter - Chapter 08 #178
Difficulty: Medium
Learning Objective: 3

179. Team roles are typically negotiated among team members.
(p. 223) **FALSE**

Chapter - Chapter 08 #179
Difficulty: Medium
Learning Objective: 3

180. One benefit of team building is that it doesn't affect the team development process.
(p. 223-224) **FALSE**

Chapter - Chapter 08 #180
Difficulty: Medium
Learning Objective: 3

181. Some team-building interventions clarify the team's performance goals and increase the team's motivation to accomplish these goals.
(p. 223) **TRUE**

Difficulty: Easy
Learning Objective: 3

182. Teams have which of the following features?
(p. 212) A. Two or more people
B. Members perceive themselves as a social entity
C. Exist to fulfill some purpose.
D. Team members influence each other
E. All of these are features of teams.

Chapter - Chapter 08 #1
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

183. Some _____ are just people assembled together without any necessary _____.
(p. 212) **A. groups; interdependence**
B. production teams; norms
C. teams; cohesiveness
D. task forces; goals
E. teams; norms

Chapter - Chapter 08 #2
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

184. Which of these statements is TRUE?
(p. 212) A. All groups are teams.
B. Groups are teams with a high level of task interdependence.
C. Unlike teams, groups are associated with an organizational objective.
D. Some groups are just people assembled together in the same physical area.
E. Group are teams that have no purpose for their members.

Chapter - Chapter 08 #3
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

185. Which of these statements about teams is FALSE?
(p. 212) **A. All groups are teams.**
B. Teams are held together by their interdependence and need for collaboration to fulfill goals.
C. Team members perceive themselves as a social entity within the organization.
D. Team members influence each other, although some members are more influential than others.
E. All teams exist to fulfill some purpose.

Chapter - Chapter 08 #4
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

186. Which of the following statements about teams and groups is FALSE?
(p. 212) **A. Some teams exist without any goal or purpose.**
B. A team can have dozens of members.
C. Departments are teams when employees interact with each other.
D. All members of a work team have influence, although some may have more influence than others.
E. A team always requires some form of communication among its members.

Chapter - Chapter 08 #5
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

187. Employees working in a department would be considered a team only when:
(p. 212) A. they operate without any supervisor.
B. everyone in the department has the same set of skills.
C. they are interdependent and coordinate work activities.
D. they are all located in the same physical area.
E. all of these conditions exist.

Chapter - Chapter 08 #6
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

188. Employees working in an organization would be considered a team only when:
(p. 212) A. they have the same skills.
B. they report to the same supervisor.
C. they manage their own work activities without a supervisor.
D. they exist to serve some purpose and perceive themselves to a team.
E. Never, because work teams never include all employees from the same department.

Chapter - Chapter 08 #7
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

189. Which of the following is usually an informal group?
(p. 212) A. Task force
B. Team-oriented department
C. Management team
D. Production team
E. People you regularly meet for lunch

Chapter - Chapter 08 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

190. A task force refers to:
(p. 213) A. any informal group that has the same members as the permanent task-oriented group.
B. any formal group whose members work permanently and most of their time in that team.
C. any formal group whose members must be able to perform all tasks on the team.
D. any temporary team that investigates a particular problem and typically disbands when the decision is made.
E. None of these statements describes a task force.

Chapter - Chapter 08 #9
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

191. Royal Dutch/Shell Group formed a team to improve revenues for its service stations along major highways in Malaysia. This team, which included a service station dealer, a union truck driver and four or five marketing executives, disbanded after it had reviewed the Malaysian service stations and submitted a business plan. The Malaysian group is called:
(p. 213) A. a friendship group.
B. a commuter group.
C. an informal group.
D. a community of practice.
E. a task force.

Chapter - Chapter 08 #10
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

192. _____ explains why people belong to informal groups.
(p. 213) A. Goal setting theory
B. Social identity theory
C. Stages of team development
D. Social loafing
E. None of these factors explains why people belong to informal groups.

Chapter - Chapter 08 #11
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

193. According to social identity theory:
(p. 213) A. teams are never as productive as individuals working alone.
B. the most effective teams have as many members as the organization can afford.
C. the team development process occurs more rapidly for heterogeneous teams than for homogeneous teams.
D. people define themselves by their group affiliations.
E. team members identify with their team only when they are publicly recognized as members of that team.

Chapter - Chapter 08 #12
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

194. The motivation to be part of an informal group is influenced mainly by the drive to:
(p. 213) A. defend
B. learn
C. acquire
D. bond or socialize
E. be inclusive and fair

Chapter - Chapter 08 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

195. The drive to bond and the dynamics of social identity theory both explain why people:
(p. 213) **A.** join informal groups.
B. tend to ignore team norms whenever possible.
C. have difficulty feeling cohesiveness in teams.
D. engage in social loafing.
E. work better alone than in teams.

Chapter - Chapter 08 #14
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

196. Compared to individuals working alone, teams have the potential to:
(p. 214) A. make better decisions.
B. develop better products.
C. create a more energized workforce.
D. provide superior customer service.
E. provide all of these results.

Chapter - Chapter 08 #15
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

197. In team dynamics, process losses are best described as:
(p. 215) A. productivity losses that occur when team members need to learn a new task.
B. information lost due to imperfect communication.
C. resources expended towards team development and maintenance.
D. knowledge lost when a team member leaves the organization.
E. None of these statements describe process losses.

Chapter - Chapter 08 #16
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

198. Brooks's Law says that adding more people to a late software project only makes it later. This law is mainly referring to:
(p. 215)
- A. team cohesiveness.
 - B. process losses.**
 - C. team norms.
 - D. team environment.
 - E. informal teams.

Chapter - Chapter 08 #17
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

199. According to Brooks's Law, adding more people to a late software project tends to:
(p. 215)
- A. further delay the project.**
 - B. increase team cohesiveness.
 - C. require less effort to maintain team dynamics.
 - D. speed the team faster through team development.
 - E. have no effect on team dynamics.

Chapter - Chapter 08 #18
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

200. Social loafing is more likely to occur:
(p. 216)
- A. in smaller rather than larger teams.
 - B. when the task is boring.**
 - C. in tasks with high interdependence.
 - D. when employees believe the team's objective is important.
 - E. among employees with collectivist rather than individualistic values.

Chapter - Chapter 08 #19
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

201. Keeping the team size sufficiently small and designing tasks such that each team member's performance is measurable are two ways to:
(p. 216)
- A. minimize team cohesiveness.
 - B. add more roles to the team.
 - C. increase the risk of forming dysfunctional norms.
 - D. minimize social loafing.**
 - E. do all of these things to the team.

Chapter - Chapter 08 #20
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

202. Social loafing can be minimized by doing which of the following?
(p. 216)
- A. Adding more people to the team.
 - B. Creating tasks where each member's contribution is pooled.
 - C. Monitoring individual performance.**
 - D. Making the work less interesting to the social loafer and other team members.
 - E. Selecting team members with a highly individualistic value orientation.

Chapter - Chapter 08 #21
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

203. Which of the following does NOT minimize social loafing?
(p. 216)
- A.** Form larger work teams.
 - B. Specialize tasks.
 - C. Measure individual performance.
 - D. Make the work more interesting to the social loafer and other team members.
 - E. Select team members with a collectivist value orientation.

Chapter - Chapter 08 #22
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

204. The phenomenon where people exert less effort when working in groups than when working alone is called:
(p. 216)
- A. team cohesiveness.
 - B. social identity.
 - C. pooled interdependence.
 - D. team conformity.
 - E.** social loafing.

Chapter - Chapter 08 #23
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

205. A team that achieves its organizational goals, satisfies member needs, and survives in its environment:
(p. 216)
- A.** is an effective team.
 - B. is called a task force.
 - C. has not yet reached its highest level of team development.
 - D. has a strong communication system but inappropriate reward system.
 - E. has too many members for the required task.

Chapter - Chapter 08 #24
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

206. A team is effective when:
(p. 216)
- A. it is able to maintain the team's survival.
 - B. members are able to fulfill their needs through membership in the team.
 - C. it achieves its goals.
 - D.** it achieves all of the above.
 - E. its achieves its goals AND maintain the team's survival.

Chapter - Chapter 08 #25
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

207. Which of the following organizational environment features potentially affects team effectiveness?
(p. 217)
- A. Reward systems.
 - B. Communication systems.
 - C. Organizational leadership.
 - D.** Physical space
 - E. All of the above.

Chapter - Chapter 08 #26
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

208. The design and effectiveness of most teams are affected by:

- (p. 217)
- A. organizational leadership.
 - B. reward systems.
 - C. communication systems.
 - D. organizational structure.
 - E. All of the above conditions.**

Chapter - Chapter 08 #27
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

209. Organizational leadership, organizational structure, and reward systems are:

- (p. 217)
- A. three of the main sources of team cohesiveness.
 - B. three team design features.
 - C. three elements of the organizational and team environment.**
 - D. three of the main causes of social loafing.
 - E. three ways to minimize teambuilding.

Chapter - Chapter 08 #28
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

210. _____ encourages employee perceptions about being together as a team and influences the team's ability to accomplish tasks.

- (p. 217)
- A. Task independence
 - B. A U-shaped work cell**
 - C. An organizational structure with many layers of management
 - D. An individual reward system
 - E. A straight-line assembly line

Chapter - Chapter 08 #29
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

211. Teams work better when the organizational structure:

- (p. 217)
- A. organizes teams around specialized skills rather than work processes.
 - B. has many rules and policies for members to follow.
 - C. encourages interdependence with team members rather than through supervisors.**
 - D. organizes teams around specialized skills, has many layers of management, AND encourages interaction with team members.
 - E. does not exist.

Chapter - Chapter 08 #30
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

212. Which of the following statements about teams and task characteristics is FALSE?

- (p. 217-218)
- A. Teams are generally more effective when each person's tasks have low interdependence with tasks performed by other team members.**
 - B. Teams are generally more effective when tasks are well structured and, therefore, easier to coordinate with other people.
 - C. Teams usually work better on complex rather than simple tasks.
 - D. People have a greater sense of being on a team when co-workers are linked through reciprocal rather than pooled interdependence.
 - E. Team members with relatively independent tasks are less likely to coordinate with each other.

Chapter - Chapter 08 #31
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

213. Production employees working on an assembly line usually have which of the following types of task interdependence?
(p. 218)

- A. Sequential interdependence
- B. Total independence
- C. Reciprocal interdependence
- D. Pooled interdependence
- E. Straight-line interdependence.

Chapter - Chapter 08 #32
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

214. Two company divisions produce completely different products but must seek funding from head office for capital expansion. The relationship between these two divisions would be best described as:
(p. 218)

- A. pooled interdependence
- B. total independence
- C. reciprocal interdependence
- D. resource-based interdependence
- E. sequential interdependence

Chapter - Chapter 08 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

215. Pooled interdependence is:
(p. 218)

- A. essential for team effectiveness.
- B. the same as reciprocal interdependence.
- C. the weakest form of interdependence other than complete independence.
- D. the best way to avoid social loafing.
- E. None of these statements represent pooled interdependence.

Chapter - Chapter 08 #34
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

216. Of what importance is task interdependence to teams or team dynamics?
(p. 218)

- A. Task interdependence is not important for teams or team dynamics.
- B. Low task interdependence motivates employees to work together as a team.
- C. Jobs with high task interdependence are usually completed more effectively by teams than by individuals working alone.
- D. Low task interdependence is necessary to prevent the team from breaking apart.
- E. High task interdependence weakens team cohesiveness.

Chapter - Chapter 08 #35
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

217. Employees should almost always be organized into teams when they have:
(p. 218)

- A. pooled interdependence.
- B. a very high level of heterogeneity.
- C. counterproductive norms.
- D. high levels of social loafing.
- E. reciprocal interdependence.

Chapter - Chapter 08 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

218. In terms of team size, the general rule is that teams:
(p. 219) A. cannot have more than seven or possibly eight members.
B. should have just enough members with the necessary competencies to complete the work.
C. can be large or small without any influence on the team's effectiveness.
D. cannot have fewer than five members.
E. should be as large as possible so as many people are involved to get buy-in.

Chapter - Chapter 08 #37
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

219. Compared with small teams, large teams usually:
(p. 219) A. are more effective performing services.
B. have more process losses.
C. have team members who feel more involved in the team's success.
D. have more pooled interdependence.
E. have all of these consequences.

Chapter - Chapter 08 #38
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

220. When forming a team, it is critical that each team member has:
(p. 219) A. the complete set of skills necessary to perform the team's task alone.
B. the motivation to work together.
C. valuable skills that other team members do not know about.
D. no previous experience working with any of the other members.
E. all of these characteristics.

Chapter - Chapter 08 #39
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

221. Teams are most effective when their members:
(p. 219) A. have the same skills and values.
B. collectively possess the required competencies for the task.
C. are motivated to participate in the team.
D. have all of these features.
E. collectively possess the required competencies for the task AND are motivated to participate in the team.

Chapter - Chapter 08 #40
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

222. Which of the following is NOT a characteristic of effective team members that is categorized in your text:
(p. 219-220) A. cooperating.
B. communicating.
C. conflict resolving.
D. completing.
E. comforting.

Chapter - Chapter 08 #41
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

223. An effective team member _____ and manages the team's work so it is performed efficiently and harmoniously.
(p. 219)
- A. cooperates
 - B. communicates
 - C. coordinates**
 - D. delegates
 - E. comforts

Chapter - Chapter 08 #42
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

224. "Fault lines" are more likely to occur when teams:
(p. 221)
- A. have very few members.
 - B. have developed through to the performing stage.
 - C. are heterogeneous.**
 - D. are highly interdependent.
 - E. have none of these features.

Chapter - Chapter 08 #43
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

225. Teams with strong fault lines:
(p. 221)
- A. experience more dysfunctional conflict within the team.**
 - B. proceed more quickly through the team development process.
 - C. have team members with similar demographic and professional backgrounds.
 - D. tend to have very few members on the team.
 - E. have better interpersonal relations.

Chapter - Chapter 08 #44
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

226. A diverse team is better than a homogeneous team:
(p. 220-221)
- A. on complex projects and tasks requiring innovative solutions.**
 - B. on tasks requiring a high degree of cooperation.
 - C. in situations where the team must reach the performing stage of team development quickly.
 - D. in every organizational activity.
 - E. Never; heterogeneous teams are always less effective than homogeneous teams.

Chapter - Chapter 08 #45
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

227. During which stage of team development does a consensus form around the team's objectives?
(p. 223)
- A. performing.
 - B. reforming.
 - C. norming.**
 - D. conforming.
 - E. forming.

Chapter - Chapter 08 #46
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

228. The first three stages of team development in sequential order are:
(p. 222)
- A. storming, norming, performing.
 - B. adjourning, conforming, performing.
 - C. forming, storming, norming.**
 - D. forming, norming, performing.
 - E. forming, conforming, reforming.

Chapter - Chapter 08 #47
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

229. Which of the following is NOT a stage of team development?

- (p. 222)
- A. performing.
 - B. storming.
 - C. norming.
 - D. conforming.**
 - E. forming.

Chapter - Chapter 08 #48
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

230. Conforming, performing, and reforming are all:

- (p. 222)
- A. stages of team development.
 - B. types of team norms.
 - C. reasons why teams disband.
 - D. factors that improve team cohesiveness.
 - E. none of the above statements are correct.**

Chapter - Chapter 08 #49
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

231. What generally occurs during the 'storming' stage of team development?

- (p. 223)
- A. Members learn about each other and evaluate the benefits and costs of continued membership.
 - B. Members shift their attention away from task orientation to a socioemotional focus as they realize their relationship is coming to an end.
 - C. Members have learned to coordinate their actions and now become more task-oriented.
 - D. Members develop their first real sense of cohesion and, through disclosure and feedback, make an effort to understand and accept each other.
 - E. Members try to assume specific responsibilities and influence the team's goals and means of goal attainment.**

Chapter - Chapter 08 #50
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

232. The team development model does NOT recognize that:

- (p. 223)
- A. some teams remain in a particular stage longer than others.**
 - B. informal groups do not experience any development process.
 - C. teams really never develop past the norming stage.
 - D. the storming stage is a type of performing.
 - E. the storming stage follows the forming stage.

Chapter - Chapter 08 #51
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

233. Which of these statements about team roles is FALSE?

- (p. 223)
- A. Some team roles are formally prescribed with the job.
 - B. Team members often negotiate the preferred roles in the team during the team development process.
 - C. Some team roles support task completion, whereas other roles support the team's maintenance.
 - D. Some team roles are informally fulfilled by various team members.
 - E. A team role is almost always assigned to the same person for the life of the team.**

Chapter - Chapter 08 #52
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

234. A characteristic of team roles is that:
(p. 223) A. they influence the emotions and attitudes, but not behaviours, of team members.
B. they are always assigned by organizational leaders to specific people in the team.
C. they usually weaken team cohesiveness.
D. most teams can operate effectively without any team roles.
E. many roles within formal teams exist informally.

Chapter - Chapter 08 #53
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

235. The primary objective of team building is to:
(p. 223) **A.** accelerate the team development process.
B. encourage all team members to experience lower cohesiveness.
C. help the team discover and remove members guilty of social loafing.
D. help the team move from a homogeneous to a more heterogeneous composition.
E. determine whether the team should accept more tasks.

Chapter - Chapter 08 #54
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

236. Most team building interventions try to:
(p. 223) A. select the most appropriate members for the various teams in the organization.
B. identify the best leader for the team.
C. help team members find ways to reduce their interdependence.
D. improve the work environment.
E. accelerate the team development process.

Chapter - Chapter 08 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

237. Which common team building activity aims to improve relations among team members?
(p. 224) A. Group therapy.
B. Role definition.
C. Personal testimonials.
D. Regression therapy.
E. Paintball wars.

Chapter - Chapter 08 #56
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

238. One problem with team building is that:
(p. 224) A. organizations rarely provide any team building to employees any more.
B. team building tends to slow down the team development process.
C. corporate leaders incorrectly assume team building is a broad-brush solution to general team problems.
D. none of the known team building interventions has any effect on teams.
E. all of these are problems with team building.

Chapter - Chapter 08 #57
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

239. Team building is often ineffective because:

- (p. 224)
- A. the activity is usually chosen without properly diagnosing the team's needs.
 - B. the activity occurs over a long period of time, whereas it should occur in a few intense days.
 - C. the activity tends to occur on the job, whereas effective team building removes employees from their familiar workplace.
 - D. companies provide many types of team building in different situations, whereas all teams should have the same team building activities.
 - E. all of these statements explain why team building is often ineffective.

Chapter - Chapter 08 #58
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

240. Team building should be viewed as:

- (p. 224)
- A. a medical inoculation.
 - B. a quick jump-start to the team's development.
 - C. a necessary practice for selecting team leaders.
 - D. Team building should be viewed as all of these.
 - E. None of these.

Chapter - Chapter 08 #59
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

241. The textbook warns that team building is usually ineffective when:

- (p. 224)
- A. attempting to improve the team development process.
 - B. the team needs to resolve internal conflicts.
 - C. the team needs to clarify its performance goals.
 - D. team members need to clarify or reconstruct perceptions of their roles in the team.
 - E. Team building is NOT usually ineffective in any of the above situations.

Chapter - Chapter 08 #60
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

242. How do norms affect the behaviour of team members?

- (p. 224)
- A. Norms encourage members to try new behaviours not previously sanctioned by the team.
 - B. Norms represent the glue or esprit de corps that holds the team together.
 - C. Norms help the team regulate and guide the behaviours of its members.
 - D. Norms help the team move from the forming to storming stages of team development.
 - E. Norms apply to the attitudes and beliefs, but not the behaviours of team members.

Chapter - Chapter 08 #61
Difficulty: Easy
Gradable: automatic
Gradable: manual
Learning Objective: 3

243. Which of these statements about team norms is FALSE?

- (p. 224-225)
- A. Norms apply only to thoughts or feelings, not behaviours.
 - B. Team members often conform to prevailing norms without direct reinforcement or punishment from other team members.
 - C. Some norms develop from a critical event in the team's history.
 - D. Team norms are most strongly influenced by events soon after the team is formed.
 - E. Some norms develop from the beliefs and values that members bring to the team.

Chapter - Chapter 08 #62
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

244. Several customer service teams in your organization have dysfunctional norms in which they don't pro-actively ask clients whether they would like to try certain new services. If you were given the opportunity to form a new customer service team, which of the following would remove or avoid forming this dysfunctional norm?
- (p. 225)
- A. Soon after the team members are selected, you clearly state the norm that team members should pro-actively ask clients to consider other services.
 - B. You select employees who do not accept the dysfunctional norm.
 - C. You introduce a team-based reward system that explicitly discourages the dysfunctional norm.
 - D. If team members are regularly forgetting to ask clients to consider other services, then you would explicitly talk to them about the problems and dangers of this dysfunctional norm.
 - E.** All of these actions would remove or avoid forming this dysfunctional norm.

Chapter - Chapter 08 #63
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

245. If a dysfunctional norm is very deeply ingrained, the best strategy is probably to:
- (p. 225)
- A. tell the group that corporate leaders are willing to tolerate the dysfunctional norm.
 - B.** disband the group and replace it with people having more favourable norms.
 - C. supplement the existing group with one or two people having more favourable norms.
 - D. introduce rewards that further support the dysfunctional norm.
 - E. do nothing.

Chapter - Chapter 08 #64
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

246. The degree of attraction people feel toward the team and their motivation to remain members is called:
- (p. 225)
- A. social loafing.
 - B. team development.
 - C. team heterogeneity.
 - D. task interdependence.
 - E.** team cohesiveness.

Chapter - Chapter 08 #65
Difficulty: Easy
Gradable: automatic
Gradable: manual
Learning Objective: 3

247. Team cohesiveness tends to be higher:
- (p. 226)
- A.** in smaller teams.
 - B. when entry into the team becomes extremely difficult and humiliating.
 - C. when the team has distinct fault lines.
 - D. when members have limited interaction.
 - E. when all of these conditions occur

Chapter - Chapter 08 #66
Difficulty: Easy
Gradable: automatic
Gradable: manual
Learning Objective: 3

248. Which of the following has a curvilinear relationship with team cohesiveness, that is, the strongest cohesiveness is neither at very high or very low levels of this factor?
- (p. 226)
- A. Member similarity
 - B. Member interaction
 - C. Team success
 - D.** Difficult entry to the team
 - E. All of these conditions have a curvilinear relationship with team cohesiveness.

Chapter - Chapter 08 #67
Difficulty: Difficult
Gradable: automatic
Gradable: manual
Learning Objective: 3

249. Team cohesiveness can be strengthened in each of the following ways EXCEPT:
(p. 226) A. making the team just large enough to facilitate goal accomplishment.
B. letting anyone become a team member.
C. creating or sensitizing the team to an external threat to its existence or goal accomplishment.
D. ensuring that team members have compatible values and goals.
E. showing members that the team is necessary to fulfill individual needs.

Chapter - Chapter 08 #68
Difficulty: Easy
Gradable: automatic
Gradable: manual
Learning Objective: 3

250. Team success, team size, and member similarity are three:
(p. 226) **A.** of the main factors influencing team cohesiveness.
B. ways to change team norms.
C. elements of the organizational and team environment.
D. of the main causes of social loafing.
E. ways to minimize teambuilding.

Chapter - Chapter 08 #69
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

251. As team leader, you discover that a competitor is about to develop a similar product that your group is currently developing. What is most likely to happen if you tell your team members about this external threat?
(p. 226) **A.** The team would become more cohesive.
B. The team would begin to introduce dysfunctional norms.
C. The team would move quickly to the adjourning stage of team development.
D. Individual team members would become more productive through social loafing.
E. All of these will occur.

Chapter - Chapter 08 #70
Difficulty: Easy
Gradable: automatic
Gradable: manual
Learning Objective: 3

252. Which of the following does NOT occur as team cohesiveness increases?
(p. 227) A. Team members are more motivated to maintain their membership in the team.
B. Team members spend more time together.
C. Team members experience more dysfunctional conflict among themselves.
D. Team members experience less stress.
E. Team members provide more social support to each other.

Chapter - Chapter 08 #71
Difficulty: Easy
Gradable: automatic
Gradable: manual
Learning Objective: 3

253. What is the relationship between team cohesiveness and team productivity?
(p. 227) A. Higher team cohesiveness increases productivity.
B. Higher team cohesiveness reduces efficiency.
C. Team cohesiveness has no effect on productivity.
D. The effect of cohesiveness on productivity depends on the group's attitude towards cohesiveness.
E. The effect of team cohesiveness on productivity depends on whether team norms are consistent with organizational goals.

Chapter - Chapter 08 #72
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

254. Compared to people in low-cohesion teams, members of high-cohesion teams:
(p. 227) A. are less motivated to maintain their membership.
B. are more likely to resolve conflicts swiftly and effectively.
C. are less sensitive to each other's needs.
D. are less likely to share information with each other.
E. tend to experience all of these results.

Chapter - Chapter 08 #73
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

255. Calculus, knowledge and identification are:
(p. 228) A. the three stages of team development.
B. three ways to improve team cohesiveness.
C. three foundations of trust
D. three types of psychological contract.
E. the three stages of conflict among team members.

Chapter - Chapter 08 #74
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

256. Calculus-based trust:
(p. 228) A. no longer exists in Canadian companies.
B. is the minimum level of trust to hold a relationship together.
C. is mainly based on the other party's predictability.
D. occurs when one party thinks, feels, and responds like the other party.
E. has none of these characteristics.

Chapter - Chapter 08 #75
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

257. The three main foundations of trust are:
(p. 227) A. relational, transactional and calculative.
B. identification-based, knowledge-based and calculus-based.
C. adaptive, static and dynamic.
D. overt, covert and non-existent.
E. relational, deterministic and autocratic.

Chapter - Chapter 08 #76
Difficulty: Medium
Gradable: automatic
Gradable: manual
Learning Objective: 3

258. Which foundation of trust is determined mainly by the other party's predictability?
(p. 228) A. Calculus-based
B. Identification-based
C. Knowledge-based
D. Relational
E. Transactional

Chapter - Chapter 08 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

259. Jane has been working in a quality control team for the past year and has developed a feeling that her values are different from the values of her coworkers. Moreover, some team members seem to be unpredictable because they say one thing but do not actually follow through with their promises. Still, Jane has remained with the company and stayed on this team because she enjoys quality control work and doesn't see any other employment available in this field. What foundation of trust does Jane most likely have in this team?

A. Calculus-based
B. Identification-based
C. Knowledge-based
D. Team-based
E. Jane has no trust at all in this team.

Chapter - Chapter 08 #78
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

260. Liam works with four other accounting professionals as a team within one company. Liam doesn't particularly agree with many of his teammates' ideas, such as leaving work early and failing to double-check some account entries. However, he works comfortably with the group because their behaviour and decisions are predictable. What foundation of trust does Liam have in this team?

A. Calculus-based
B. Identification-based
C. Knowledge-based
D. Evaluation-based
E. Liam has no trust at all in this team.

Chapter - Chapter 08 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

261. Which foundation of trust exists when an employee has negative expectations about the employer's intentions and believes the employer will adversely affect the employee's well-being?

A. Knowledge-based
B. Identification-based
C. Predictable
D. Affective
E. None of these responses describes the foundation of trust described.

Chapter - Chapter 08 #80
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

262. Which foundation of trust usually CANNOT sustain a team's relationship?

(p. 228) A. Calculus-based
B. Identification-based
C. Knowledge-based
D. Team-based
E. Neither calculus-based nor identification-based trust can sustain a team's relationship.

Chapter - Chapter 08 #81
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

263. Employees tend to join a virtual or conventional team with:
(p. 228) A. a moderate or high level of trust in their new team members.
B. serious doubts about the willingness of other team members to welcome them to the team.
C. complete identification with the values of other team members.
D. no trust in their new team members.
E. mainly calculus-based trust.

Chapter - Chapter 08 #82
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

264. Self-directed work teams:
(p. 229) A. are informal groups.
B. usually exist as communities of practice.
C. have substantial autonomy over the execution of a complete task.
D. consist of a group of employees led by their immediate supervisor.
E. are common in Europe but rarely found in North America.

Chapter - Chapter 08 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

265. Which of these statements about self-directed work teams (SDWTs) is TRUE?
(p. 229) A. SDWTs typically work in a separate building from other employees in the organization.
B. SDWTs are responsible for planning, organizing, and controlling work activities with little or no direct involvement from higher status supervisors.
C. SDWTs are mainly identified as groups that operate as virtual teams at least once each week.
D. SDWTs represent a very low level of employee involvement.
E. SDWTs are responsible for planning, organizing, and controlling work activities, but do so with direct involvement from higher status supervisors.

Chapter - Chapter 08 #84
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

266. Self-directed work teams:
(p. 229) A. have not yet been introduced into Canada.
B. rely on supervisors to communicate between the team and senior management.
C. perform a variety of tasks but have little autonomy regarding how to perform those tasks.
D. are more common in Canada than in the United States.
E. None of these statements is true.

Chapter - Chapter 08 #85
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

267. Which of the following allows employees to collectively plan, organize, and control work activities with little or no direct involvement of a higher-status supervisor?
(p. 229) A. Gainsharing teams
B. Production teams
C. Joint health and safety committees
D. Self-directed work teams
E. Quality circles

Chapter - Chapter 08 #86
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

268. Members of SDWTs have jobs that are:
(p. 229) A. typically in services rather than production.
B. enlarged but not enriched.
C. enriched but not enlarged.
D. specialized with a high division of labour.
E. both enlarged and enriched.

Chapter - Chapter 08 #87
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

269. SDWTs tend to be more useful where:
(p. 229) A. employees perform identical tasks.
B. employees require direct supervision to motivate them.
C. employees perform tasks that are independent of each other.
D. all of these conditions exist.
E. none of these conditions exist.

Chapter - Chapter 08 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

270. SDWTs are best suited to situations where:
(p. 229) **A. employees perform highly interdependent tasks.**
B. management wants to closely monitor employee performance.
C. employees perform identical tasks.
D. employees do not get along with each other.
E. all of these conditions exist.

Chapter - Chapter 08 #89
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

271. Self-directed work teams are more difficult to apply:
(p. 229-230) A. in organizations with fewer than 100 employees.
B. in autocratic organizational cultures.
C. where the work involves performing a service rather than making a product.
D. where supervisors previously worked in high-involvement workplaces.
E. in all of these situations.

Chapter - Chapter 08 #90
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

272. Virtual teams are best described as:
(p. 230) A. groups of employees who are almost (virtually) identical to each other in skills and values.
B. cross-functional groups of employees that operate across space, time and organizational boundaries.
C. formal work teams in which most members do not feel that they are really part of the team.
D. informal groups that meet only in cyberspace.
E. groups of employees from different departments who are located near each other.

Chapter - Chapter 08 #91
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

273. Dependence on information technology and lack of co-location represent two factors that distinguish:
(p. 230) A. employees with high collectivist values from employees with low collectivist values.
B. self-directed work teams from task forces.
C. virtual teams from conventional teams.
D. task forces from permanent teams.
E. managers from employees.

Chapter - Chapter 08 #92
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

274. Two features that distinguish virtual teams from conventional teams are:
(p. 230) A. size and heterogeneity.
B. lack of co-location and dependence on information technology.
C. joint optimization and primary work unit.
D. norms and trust.
E. None of these factors distinguishes virtual teams from conventional teams.

Chapter - Chapter 08 #93
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

275. Globalization and knowledge management have made _____ necessary for organizations to
(p. 231) remain competitive.
A. groupthink
B. virtual teams
C. command-and-control management
D. Delphi method
E. None of these are necessary as a result of globalization and knowledge management.

Chapter - Chapter 08 #94
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

276. The increasing number of virtual teams is partly due to:
(p. 230) A. increased preference for employees to work alone rather than interdependently with others.
B. increased emphasis on business ethics.
C. increased workforce diversity.
D. better information technology.
E. None of these factors explains the increasing number of virtual teams.

Chapter - Chapter 08 #95
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

277. Virtual teams are increasingly necessary because:
(p. 231) A. people perform better when they work alone.
B. computer networks make distances among people less relevant.
C. companies are becoming globalized, and employees are spread around the world.
D. companies have shifted from production-based to knowledge-based work.
E. the cost of office space is a prohibitive expense.

Chapter - Chapter 08 #96
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

278. Virtual teams are becoming increasingly common because of:
(p. 230-231) A. globalization.
B. improvements in information technology.
C. the shift from production-based to knowledge-based work.
D. All of the above factors have increased the presence of virtual teams.
E. the need to minimize workplace violence.

Chapter - Chapter 08 #97
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

279. Which of the following team environment factors is more important to virtual teams than to most conventional teams?
(p. 230-231)
- A. Reward systems
 - B. Information technologies**
 - C. Organizational structure
 - D. Organizational environment
 - E. None of these team environment factors is more important to virtual teams than to conventional teams.

Chapter - Chapter 08 #98
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

280. Virtual teams are typically more effective when their members:
(p. 231)
- A. are allowed to adopt technology that suits their needs at a particular time, rather than have it imposed upon them.**
 - B. avoid using email or telephones to communicate.
 - C. agree during the team's formation to use only one communication medium, such as email or teleconferencing.
 - D. use web-based chat and message services rather than email or telephone conversations.
 - E. work alone rather than interact with each other during the project.

Chapter - Chapter 08 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

281. Generally, complex and ambiguous tasks requiring a high degree of interdependence among a few employees should be assigned to:
(p. 231)
- A. these individuals if they agree to work alone.
 - B. a virtual team.
 - C. several functional departments.
 - D. a co-located team.**
 - E. None of these teams should be assigned complex and ambiguous tasks.

Chapter - Chapter 08 #100
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

282. To improve the team development and cohesiveness of virtual teams, the textbook recommends that:
(p. 231)
- A. the team should have as many members as the company can afford.
 - B. team members should avoid communicating with each other after the task has been discussed at the beginning of the project.
 - C. team members should meet face-to-face, particularly when the team is formed.**
 - D. the team should rely only on one communication medium, such as email.
 - E. The textbook states that virtual teams do not require any action to improve their development or cohesiveness.

Chapter - Chapter 08 #101
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

283. In which of the following situations is production blocking most likely to occur?
(p. 232)
- A. A supervisor meets privately with an employee to discuss the employee's past performance.
 - B. The company forms an electronic brainstorming group to get new ideas for a product.
 - C. Group norms encourage production employees to gossip rather than do their jobs.
 - D. A committee of 30 senior academics meet to exchange ideas using formal rules of order.**
 - E. An employee wants to complete a production task but lacks work experience.

Chapter - Chapter 08 #102
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

284. Production blocking and evaluation apprehension:

- (p. 232)
- A. improve the creative process
 - B. help teams to avoid groupthink
 - C. are two ways to overcome group polarization
 - D. do all of these
 - E. do none of these**

Chapter - Chapter 08 #103
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

285. Which of the following statements about evaluation apprehension in team settings is FALSE?

- (p. 232)
- A. Evaluation apprehension is based on the individual's desire to create a favourable self-presentation.
 - B. Evaluation apprehension occurs when employees believe that other team members are silently evaluating them.
 - C. Evaluation apprehension decreases the individual's motivation to share his or her ideas.
 - D. Evaluation apprehension is more common when the meeting is attended by people with higher status or expertise.
 - E. Evaluation apprehension is less likely to occur when team members formally evaluate each other's performance throughout the year.**

Chapter - Chapter 08 #104
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

286. Which of the following statements about evaluation apprehension in team settings is TRUE?

- (p. 232)
- A. Evaluation apprehension increases with the individual's motivation to share his or her ideas.
 - B. Evaluation apprehension is more likely to occur when team members formally evaluate each other's performance throughout the year.**
 - C. Evaluation apprehension motivates team members to generate creative solutions, no matter how silly they may sound.
 - D. Evaluation apprehension does not apply to team settings.
 - E. None of these statements is true

Chapter - Chapter 08 #105
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

287. The pressure to conform:

- (p. 232)
- A. has no effect on team decision making.
 - B. can influence the decision preferences of team members even when the pressure is subtle.**
 - C. is the main cause of group polarization.
 - D. is the main cause of production blocking.
 - E. has none of these effects or characteristics.

Chapter - Chapter 08 #106
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

288. Groupthink is caused by:

- (p. 232)
- A. team cohesiveness
 - B. an opinionated team leader
 - C. isolation of the team from outsiders
 - D. stress due to an external threat**
 - E. All of these factors cause groupthink.

Chapter - Chapter 08 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

289. Which of the following refers to the tendency of highly cohesive groups to value consensus at the price of decision quality?
(p. 232)
- A. Group polarization
 - B. Groupthink**
 - C. Escalation of commitment
 - D. Evaluation apprehension
 - E. Brainstorming

Chapter - Chapter 08 #108
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

290. Groupthink characteristics cause team members to be _____ their decisions.
(p. 232)
- A. uncomfortable with
 - B. confused about
 - C. hesitant and doubtful about
 - D. more aware of the characteristics of
 - E. highly confident in**

Chapter - Chapter 08 #109
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

291. Research has found less evidence supporting the existence of which of these concepts?
(p. 232)
- A. Groupthink**
 - B. Electronic brainstorming
 - C. Nominal group technique
 - D. Brainstorming
 - E. Group polarization

Chapter - Chapter 08 #110
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

292. Teams tend to make better decisions when:
(p. 233)
- A. team members have similar backgrounds and characteristics.
 - B. the team leader is able to sway the group towards one preference over others.
 - C. team norms encourage consensus rather than disagreement.
 - D. all of these conditions exist.
 - E. none of these conditions exist.**

Chapter - Chapter 08 #111
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

293. The situation where team members debate their different perceptions about an issue in a way that keeps the conflict focused on the task rather than the people is known as:
(p. 233)
- A. electronic brainstorming
 - B. nominal group technique
 - C. divergent thinking
 - D. the Delphi method
 - E. constructive conflict**

Chapter - Chapter 08 #112
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

294. The main advantage of constructive conflict is that it:
(p. 232)
- A. minimizes dysfunctional conflict among team members.
 - B. increases the level of group polarization.
 - C. removes production blocking
 - D.** encourages team members to re-examine the assumptions and logic of their preferences in the decision.
 - E. helps the team to make decisions more quickly.

Chapter - Chapter 08 #113
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

295. Brainstorming requires team members to:
(p. 232)
- A. openly criticize each other's ideas
 - B. avoid mentioning ideas that seem silly
 - C. present ideas only when they are certain that the ideas are feasible
 - D. do all of these
 - E.** do none of these

Chapter - Chapter 08 #114
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

296. Which of the following is a disadvantage of traditional and electronic brainstorming?
(p. 234)
- A. Employees tend to get offensive when criticizing each other's ideas.
 - B. Employees feel very little involvement in the decision process.
 - C.** Evaluation apprehension and production blocking still exist to some extent.
 - D. Participants are likely to experience some emotional enthusiasm in brainstorming groups.
 - E. All of these are disadvantages of traditional brainstorming.

Chapter - Chapter 08 #115
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

297. Which of the following explicitly encourages team members to 'piggyback' or 'hitchhike' on the ideas presented by other team members?
(p. 233)
- A.** Brainstorming
 - B. Group polarization
 - C. Constructive conflict
 - D. Groupthink
 - E. Nominal group technique

Chapter - Chapter 08 #116
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

298. Brainstorming includes all of these rules EXCEPT:
(p. 233-234)
- A.** critique the ideas of other team members.
 - B. piggyback on other people's ideas.
 - C. provide as many ideas as possible.
 - D. state ideas even if they may seem crazy.
 - E. speak freely.

Chapter - Chapter 08 #117
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

299. Which of these statements about brainstorming is FALSE?
(p. 233-234)
- A. Brainstorming is based on the idea that the quality of ideas presented increases with the quantity of ideas presented.
 - B. Brainstorming rules do not completely remove evaluation apprehension.
 - C. Brainstorming rules seem to keep team members focused on the task.
 - D** The most important brainstorming rule is that team members must silently vote for their preferred idea after all ideas have been presented.
 - E. Effective brainstorming sessions spread feelings of optimism and enthusiasm about the project.

Chapter - Chapter 08 #118
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

300. Which of these team decision-making structures explicitly discourages criticism and debate?
(p. 233-235)
- A. Nominal group technique
 - B. Delphi method
 - C. Brainstorming
 - D. All three-brainstorming, Delphi method, and nominal group technique-explicitly discourage criticism and debate.
 - E**. Both brainstorming and nominal group technique explicitly discourage criticism and debate.

Chapter - Chapter 08 #119
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

301. One problem with electronic brainstorming is that it:
(p. 234)
- A. allows for too much socializing during the decision-making process.
 - B**. is too structured and impersonal for some decision makers.
 - C. does not allow participants to contribute their ideas regarding the problem or issue.
 - D. does not minimize evaluation apprehension.
 - E. takes much longer than traditional decision making.

Chapter - Chapter 08 #120
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

302. Which of the following is best at reducing production blocking?
(p. 234)
- A. Face-to-face meetings
 - B. Brainstorming
 - C**. Electronic brainstorming
 - D. Groupthink
 - E. Constructive conflict

Chapter - Chapter 08 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

303. Why do teams tend to produce more ideas in electronic brainstorming than in traditional brainstorming sessions?
(p. 234)
- A. Team members tend to be more openly critical of each other in traditional brainstorming than in electronic brainstorming.
 - B. There is less production blocking in electronic brainstorming than in traditional brainstorming.
 - C. There is less evaluation apprehension in electronic brainstorming than in traditional brainstorming.
 - D. There is more open critique AND less production blocking in electronic brainstorming.
 - E**. There is less production blocking AND less evaluation apprehension in electronic brainstorming.

Chapter - Chapter 08 #122
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

304. Which of the following is NOT a feature of nominal group technique?
(p. 234-235)
- A.** Participants openly debate and criticize ideas constructively.
 - B. After the problem is described, team members silently and independently write down as many solutions as they can.
 - C. Nominal group technique discourages criticism or debate.
 - D. After ideas have been presented, participants silently and independently rank order or vote on each proposed solution.
 - E. Nominal group technique follows an individual, then team, then individual process.

Chapter - Chapter 08 #123
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

305. Which of the following statements about nominal group technique is FALSE?
(p. 234-235)
- A.** It overcomes the problem of evaluation apprehension and production blocking.
 - B. Some production blocking problems still occur.
 - C. Participants feel less team cohesiveness than in traditional decision-making groups.
 - D. It tends to keep team members focused on the task.
 - E. Although the team is called 'nominal', participants still meet face-to-face.

Chapter - Chapter 08 #124
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

306. In which decision-making structure do participants typically meet, but only interact with each other for part of the meeting?
(p. 234-235)
- A. Delphi method
 - B.** Nominal group technique
 - C. Brainstorming
 - D. Constructive conflict
 - E. None of these team decision making structures prevents participants from interacting with each other for part of the meeting.

Chapter - Chapter 08 #125
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

307. Teams are groups of two or more people who have equal influence over each other regarding the team's goals and means of achieving those goals.
(p. 212)
- FALSE**

Chapter - Chapter 08 #126
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

308. All teams exist to fulfill some purpose, either for the organization or for its members.
(p. 212)
- TRUE**

Chapter - Chapter 08 #127
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

309. All teams are groups, but some types of groups are not teams.
(p. 212)
- TRUE**

Chapter - Chapter 08 #128
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

310. All groups are teams, but some types of teams are not groups.
(p. 212)
- FALSE**

Chapter - Chapter 08 #129
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

311. Team members are held together by their interdependence and need for collaboration to achieve common goals.

(p. 212)

TRUE

Chapter - Chapter 08 #130
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

312. Teams are groups with some degree of task interdependence and a common objective.

(p. 212)

TRUE

Chapter - Chapter 08 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

313. Employees in a department are considered a team only when they directly interact and coordinate work activities with each other.

(p. 212)

TRUE

Chapter - Chapter 08 #132
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

314. Informal groups exist primarily to complete tasks for the organization that management doesn't know about.

(p. 213)

FALSE

Chapter - Chapter 08 #133
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

315. Task forces are temporary groups that typically investigate a particular problem and disband when the decision is made.

(p. 213)

TRUE

Chapter - Chapter 08 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

316. Some informal groups exist primarily to satisfy the drive to bond.

(p. 213)

TRUE

Chapter - Chapter 08 #135
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

317. Social identity theory partly explains why people join informal groups.

(p. 213)

TRUE

Chapter - Chapter 08 #136
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

318. Our desire for informal groups is mostly influenced by our drive to defend.

(p. 213)

FALSE

Chapter - Chapter 08 #137
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

319. Under stressful or dangerous conditions, people are more likely congregate than disperse, even when doing so serves no protective purpose.

(p. 213)

TRUE

Chapter - Chapter 08 #138
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

320. Teams typically provide better customer service.

(p. 214) **TRUE**

Chapter - Chapter 08 #139
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

321. Employees are more motivated in teams because they are motivated to fulfill the goals of the groups to which they belong.

TRUE

Chapter - Chapter 08 #140
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

322. Process losses are the resources expended to develop and maintain an effective team.

(p. 215) **TRUE**

Chapter - Chapter 08 #141
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

323. Organizational behaviour scholars have concluded that employees always work better in teams than alone.

FALSE

Chapter - Chapter 08 #142
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

324. Social loafing is least common in situations where team members work alone towards a common output.

FALSE

Chapter - Chapter 08 #143
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

325. Social loafing is more common among people with collectivist values.

(p. 216) **FALSE**

Chapter - Chapter 08 #144
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

326. Brooks's law states that, "whatever can go wrong in groups will, so one should be prepared for it."

(p. 215) **FALSE**

Chapter - Chapter 08 #145
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

327. Brooks's law is also called the "mythical man-month."

(p. 215) **TRUE**

Chapter - Chapter 08 #146
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

328. Companies can minimize social loafing by dividing the team's work into distinct units and assigning those unique tasks to each team member.

TRUE

Chapter - Chapter 08 #147
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

329. Forming smaller teams and measuring individual rather than team performance tends to increase the likelihood of social loafing.
(p. 216)

FALSE

Chapter - Chapter 08 #148
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

330. A team's effectiveness is partly measured by how well its members' needs are fulfilled.
(p. 216)

TRUE

Chapter - Chapter 08 #149
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

331. Team effectiveness refers to how well a team accomplishes its objectives for the organization, even if this undermines the team's ability to survive for future tasks.
(p. 216)

FALSE

Chapter - Chapter 08 #150
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

332. Team members tend to work together more effectively when they are rewarded for individual, performance.
(p. 216)

FALSE

Chapter - Chapter 08 #151
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

333. Teams flourish when the organizational structure encourages interaction and interdependence among team members.
(p. 217)

TRUE

Chapter - Chapter 08 #152
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

334. The three elements of team design include communication systems, organizational environment, and reward systems.
(p. 217)

FALSE

Chapter - Chapter 08 #153
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

335. Reward systems, organizational structure, and physical layout are three elements of the organizational and team environment.
(p. 217)

TRUE

Chapter - Chapter 08 #154
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

336. Office layout and other physical space characteristics influence the team's ability to accomplish tasks.
(p. 217)

TRUE

Chapter - Chapter 08 #155
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

337. Teams are generally more effective when the task is complex and lacks definition.
(p. 217)

FALSE

Chapter - Chapter 08 #156
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

338. Two important elements of the team's environment are the team's size and composition.

(p. 217) **FALSE**

Chapter - Chapter 08 #157
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

339. Teams are well suited when complex work can be divided into more specialized roles.

(p. 217) **TRUE**

Chapter - Chapter 08 #158
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

340. Tasks that are simple but poorly structured are best for teams rather than individuals working alone.

FALSE

Chapter - Chapter 08 #159
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

341. Teams are best suited for tasks with low interdependence among team members.

(p. 218) **FALSE**

Chapter - Chapter 08 #160
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

342. The higher the level of task interdependence, the greater the need for individuals working alone than together in teams.

FALSE

Chapter - Chapter 08 #161
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

343. Reciprocal interdependence is the highest level of task interdependence in organizations.

(p. 218) **TRUE**

Chapter - Chapter 08 #162
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

344. Students experience pooled interdependence when they are lined up at the laser printers trying to get their assignments done just before a class deadline.

TRUE

Chapter - Chapter 08 #163
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

345. The optimal team size exists when the team is as small as possible, yet has enough people to accomplish the task.

TRUE

Chapter - Chapter 08 #164
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

346. In effective teams, each member must possess the full set of competencies to perform the team's entire task alone.

FALSE

Chapter - Chapter 08 #165
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

347. In effective teams, members must be motivated and able to work together, as well as contribute to the team's task.
(p. 219)

TRUE

Chapter - Chapter 08 #166
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

348. Communicating, comforting and conflict resolution are task related characteristics of effective team members.
(p. 219-220)

FALSE

Chapter - Chapter 08 #167
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

349. The five most frequently mentioned characteristics of effective team members are: Communicating, comforting, conflict resolution, coordinating, and cooperating.
(p. 219)

FALSE

Chapter - Chapter 08 #168
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

350. Diverse teams take longer to become high performance teams.
(p. 221)

TRUE

Chapter - Chapter 08 #169
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

351. Diverse teams tend to be more effective than homogeneous teams on tasks requiring a high degree of cooperation and coordination.
(p. 222)

FALSE

Chapter - Chapter 08 #170
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

352. Diverse teams have faultlines that may split the team into subgroups along gender, ethnic or other dimensions.
(p. 221)

TRUE

Chapter - Chapter 08 #171
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

353. Forming, storming, and norming are the three main levels of task interdependence.
(p. 222)

FALSE

Chapter - Chapter 08 #172
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

354. The norming stage of team development is marked by interpersonal conflict as team members compete for leadership and other positions on the team.
(p. 223)

FALSE

Chapter - Chapter 08 #173
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

355. The longer team members work together, the better they develop common mental models to help them complete the work together.
(p. 222)

TRUE

Chapter - Chapter 08 #174
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

356. Teams develop their first real sense of cohesion during the norming stage of team development.

(p. 223) **TRUE**

Chapter - Chapter 08 #175
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

357. During the adjourning stage of team development, team members shift their attention away from relationships and instead focus mainly on completing the task.

(p. 223) **FALSE**

Chapter - Chapter 08 #176
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

358. The forming, storming, and norming model of team development is different from the team development experiences that most students report in their team projects.

(p. 223) **FALSE**

Chapter - Chapter 08 #177
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

359. Team members typically hold one or more formal roles in the team as well as roles that they informally fulfill at various times.

(p. 223) **TRUE**

Chapter - Chapter 08 #178
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

360. Team roles are typically negotiated among team members.

(p. 223) **FALSE**

Chapter - Chapter 08 #179
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

361. One benefit of team building is that it doesn't affect the team development process.

(p. 223-224) **FALSE**

Chapter - Chapter 08 #180
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

362. Some team-building interventions clarify the team's performance goals and increase the team's motivation to accomplish these goals.

(p. 223) **TRUE**

Chapter - Chapter 08 #181
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

363. Team activities such as paintball and obstacle courses are forms of team building that attempts to help team members build trust and open communication.

(p. 224) **TRUE**

Chapter - Chapter 08 #182
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

364. Team building interventions often fail because they are offered as a three-day jump-start rather than an ongoing process.

(p. 224) **TRUE**

Chapter - Chapter 08 #183
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

365. One advantage of team building activities is that they can be used as general solutions to general team problems.
(p. 224) **FALSE**
- Chapter - Chapter 08 #184
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
366. Norms are the informal rules and standards established by a team to regulate the behaviour of its members.
(p. 224) **TRUE**
- Chapter - Chapter 08 #185
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
367. Team members rarely conform to team norms unless other team members apply reinforcement or punishment.
(p. 224) **FALSE**
- Chapter - Chapter 08 #186
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
368. Critical events, such as a colleague's serious injury, may alter team norms.
(p. 225) **TRUE**
- Chapter - Chapter 08 #187
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
369. The only way to alter team norms is to disband the group.
(p. 225) **FALSE**
- Chapter - Chapter 08 #188
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
370. One way to change team norms in existing teams is to explicitly discuss the counterproductive norms with team members using persuasive communication strategies.
(p. 225) **TRUE**
- Chapter - Chapter 08 #189
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
371. Team norms usually remain the same even when the group is disbanded and replaced with people with different values and experiences.
(p. 225) **FALSE**
- Chapter - Chapter 08 #190
Difficulty: Medium
Gradable: automatic
Learning Objective: 3
372. To maximize cohesiveness, the team should be as small as possible without jeopardizing its ability to accomplish the task.
(p. 226) **TRUE**
- Chapter - Chapter 08 #191
Difficulty: Easy
Gradable: automatic
Learning Objective: 3
373. Cohesiveness tends to be higher in teams when team members interact with each other fairly regularly.
(p. 226) **TRUE**
- Chapter - Chapter 08 #192
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

374. Diversity among team members tends to undermine cohesion.

(p. 226) **TRUE**

Chapter - Chapter 08 #193
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

375. Team cohesiveness increases when entry into the group is very difficult and humiliates the new team member.

(p. 226) **FALSE**

Chapter - Chapter 08 #194
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

376. Team cohesiveness decreases with increase interaction, because there are more chances for conflicts to emerge.

(p. 226) **FALSE**

Chapter - Chapter 08 #195
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

377. Highly cohesive teams invariably perform organizational objectives better than teams with moderate or low cohesiveness.

(p. 227) **FALSE**

Chapter - Chapter 08 #196
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

378. When highly cohesive teams have norms that conflict with organizational goals team performance is reduced.

(p. 227) **TRUE**

Chapter - Chapter 08 #197
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

379. Trust occurs when we have positive expectations about another party's intentions and actions toward us in situations involving vulnerability.

(p. 227) **TRUE**

Chapter - Chapter 08 #198
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

380. Calculus-based trust is based on the belief that the other party will deliver its promises because punishments would be applied if they fail to deliver those promises.

(p. 228) **TRUE**

Chapter - Chapter 08 #199
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

381. Calculus-based trust is the best form of trust to have in virtual teams.

(p. 228) **FALSE**

Chapter - Chapter 08 #200
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

382. Knowledge-based trust is based on the belief that the other party will deliver its promises because punishments would be applied if they fail to deliver those promises.

(p. 228) **FALSE**

Chapter - Chapter 08 #201
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

383. Knowledge-based trust develops over time.
(p. 228) **TRUE**

Chapter - Chapter 08 #202
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

384. Identification-based trust is the most robust or sturdy form of trust in work relationships.
(p. 228) **TRUE**

Chapter - Chapter 08 #203
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

385. When people join teams, they usually begin with a very low level of trust in the other team members.
(p. 228) **FALSE**

Chapter - Chapter 08 #204
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

386. The trust that new team members feel towards their teammates is fragile and easily weakened.
(p. 228) **TRUE**

Chapter - Chapter 08 #205
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

387. Self-directed work teams are typically responsible for a specialized skill, such as accounting or maintenance.
(p. 229) **FALSE**

Chapter - Chapter 08 #206
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

388. Members of SDWTs have enriched and enlarged jobs.
(p. 229) **TRUE**

Chapter - Chapter 08 #207
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

389. Self-directed work teams plan, organize, and control activities with little or no direct involvement of supervisors.
(p. 229) **TRUE**

Chapter - Chapter 08 #208
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

390. In most self-directed work teams, the supervisor assigns tasks that individual team members perform.
(p. 229) **FALSE**

Chapter - Chapter 08 #209
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

391. Self-directed teams require relatively low levels of task interdependence because everyone knows what their roles and duties are.
(p. 229) **FALSE**

Chapter - Chapter 08 #210
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

392. Virtual teams are usually permanent functional groups that communicate mainly through weekly face-to-face meetings.
(p. 230) **FALSE**
- Chapter - Chapter 08 #211
Difficulty: Easy
Gradable: automatic
Learning Objective: 4
393. Globalization is making virtual teams increasingly necessary.
(p. 231) **TRUE**
- Chapter - Chapter 08 #212
Difficulty: Medium
Gradable: automatic
Learning Objective: 4
394. A critical feature of virtual teams is that they are co-located.
(p. 230) **FALSE**
- Chapter - Chapter 08 #213
Difficulty: Easy
Gradable: automatic
Learning Objective: 4
395. The shift towards knowledge-based rather than production-based work has made virtual teamwork feasible.
(p. 231) **TRUE**
- Chapter - Chapter 08 #214
Difficulty: Easy
Gradable: automatic
Learning Objective: 4
396. The shift from production to knowledge-based work has resulted in fewer virtual teams than in the past.
(p. 230-231) **FALSE**
- Chapter - Chapter 08 #215
Difficulty: Easy
Gradable: automatic
Learning Objective: 4
397. Due to globalization, companies are usually unable to form virtual teams within the same country, or continent.
(p. 231) **FALSE**
- Chapter - Chapter 08 #216
Difficulty: Medium
Gradable: automatic
Learning Objective: 4
398. The team effectiveness model does not apply to virtual teams.
(p. 231) **FALSE**
- Chapter - Chapter 08 #217
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4
399. Virtual teams operate best in tasks that require no coordination among team members.
(p. 231) **FALSE**
- Chapter - Chapter 08 #218
Difficulty: Medium
Gradable: automatic
Learning Objective: 4
400. Production blocking occurs when employees are unable to complete their tasks because they spend too much time in meetings.
(p. 232) **FALSE**
- Chapter - Chapter 08 #219
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

401. Production blocking causes team members to pay less attention to the conversation or to forget their own ideas.

TRUE

Chapter - Chapter 08 #220
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

402. Evaluation apprehension causes employees to present ideas to the group even though the ideas are silly and a waste of the group's time.

FALSE

Chapter - Chapter 08 #221
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

403. Many potentially valuable ideas never get presented to the group because individuals think they are silly and would make them look equally silly to the team.

TRUE

Chapter - Chapter 08 #222
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

404. Evaluation apprehension is most common in meetings attended by people with different levels of status or expertise.

TRUE

Chapter - Chapter 08 #223
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

405. Groupthink and evaluation apprehension are two characteristics of effective decision-making teams.

FALSE

Chapter - Chapter 08 #224
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

406. A symptom of groupthink is that the team feels comfortable with risky decisions because possible weaknesses are suppressed or glossed over.

TRUE

Chapter - Chapter 08 #225
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

407. Groupthink is more likely to occur when the team has experienced recent success in other decision-making problems.

FALSE

Chapter - Chapter 08 #226
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

408. Groupthink is less likely to occur when the team leader is not too opinionated.

TRUE

Chapter - Chapter 08 #227
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

409. Constructive conflict occurs when team members hold different opinions and assumptions and debate the issues through an open, healthy dialogue.

TRUE

Chapter - Chapter 08 #228
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

410. One challenge with constructive conflict is preventing it from sliding into personal attacks.

(p. 233) **TRUE**

Chapter - Chapter 08 #229
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

411. Constructive conflict encourages participants to re-examine their assumptions and logic.

(p. 233) **TRUE**

Chapter - Chapter 08 #230
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

412. An important rule in brainstorming is that no one is allowed to evaluate or criticize another team member's ideas.

TRUE

Chapter - Chapter 08 #231
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

413. One of the rules of brainstorming is that no one is allowed to piggyback or build on the ideas of other team members.

FALSE

Chapter - Chapter 08 #232
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

414. One of the main advantages of brainstorming is that it results in more creative ideas being generated.

TRUE

Chapter - Chapter 08 #233
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

415. Electronic brainstorming is any situation in which team members communicate through email and other computer technologies to make decisions.

FALSE

Chapter - Chapter 08 #234
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

416. Electronic brainstorming relies mainly on email and electronic chat rooms to make decisions.

(p. 234) **FALSE**

Chapter - Chapter 08 #235
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

417. Electronic brainstorming significantly reduces the problem of production blocking.

(p. 234) **TRUE**

Chapter - Chapter 08 #236
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

418. The nominal group technique is essentially a variation of brainstorming.

(p. 234) **TRUE**

Chapter - Chapter 08 #237
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

419. The nominal group technique tends to produce more and better ideas than do traditional interacting groups.
(p. 235) **TRUE**

Chapter - Chapter 08 #238
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

420. The nominal group technique removes the problems of evaluation apprehension and production blocking.
(p. 235) **FALSE**

Chapter - Chapter 08 #239
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

421. The nominal group technique involves a three-stage process.
(p. 234-235) **TRUE**

Chapter - Chapter 08 #240
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

422. Describe three (3) reasons why employees join informal groups in organizational settings.
(p. 212-213)

The textbook provides four explanations why people join informal groups. Students may describe any three of these. Also be aware of other reasonable explanations that students might present.

Drive to bond. Group membership fulfills the drive to bond (as well as the associated relatedness needs). We join friends for lunch or stop by their work areas for brief chats because this interaction fulfills this drive.

Social identity. We define ourselves by our group affiliations. If we belong to work teams or informal groups that are viewed favourably by others, then we tend to view ourselves more favourably. We are motivated to become members of groups that are similar to ourselves because this reinforces our social identity.

Goal accomplishment. People often join and remain members of informal groups to accomplish goals that cannot be accomplished individually.

Emotional support. Under threatening circumstances, people are comforted by the physical presence of other people and are motivated to be near others, including strangers. Thus, even though they might accomplish the task well enough alone, people often join forces with others to manage the stress of risky or threatening situations.

Chapter - Chapter 08 #241
Difficulty: Easy
Gradable: manual
Learning Objective: 1

423. SoftWat Systems Ltd. sends out consulting teams of software professionals (between 6 and 12 consultants on each team) to solve client problems with computer software and networks. SoftWat's management has heard numerous complaints that some employees aren't 'pulling their weight' in these team consulting activities, even though most of these people are productive when working alone. Describe four (4) types of strategies that SoftWat might use to reduce social loafing among members of these consulting teams.

The textbook describes the conditions that give rise to social loafing. Based on these conditions, provide four strategies that would help avoid social loafing in teams.

Form smaller teams. Each team has between 6 and 12 consultants. If it is possible to split teams into smaller units, this would reduce social loafing by making each person's individual contribution more noticeable.

Specialize tasks. It is easier to see everyone's contribution when each team member performs a different work activity.

Measure individual performance. Social loafing is minimized when each member's contribution is measured. This is difficult in some team activities, such as problem-solving projects where the team's performance depends on one person discovering the best answer. However, measurement can be done for some work of individual members of these teams.

Increase job enrichment. Social loafing is minimized when team members are assigned interesting jobs that are more motivating, such as requiring more skill variety or having direct contact with clients. However, this minimizes social loafing only if members have a strong growth need strength.

Select motivated employees. Social loafing can be minimized by carefully selecting job applicants who are motivated by the task and have a collectivist value orientation. This doesn't resolve social loafing problems with current employees, but it can help in the long run.

424. (p. 216-217) You have been given the unique opportunity to develop a 'greenfield' site for a new production facility. A greenfield site means that the entire operation is new, including employees, structure and practices. You want to ensure that the new plant supports self-directed work teams, unlike other company facilities which mainly focus on individual performance. Describe four different elements of the organizational and team environment that you need to consider that influence team effectiveness.

Students should describe any four of the five elements described below and in the textbook.

Reward systems. To support teams, the plant employees should receive some team-based rewards and peer feedback along with their individual pay cheque. This helps team members to recognize their interdependence.

Communications systems. The communication channels in the new plant must allow the team—rather than specific individuals—to receive valued information to operate the plant. For example, it would be useful to design communications systems around work processes so that any member of that team can see important variables in that work process.

Physical space. The plant layout should be designed around the work processes for which self-directed work teams are responsible. This increases team member interaction and creates a stronger sense of 'teamness'. Physical space also improves work efficiency within the team.

Organizational structure. The organizational structure must be designed around work processes rather than functional departments to ensure that the team has sufficient autonomy and interdependence with an output orientation. The structure should also be flat (few management layers) to ensure more autonomy.

Organizational leadership. The plant manager and other executives need to continually support the team-based structure by maintaining a team environment, establishing values that support teams more than individual achievers, and protecting teams from political tactics of individuals who try to weaken the power of teams.

*Chapter - Chapter 08 #243
Difficulty: Medium
Gradable: manual
Learning Objective: 2*

425. (p. 218) Identify three levels of task interdependence and give an organizational example for each.

Task interdependence exists when team members must share common inputs to their individual tasks, need to interact in the process of executing their work, or receive outcomes (such as rewards) that are partly determined by the performance of others. The three levels of interdependence are pooled, sequential and reciprocal.

Pooled interdependence exists where work units operate independently except for reliance on a common resource or authority. Several company divisions depending on the same corporate pool of money to fund new capital projects is an example.

Sequential interdependence occurs where one person's output is the direct input for another person or unit. This interdependent linkage is found in manufacturing operations where the final assembly team depends on subassembly teams to maintain quality parts and sufficient inventory.

The highest level of interdependence is reciprocal interdependence in which work output is exchanged back and forth among individuals or work units. This relationship exists in work teams where work-in-progress is passed back and forth several times before the final service or product is completed.

*Chapter - Chapter 08 #244
Difficulty: Medium
Gradable: manual
Learning Objective: 2*

426. You have been asked to lead a complex software project over the next year that requires the full-time involvement of approximately 100 people with diverse skills and backgrounds. Using your knowledge of team size, how can you develop an effective team under these conditions?
(p. 219)

First, students should make it clear that a team of 100 people creates problems for team development and team cohesiveness. Probably the best strategy here is to break the group of 100 people into smaller teams based on common interdependencies, and then have some way to effectively coordinate these diverse teams. This is the strategy applied by Whole Foods, as the textbook described. Breaking the team into small groups will make it easier for team members to feel part of the process and form a social bond with some other people.

However, it is also important to help team members relate to the larger team in some way. This might include social gatherings and weekly progress meetings where everyone attends. If the team operates for a long time, it may be wise to move employees around to different teams so they do not become too attached to one sub-team.

*Chapter - Chapter 08 #245
Difficulty: Easy
Gradable: manual
Learning Objective: 2*

427. "Ideally, all work teams should have seven members, give or take one or two." Discuss the accuracy of this statement.
(p. 219)

This question addresses the issue of the ideal team size. The main rule of thumb here is that the team should be as small as possible, yet large enough to accommodate the needs of the task. The smaller the team, the less time required to develop a cohesive group and the less time required to coordinate work activities. Five team members (plus or minus two) take these features into consideration. However, effective teams must also be large enough to accommodate the demands of the task. For example, some production teams require more than a dozen people with diverse skills and experience to accomplish the work. If the team is too small and fails to achieve its goals, it becomes less cohesive and performs less effectively on other tasks that are otherwise achievable.

*Chapter - Chapter 08 #246
Difficulty: Easy
Gradable: manual
Learning Objective: 2*

428. The head of emergency services in a large city strongly believes that diverse teams are more effective than homogeneous teams. The executive wants to put this belief into practice by frequently rotating ambulance and other emergency service teams so that teams would constantly have new people with diverse backgrounds and experiences. This would be supplemented with a hiring process that deliberately selects people with diverse ethnic, cultural and educational backgrounds. Discuss the strengths and weaknesses of the executive's actions in the emergency services agency.

(p. 220-221)

To answer this question well, students should explain that diverse teams have certain advantages. In particular, they are generally more effective than homogeneous teams on complex projects and problems requiring innovative solutions. This is because people from different backgrounds see a problem or opportunity from different perspectives. Diverse team members also solve complex problems more easily because they usually have a broader knowledge base. These attributes may be beneficial to emergency service teams to some extent. However, if there are "fault lines" within the team, it will take longer to become a high-performance team. Moreover, this will increase the chances of dysfunctional conflict and other behaviours occurring. In this example, the constant rotation of employees through various teams indicates that emergency service teams will continually cycle through the team development process and face ongoing team development problems. This conflict may undermine service efficiency. Emergency services need to have high performing teams (i.e. have reached the performing stage of team development) so that they coordinate their behaviours smoothly. Otherwise, a patient's life could be jeopardized.

Chapter - Chapter 08 #247
Difficulty: Medium
Gradable: manual
Learning Objective: 2

429. Due to a corporate restructuring, three of the six employees who work on your corporate investment team have been transferred to other teams and three new recruits to the organization will be assigned to your team as replacements. Although the three new hires are experienced from other organizations, they are new to your organization and your team. Consequently, your team will pass through most stages of team development again. Briefly describe any three (3) stages of team development that your team will probably experience after the new recruits join the team. Your answer should recognize that only half of your corporate investment team members are new; the others have been with the team for more than one year.

(p. 222-223)

Students can describe any three of the first four stages of team development. Some might also describe the fifth stage (adjournment) in the context of the three team members leaving. However, the question asks about team development after the new members join.

Forming. During this first stage, both new and current members learn about each other while the new members receive an orientation about what is expected of them on the team. The new members are probably on their best behaviour and look for rules to follow. Current members might be on their guard somewhat, but engage in less information gathering and image management than the recruits.

Storming. During this second stage, the new recruits start to assert their preferences more. They might suggest changes to existing practices (based on their experiences elsewhere). They also try to take on preferred informal roles. The existing team members may experience some conflict with the recruits as they try to defend existing norms, role assignments and work practices. Depending on the aggressiveness of the recruits and the responsiveness of current members, this could be a difficult stage for the team to pass through. This is particularly because the new recruits have previous experience from other organizations.

Norming. This third stage occurs when recruits and current team members alike have formed common mental models regarding the team's objectives and work processes. Task interdependence occurs more smoothly with less negotiation of behaviours required. This does not necessarily mean that new recruits have adjusted to the current practices. It is possible that recruits have adjusted the mental model by convincing current members to change in some way.

Performing. In this fourth stage, the team becomes more task oriented and devotes less attention to team maintenance. Coordination is smooth and efficient and there is strong cooperation among team members. At this stage, there would be few differences between the new recruits and more senior team members.

430. (p. 223-224) A large bank wanted to develop a more team-focused culture, so it put all departments and branches through a series of three-day team building sessions. These expensive sessions represented a combination of wilderness-based trust-building (such as trust falls and leaderless problem solving) and sessions in which employees revealed their personal experiences and problems. Six months after the workforce had completed this training, the bank discovered that most departments and branches operated very much as they had before the team building program. There was little team culture and employees worked together with varying degrees of proficiency. Moreover, several employees had left the firm because they were upset about revealing their personal lives to colleagues. Identify two types of team building problems that would explain the general failure of this team building intervention.

The textbook describes three reasons why team building fails in organizations. Students can apply any two of these explanations to this incident.

Poor diagnosis. Corporate leaders assume team building activities are general solutions to general team problems. No one bothers to diagnose the team's specific needs (e.g., problem solving, interpersonal processes) because the team building intervention is assumed to be a broad-brush solution. In reality, as we just learned, there are different types of team building activities for different team needs. This mismatch can potentially lead to ineffective team building.

Quick fix. Corporate leaders tend to view team building as a one-shot medical inoculation that every team should receive when it is formed. In truth, team building is an ongoing process, not a three-day jumpstart. Some experts suggest, for example, that wilderness experiences often fail because they rarely include follow-up consultation to ensure that team learning is transferred back to the workplace.

On-site team building. Team building occurs on the job, not just on an obstacle course or in a national park. Organizations should encourage team members to reflect on their work experiences and to experiment with just-in-time learning for team development.

431. You have just been appointed as leader of a new shipping and receiving unit in your organization.
(p. 224-225) You have been given considerable latitude to select team members from among the existing workforce throughout the organization. However, you are aware of a deeply embedded practice in many areas of the organization where employees engage in horseplay by racing the forklifts. This practice is costly (some forklifts and shipped goods have been damaged). Moreover, there is a safety risk where the forklifts could overturn or run over another employee. Based on your knowledge of managing team norms, describe four (4) actions to minimize the likelihood that this practice would occur in your new team. Your answer will also explain why each action might be effective.

The points listed below are based on the ways mentioned in the textbook to manage team norms. However, creative students may present other solutions that are also aligned with the concepts presented in this chapter.

- a. When selecting team members, you should try to identify employees who do not engage in the horseplay. For example, you might look at personnel records and speak to current and past supervisors of employees who apply for a position in your unit.
- b. During the interview, at the time of job offer and when the person begins work, be sure to discuss the norms that you want the team to adopt and avoid, including the horseplay with forklifts. When the team is formed, you should call a meeting to emphasize the problems resulting from forklift horseplay. Persuasive communication techniques should be used to convince staff members. For example, someone previously injured from these antics could speak to the newly formed team.
- c. If possible, the team should be relatively isolated from other units in the organization so that this norm is not adopted through regular discussions with employees from other teams.
- d. The team might have a bonus system based on productivity and cost reduction. This might prevent horseplay with forklifts in two ways. First, employees on a team bonus system might view horseplay as a waste of valuable time that could be used more productively. Second, any damage due to these antics would put a financial burden on the team or, at least, reduce its chances of a bonus.

432. (p. 225-226) You have recently been appointed as head of the nine-person accounting department in a large oil company. The accounting offices are located on the 6th and 3rd floors of head office. The three accounting employees on the 3rd floor use extra office space in the purchasing department. Two accounting employees were hired a few months before you took over the unit; one was offered a job at the time she submitted her application form (i.e. hired without an interview or careful review). The employees possess the skills and resources (e.g. new computer systems) to perform effectively if they work together as a team. However, you sense that this department lacks the necessary esprit de corps that would help it achieve the highest performance. Describe four distinct strategies you would use to build the accounting department into a more cohesive unit and explain how these strategies would increase cohesiveness.

There are six strategies described in the textbook. Students may answer any four of these.

Member similarity. Employees who come from diverse backgrounds are less motivated to interact with each other and have higher potential conflict, thereby limiting cohesiveness. If employees in this department are heterogeneous, then you should apply strategies to increase homogeneity, such as giving employees common experiences. These common events would increase member similarity. Alternatively, you might consider hiring people with more common backgrounds (e.g. accounting designations) as long as this does not adversely affect skill requirements.

Team size. As long as the team is large enough to accomplish its goals, smaller teams are more cohesive than large teams because it is easier to agree on goals, interact, coordinate and understand each other. In this situation, the manager should determine whether there are enough employees to accomplish the work. If not, cohesiveness may be undermined by the lack of team success. Otherwise, nine employees is not so large a number that team cohesiveness is inhibited.

Member interaction. You should try to move all accounting employees to the same area of the building, preferably within a few metres of each other. Currently, cohesiveness is limited because employees are located on different floors. This limits the opportunity for personal interaction and, consequently, the ability of employees to feel cohesive. At the same time, your unit should be physically separated from other departments, so that there is a clearer sense of common interest.

Somewhat difficult entry. Teams tend to become more cohesive when it is somewhat difficult to become a member. We don't know how difficult it is to become employed in the accounting department, but one incident suggests that team entry costs are low. Specifically, one person was hired without any extensive selection review. (She was hired as soon as she submitted an application form.) By taking more time to carefully select job applicants into this department, the manager will communicate the importance of the decision and the prestige of becoming an accounting employee will increase. This strategy also increases cohesiveness because, through cognitive dissonance, employees convince themselves that membership in this unit is valuable. Finally, employees are more likely to relate to each other through this common experience of getting through the selection process.

Team success. Cohesiveness increases with team success because employees identify with successful experiences and the people who help them achieve their goals. In this case, the accounting department has the potential to be successful, but seems to be falling short of its goals. The manager should search out areas of success and publicly recognize it. For example, if the unit's efficiency increases, the manager might have this written up in the company's employee magazine. This public recognition will increase cohesiveness by giving employees a feeling of success.

External competition and challenges. You might increase team cohesiveness by giving employees a challenging task that requires team effort. This might include changing to a new accounting system, or simply moving to common location offices without disrupting accounting service. Or you might refer to concerns that others have about service provided by accounting employees. This would challenge them and get them to focus on a common (superordinate) goal.

433. Describe the distinctive features of a typical self-directed team.
(p. 229)

The textbook identifies two distinctive features of self-directed teams (SDTs):

Completes an entire piece of work. SDTs complete an entire piece of work requiring several interdependent tasks, whether it's a product, a service or part of a larger product or service. Team members are highly dependent on each other to complete the entire work, while at the same time minimizing interdependence and interaction with employees outside the team. For example, one team might be responsible for assembling the entire engine block.

Secondly, SDTs have substantial autonomy over the execution of their tasks. Such teams plan, organize, and control work activities with little or no direct involvement of a higher status supervisor.

*Chapter - Chapter 08 #252
Difficulty: Medium
Gradable: manual
Learning Objective: 4*

434. In a meeting, you have been espousing the benefits of virtual teams, when Alex, your supervisor, interrupts to offer his opinion that the concept of 'virtual teams' is just a fad that doesn't deserve further discussion. In order to convince him that his opinion about virtual teams is misinformed, define what virtual team are and discuss three reasons why the reliance on these types of teams will continue to grow in the future.
(p. 230-231)

Virtual teams are teams whose members operate across space, time and organizational boundaries and are linked through information technologies to achieve organizational tasks. The reasons why virtual teams are becoming more common are found in the textbook.

Emerging information technology. Emerging communications technology has facilitated the development of virtual teams. Recent evidence suggests that effective virtual teams creatively combine email, videoconferencing, intranets and other traditional electronic communication channels to suit their needs. As these technologies become more widespread, virtual teams will become more common.

Knowledge-based work. The shift towards knowledge-based rather than production-based work has made virtual teamwork feasible. As more people work with knowledge rather than machines, they are able to work interdependently with other people from a distance.

Globalization. Globalization has become the new reality in many organizations. As companies open businesses overseas or form tight alliances with companies located elsewhere in the world, there is increasing pressure to form virtual teams that coordinate these operations.

*Chapter - Chapter 08 #253
Difficulty: Medium
Gradable: manual
Learning Objective: 4*

435. Quokka Electronics has research and development operations in three locations across Canada. The company is planning to develop a new microprocessor, which involves exploring previously untested ideas and applying methods that have a high degree of complexity. This project would require a dozen researchers and technicians with diverse skills and knowledge and whose individual work would be highly interdependent with each other. Under these conditions, would you recommend a virtual team or a conventional face-to-face team? Justify your choice.

(p. 230-231)

This question relates to the team tasks and (to a lesser extent) team size that work best in virtual teams. Students should probably conclude that this project is better suited to co-located conventional teams than to virtual teams. However, a virtual team may be necessary if the talent required to complete the project is dispersed across the three locations.

The microprocessor project involves complex and ambiguous tasks, requiring an enormous amount of consultation and coordination in real time. Virtual teams have difficulty processing this volume of information due to lack of face-to-face communication. The project also involves highly interdependent work, which is less suitable to virtual teams. While virtual teams can handle a moderate amount of task interdependence, high interdependence requires frequent communication and coordination, which demands a strong communication process. Thus, high interdependence is better in co-located teams than in virtual teams.

The project will consist of approximately one dozen people. Students might argue that this is a fairly large size and, consequently, is more difficult to coordinate and maintain cohesion as a virtual team.

One of the critical determinants of whether to create a co-located versus virtual team is whether the required talent can be found at one location. (Alternatively, some students might argue that people could be moved from other locations, but this makes the questionable assumption that the project has a relatively short duration.) If the required talent is dispersed across two or more locations, then a virtual team is likely necessary. Even so, students should recommend that the virtual team meet face-to-face on occasion, particularly at the beginning of the project.

436. (p. 231-232) Rather than relying on design engineers alone to design new products, the CEO of Quokka Resources wants to form teams of people from several departments to develop more creative products. These teams will consist of design engineers, manufacturing engineers, marketing staff and purchasing staff. Quokka's CEO believes that these teams will develop more creative products than design engineers did when working alone. Identify three potential constraints that might interfere with the CEO's expected benefits of team-based decision making and creativity.

The textbook discusses four constraints on team decision making and creativity. Students may identify any three of these. The question also asks students to 'identify', not 'discuss', so the answer may be briefer than is presented here.

Time constraints. Teams take longer than individuals to make decisions. Unlike individuals, teams require extra time to organize, coordinate and socialize. The larger the group, the more time required to make a decision. Team members need time to learn about each other and build rapport. They need to manage an imperfect communication process so that there is sufficient understanding of each other's ideas. They also need to coordinate roles and rules of order within the decision process.

Evaluation apprehension. Individuals are reluctant to mention ideas that seem silly because they believe (often correctly) that other team members are silently evaluating them. This is most common in meetings attended by people with different levels of status or expertise or when members formally evaluate each other's performance throughout the year (as in 360-degree feedback). Evaluation apprehension is a problem when the group wants to generate creative ideas, because these thoughts often sound bizarre or lack logic when presented. Unfortunately, many potentially valuable ideas are never presented to the group because creative thoughts initially seem ridiculous and a waste of time.

Pressure to conform. Conformity causes team members to suppress their dissenting opinions about discussion issues, particularly when a strong team norm is related to the issue. When someone does state a point of view that violates the majority opinion, other members might punish the violator or try to persuade him or her that the opinion is incorrect.

Groupthink. This is the tendency of highly cohesive groups to value consensus at the price of decision quality. There are strong social pressures on individual members to maintain harmony by avoiding conflict and disagreement. They suppress doubts about decision alternatives preferred by the majority or group leader. Team members want to maintain this harmony because their self-identity is enhanced by membership in a powerful decision-making body that speaks with one voice. High cohesiveness isn't the only cause of groupthink. It is also more likely to occur when the team is isolated from outsiders, the team leader is opinionated (rather than remaining impartial), the team is under stress due to an external threat, the team has experienced recent failures or other decision-making problems, and the team lacks clear guidance from corporate policies or procedures.

437. (p. 233-234) Electronic brainstorming tends to reduce the adverse effects of evaluation apprehension and production blocking which tend to occur in traditional team decision-making sessions. Explain how these two concepts adversely affect traditional team decision making and why they are less likely to occur in electronic brainstorming.

Evaluation apprehension is the tendency of individuals to censure their ideas because they believe that others are silently evaluating them. This tends to occur whenever the individual is known to others, even in traditional brainstorming sessions where participants are not allowed to criticize. But even without overt criticism, those providing ideas believe that others are evaluating them, so they avoid providing ideas that may sound silly or bizarre. But ideas are contributed to the team anonymously in electronic brainstorming, so evaluation apprehension is less likely to occur. Contributors are able to provide unusual or questionable ideas with less fear that other participants will know who provided the idea. (The Delphi method also minimizes evaluation apprehension because ideas are distributed to others anonymously through a central coordinator.)

Production blocking occurs in face-to-face meetings because only one person can talk at a time. While waiting to speak, participants may forget their ideas or spend time rehearsing them rather than generating more recommendations. This productivity loss increases with the team's size because participants have to wait longer to speak to the group. Production blocking is effectively removed in electronic brainstorming sessions because the computer program lets participants add new ideas to the team's list at any time. Thus, ideas may be disseminated through the network as soon as the person thinks of them, rather than waiting for others to finish their contribution.

Chapter - Chapter 08 #256
Difficulty: Medium
Gradable: manual
Learning Objective: 5

438. (p. 233-234) IDEO and other successful companies continue to use brainstorming to enhance creativity. Identify one limitation of brainstorming as well as the benefits which explain why IDEO and other companies use brainstorming.

One problem is that brainstorming rules do not completely remove evaluation apprehension; employees still know that others are silently evaluating the quality of their ideas. IDEO and other companies seem to thrive on brainstorming. The difference from OB research is that these companies produce the right environment and structure to make these sessions productive. There are several benefits of brainstorming (students may identify any two of these):

Minimized evaluation apprehension. Evaluation apprehension may be a problem for brainstorming in student research experiments, but it is less of a problem at IDEO where high-performing teams have a lot of trust and support risky thinking.

Transferring enthusiasm. There is some evidence that effective brainstorming sessions provide valuable non-verbal communication that spreads enthusiasm. Team members share feelings of optimism and excitement that may encourage a more creative climate. Clients are often involved in brainstorming sessions, so these positive emotions may produce higher customer satisfaction than if people are working alone on the product.

Increased decision acceptance. Brainstorming participants interact and participate directly, thereby increasing decision acceptance.

Higher team cohesiveness. Through direct interaction with minimal conflict, brainstorming potentially improves team cohesiveness.

Chapter - Chapter 08 #257
Difficulty: Difficult
Gradable: manual
Learning Objective: 5

8 Summary

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9

1. Communication is the process by which information is _____ and _____ between two or more people.
 - A. spoken; heard
 - B. heard; seen
 - C. transmitted; understood
 - D. acknowledged; absorbed
 - E. dictated; transcribed
2. Effective communication occurs when:
 - A. information is sent through informal rather than formal channels.
 - B. information is transmitted between two or more people.
 - C. the sender convinces the receiver to accept the information sent.
 - D. information is transmitted and understood between two or more people.
 - E. the sender transmits information that is received by someone other than the intended receiver.
3. Which of the following is NOT a function of communication discussed in your text?
 - A. It changes behaviour.
 - B. It supports employee well-being.
 - C. It fulfills certain needs and drives.
 - D. It plays a central role in organizational learning.
 - E. It creates stress.
4. Effective communication plays an important role in:
 - A. knowledge management.
 - B. decision making.
 - C. coordinating work activities.
 - D. fulfilling the drive to bond.
 - E. Communication plays an important role in all of these.
5. What function does communication play in organizations?
 - A. Communication minimizes "silos of knowledge."
 - B. Communication helps decision makers learn about organizational problems.
 - C. Communication helps employees fulfill their drive to bond.
 - D. Communication aids employee well-being.
 - E. Communication serves all of these functions.
6. The first three steps in the communication process model are:
 - A. decode message, encode message, provide feedback
 - B. form message, transmit message, decode message
 - C. encode message, transmit message, receive message
 - D. form message, transmit message, receive message
 - E. none of these represent the first three steps in the communication process model.
7. In the communication process model, what happens immediately after the receiver receives the encoded message?
 - A. The sender receives confirmation that the message has been understood.
 - B. The receiver confirms with the sender that the message sent was intended to be a message.
 - C. The receiver decodes the received message.
 - D. The sender encodes the message.
 - E. The receiver forms feedback in response to the received message.

8. In the communication process model, 'decoding the message' occurs immediately:
 - A. before the sender forms the message.
 - B. after the sender receives the message.
 - C. after the sender forms feedback regarding the original message.
 - D. after the sender transmits the message.
 - E. never; decoding is not part of the communication process model.
9. Which of the following is NOT explicitly identified in the communication process model?
 - A. Distraction
 - B. Noise
 - C. Transmission
 - D. Encoding
 - E. Decoding
10. In the communication process model, "feedback" is:
 - A. formal acknowledgment, or indirect evidence from the receiver's actions.
 - B. defined as a formally encoded message from the receiver.
 - C. is the sender's way of ensuring that he or she has actually encoded the message.
 - D. deliberately excluded from the communication process model.
 - E. included in the first two steps of the model.
11. The communication process model presented in the textbook relies on the metaphor that:
 - A. information flows through a conduit between the sender and receiver.
 - B. the sender and receiver exist in separate but parallel universes that intersect only on intermittent occasions.
 - C. information comes in packets that flow through the air in a series of particle waves.
 - D. information is a song that is understood only when both sender and receiver know how to sing together in harmony.
 - E. information is like a river that flows in both directions.
12. What effect does 'noise' have in the communication model?
 - A. It distorts and obscures the sender's intended message.
 - B. It prevents the sender from forming a message.
 - C. It helps the sender to select a more appropriate medium to transmit the message.
 - D. It helps the receiver to decode the message more carefully.
 - E. The concept of 'noise' applies only in cases of miscommunication.
13. Which of the following is NOT a factor that influences the efficiency and effectiveness of encoding and decoding?
 - A. Whether both parties have a similar "codebook."
 - B. The extent to which both parties have similar mental models.
 - C. The parties' familiarity with the message topic.
 - D. The sender and receiver's proficiency with the communication channel
 - E. The gender of the sender or receiver.
14. Which of the following statements about electronic mail is FALSE?
 - A. Email tends to transmit information faster than traditional written media.
 - B. Email tends to increase the risk of sending emotionally charged messages to other people.
 - C. Email tends to increase information overload.
 - D. Employees can easily misunderstand the emotional meaning of email messages.
 - E. Email tends to reduce the flow of information from lower to higher levels in the organization.
15. Which of the following tends to be the preferred medium for coordinating work and, minimizes status differences?
 - A. Electronic company magazines (e-zines)
 - B. Annual performance reviews with supervisors
 - C. Intranet web sites
 - D. Email
 - E. The corporate grapevine

16. The introduction of email has _____ the volume of communication, particularly messages sent to _____ in the organization.
- A. increased; higher levels
 - B. decreased; other departments
 - C. increased; lower levels
 - D. decreased; lower levels
 - E. increased; retirees
17. In organizational communication, 'flaming' generally refers to:
- A. telling an employee in front of other people that he or she is fired.
 - B. ranting and raving in front of a large audience.
 - C. an emotionally charged email message, usually one that communicates the sender's anger.
 - D. using any signal with the hands that has an obscene meaning to the receiver.
 - E. interrupting the speaker before he or she has finished talking to you.
18. A problem with email is that:
- A. it contributes to information overload.
 - B. it increases the frequency of flaming.
 - C. it is difficult to interpret emotion in email messages.
 - D. it lacks the warmth of human interaction.
 - E. All of these are problems with email.
19. Which of these forms of communication is the poorest for communicating emotional meaning and providing social support in the workplace?
- A. Face-to-face small group sessions
 - B. Email
 - C. Telephone calls
 - D. Video conferences
 - E. All of the above.
20. Which communication medium is a poor choice to convey ambiguous, complex, or novel situations?
- A. Email
 - B. Voice mail
 - C. Video conferencing
 - D. Face-to-face
 - E. None of these communication media are a poor choice.
21. A financial institution wants to use social media to create online communities whereby employees can quickly receive information about a specific topic from colleagues throughout the organization. Which of the following communication media would likely work best in this situation?
- A. Corporate intranet
 - B. wikis
 - C. Email
 - D. Weekly interest group meetings
 - E. Interdepartmental mail
22. Which of these statements about nonverbal communication is FALSE?
- A. In conversations, more information is usually communicated nonverbally than verbally.
 - B. Nonverbal communication is less rule-bound than is verbal communication.
 - C. Nonverbal communication is usually more carefully thought out than is verbal communication.
 - D. Nonverbal communication plays a major role in emotional labour.
 - E. Emotional contagion is transmitted mainly through nonverbal communication.
23. Which of the following represents a form of nonverbal communication?
- A. The sender's actions
 - B. The sender's voice intonation
 - C. The silence between statements made by the sender
 - D. The sender's physical distance.
 - E. All of these are forms of nonverbal communication

24. Which of these statements about nonverbal communication is FALSE?
- A. Nonverbal communication has more formal rules than does verbal communication.
 - B. Nonverbal communication is more automatic and unconscious than is verbal communication.
 - C. Nonverbal communication is an important part of emotional labour.
 - D. Most information in face-to-face meetings is communicated nonverbally.
 - E. Nonverbal communication tends to be more ambiguous and susceptible to misinterpretation than is verbal communication.
25. Compared with verbal communication, nonverbal communication:
- A. has more formal rules to guide its correct use.
 - B. is less susceptible to misinterpretation.
 - C. is more consciously transmitted from sender to receiver.
 - D. has all of these characteristics.
 - E. has none of these characteristics.
26. Emotional contagion occurs when:
- A. we mimic our nonverbal behaviours with people who are communicating with us.
 - B. we are required to show or hide our emotions, based on rules prescribed by the job.
 - C. two people experience different emotions even though they are observing the same object.
 - D. the communication medium has different meaning for the receiver and the sender.
 - E. most employees in one department or work team get sick at the same time.
27. Which of the following is a key element in emotional contagion?
- A. Silence
 - B. Mimicry
 - C. Email
 - D. Jargon
 - E. Flaming
28. An executive returns from a business trip and tells colleagues how the airline lost his luggage and how a late arrival on one flight resulted in waiting half a day at a foreign airport for the next available flight. While retelling his experience, colleagues grimace and make sounds that the executive might make when experiencing this ordeal. The verbal and nonverbal activities of the colleagues represent:
- A. extremely rude communication behaviour.
 - B. a lack of media richness.
 - C. emotional contagion.
 - D. evidence that they have difficulty encoding their feedback message.
 - E. The verbal and nonverbal activities of the colleagues represent all of these.
29. Emotional contagion has what effect in the communication process?
- A. It has no effect on the communication process.
 - B. It provides feedback to the sender that the receiver understands and empathizes with the message.
 - C. It reduces the amount of communication among colleagues.
 - D. It makes it more difficult for the receiver to receive emotional meaning about the sender's experience.
 - E. It reduces the amount of communication among colleagues AND makes it more difficult for the receiver to receive emotional meaning about the sender's experience.
30. Two important sets of factors to consider when choosing the appropriate communication channel for a given situation are:
- A. empathy and speed.
 - B. social acceptance and media richness.
 - C. ambiguity and novelty of the problem.
 - D. gender and culture
 - E. availability of technology and cost

31. According to your text, one of the social acceptance factors we need to consider is:
- A. whether the channel is acceptable in a given society.
 - B. the media richness.
 - C. the symbolic meaning of the chosen channel.
 - D. whether the message is politically correct.
 - E. All of the above are social acceptance factors.
32. The capacity of a communication method to transmit information is known as:
- A. media richness.
 - B. information load.
 - C. channel frequency.
 - D. channel noise.
 - E. media amplitude.
33. Media richness refers to:
- A. total profits of newspapers, television networks and radio broadcasting companies within a society.
 - B. the data-carrying capacity of a communication medium.
 - C. the financial and emotional cost of transmitting a message from one person to another person within the same organization.
 - D. the extent to which a message is conveyed through information technology rather than human interaction.
 - E. none of these.
34. Communication methods that are high in 'media richness' are most valuable:
- A. where the sender holds a higher position in the organization than the receiver.
 - B. during emergencies where the sender and receiver have little common experience.
 - C. where the sender and receiver have a lot of time to transmit and receive the message.
 - D. in routine situations where the sender and receiver have common past experiences.
 - E. where the sender holds a lower position in the organization than the receiver.
35. Several employees must work together to develop a new product. None of these people have worked together before and the development of this product has not been attempted previously. According to the media richness model, which of these communication channels is most appropriate in this situation?
- A. Written documents
 - B. Email
 - C. Face-to-face meetings
 - D. Bulletin boards
 - E. None of these channels should be used in this situation
36. Safety representatives in each of the six plants of a manufacturing company need to communicate to each other every week the number and type of health and safety incidents in their plant. Each representative has a safety reporting document where he or she checks off the type and number of infractions during the previous week. These incidents are well known to other representatives; there are rarely any surprises. This weekly communication calls for:
- A. high media richness.
 - B. high emotional contagion.
 - C. mostly nonverbal communication.
 - D. face-to-face meetings.
 - E. relatively low media richness.
37. When the sender has previous experience with the receiver, the sender _____ to communicate in ambiguous situations.
- A. must use richer media
 - B. is unable to use leaner media
 - C. must rely on nonverbal communication
 - D. can use leaner media
 - E. must use leaner media

38. Employees can "push" (expand) the data-carrying capacity of information technology when they:
- A. avoid emotional contagion.
 - B. are highly experienced with that communication medium.
 - C. are unfamiliar with the receiver of the information being sent.
 - D. avoid using jargon or short-hand symbols in the communication.
 - E. first use that communication medium.
39. According to the authors, the social presence effect occurs when:
- A. employees are distracted by their socializing behaviours at work.
 - B. expensive communication channels contribute to their social status.
 - C. the cost of a communication channel excludes the non rich.
 - D. the sender and receiver focus on their relative status instead of processing the message content.
 - E. None of these describe social distraction.
40. Which of the following communication media tends to be best for transmitting emotions and persuading the receiver?
- A. Newsletter
 - B. Email message
 - C. Telephone conversation
 - D. Face-to-face meeting
 - E. Memorandum to all employees
41. Which communication channel is most effective when the sender wants to persuade the receiver?
- A. A memorandum
 - B. A formal speech to a large audience
 - C. A personal letter to the target receiver
 - D. A personal face-to-face meeting with the target receiver
 - E. The method of communication does not influence the sender's ability to persuade others
42. In the communication process, filtering occurs when:
- A. the sender carefully selects words that the receiver is most likely to understand correctly.
 - B. the receiver removes noise from the communication process so that the sender's message is more accurately understood.
 - C. people delete or delay negative information, or use words that make the message sound more favourable.
- Dan organization is able to prevent grapevine communication by sending the information more quickly . through newsletters and other formal communication channels.
- E. the receiver avoids receiving messages from a sender, such as by avoiding the person or deliberately not reading email messages.
43. Senior executives at a large tire company learned that one line of tires had a tendency to fall apart in very warm weather. This resulted in several vehicle accidents in the Middle East and South America. However, the executives did not hear about these problems until several weeks after they were known to lower-level managers. Although the senior executives encourage staff to communicate all information, the lower-level staff held back the information for fear that they might lose their jobs. Which communication concept best describes this communication situation?
- A. Media richness
 - B. Persuasive communication
 - C. Filtering
 - D. Flaming
 - E. Information overload
44. Which of the following would constitute 'noise' in the communication process?
- A. Perceptual differences between sender and receiver.
 - B. Filtering information up the organizational hierarchy.
 - C. Receiving more information than the person can process.
 - D. Jargon that the receiver does not understand.
 - E. All of these represent examples of noise.

45. When a sender and receiver want to transmit technical information more efficiently, they should:
- A. use jargon that they both understand.
 - B. use filtering.
 - C. use upward communication coordinators.
 - D. use nonverbal communication.
 - E. use ambiguous language.
46. What effect can jargon potentially have in organizations?
- A. Jargon may result in misunderstandings between sender and receiver.
 - B. Jargon may symbolize an employee's identity in a group.
 - C. Jargon may improve communication efficiency.
 - D. Jargon may shape and maintain an organization's cultural values.
 - E. Jargon may improve communication efficiency, and at other times lead to misunderstandings between sender and receiver.
47. A large Internet service provider had a major disruption in its email services in which its customers' messages were delayed and some were lost forever. In its message to customers, the company announced that the event was 'a partial email delay' and that the 'issue' would result in improved future service to customers. This message is an example of:
- A. information overload.
 - B. using ambiguous language to minimize conveying negative emotions.
 - C. misperceptions by the company's executives about the causes of the email service problem.
 - D. cross-cultural differences in communication.
 - E. effective persuasive communication.
48. Metaphors and other types of ambiguous language are useful when:
- A. the sender wants to communicate to people experiencing information overload.
 - B. the message is sent through the grapevine rather than formal communication channels.
 - C. the sender wants to minimize the risk that the receiver would misinterpret the message sent.
 - D. the issue or concept that the sender is trying to communicate is ill-defined or complex.
 - E. Ambiguous language is useful under all of these conditions.
49. The level of information overload is a function of:
- A. the sender's use of jargon and the receiver's perceptual biases.
 - B. the receiver's information-processing capacity and the actual information load received.
 - C. the sender's ability to filter out negative information and the receiver's ability to get that information from other sources.
 - D. the percentage of noise in the communication network that the receiver understands.
 - E. the amount of information actually sent as a percentage of total organizational knowledge.
50. Which of the following reduces information overload by increasing the person's information-processing capacity?
- A. Using a filtering algorithm to screen out incoming email.
 - B. Learning speed-reading to read more pages per hour.
 - C. Reading only the summaries of long documents.
 - D. Using an assistant to screen out unwanted mail.
 - E. All of these increase the person's information-processing capacity.
51. Which of the following activities helps us to cope with information overload?
- A. Working longer hours
 - B. Learning to read faster
 - C. Improving our time management
 - D. Scanning through documents more efficiently
 - E. All of these help us to cope with information overload.

52. Buffering, summarizing, and omitting are ways to:
- A. reduce information overload.
 - B. avoid active listening.
 - C. avoid the risk of flaming.
 - D. improve communication between men and women.
 - E. increase media richness.
53. The most obvious cross-cultural communication challenge is:
- A. silence.
 - B. shaking hands.
 - C. language.
 - D. smiling.
 - E. nonverbal communication.
54. Which of the following statements about cross-cultural communication is FALSE?
- A. In Japan, a listener's silence after the speaker finishes talking indicates that the listener disapproves with the sender's message.
 - B. Brazilians view interruptions as evidence that the other person is involved in the conversation.
 - C. Shaking one's head from side to side means a different thing in different cultures.
 - D. Talking loudly may be a sign of sincerity in some cultures and a sign of rudeness in other cultures.
 - E. Maintaining direct eye contact is acceptable to most Americans, but is considered rude in some other cultures.
55. You have completed an important presentation to several Japanese executives regarding a proposed partnership between your British company and their Japanese firm. Your presentation is greeted by a long silence with the Japanese executives continuing to look at you. This silence probably means that the Japanese executives:
- A. are waiting for formal confirmation that you have completed your presentation.
 - B. disagree with your proposal and can't think of a polite way of telling you about their rejection.
 - C. are trying to intimidate you in order to gain the advantage during the negotiation stage.
 - D. are so overjoyed by the proposal that they are speechless.
 - E. are contemplating what you have just said and are showing respect for your presentation.
56. How do men and women generally differ in their communication styles in organizational settings?
- A. Men are more likely than women to communicate to strengthen relationships.
 - B. Women are more likely than men to give advice quickly and frequently.
 - C. Women are usually more sensitive than men to the listener's nonverbal cues.
 - D. Men and women differ in all of these ways.
 - E. Men and women do not differ in their communication styles.
57. In a business meeting where both men and women are present, women are more likely than men to:
- A. misunderstand nonverbal cues sent by others in the meeting.
 - B. assert their power by giving advice to others in the meeting.
 - C. focus on exchanging information rather than using the conversation to build relationships.
 - D. misunderstand nonverbal cues sent by others AND assert their power by giving advice.
 - E. do none of these.
58. According to research on gender communication, women are more likely than men to:
- A. use communication to build relationships.
 - B. avoid interrupting.
 - C. use indirect requests ('Have you considered ...?')
 - D. seek advice from others.
 - E. do all of these things.

59. Which of these statements about sending your message to other people is FALSE?
- A. Empathize with the listener when forming your message.
 - B. Avoid presenting the message when the listener is easily distracted by other matters.
 - C. Focus the message content on the problem or issue, not on the person.
 - D. Avoid repeating the information or creating any other redundancy in the message.
 - E. Be descriptive rather than evaluative; that is, don't make the listener defensive.
60. Which of the following is NOT a feature of effective listening?
- A. Develop an opinion about the sender's message as soon as possible to guide you through the rest of the sender's message.
 - B. Show interest by maintaining eye contact and giving verbal acknowledgments.
 - C. Empathize with the sender's background and point of view when interpreting the sender's message.
 - D. Provide feedback by rephrasing the sender's main points at appropriate conversational breaks.
 - E. All of the above are features of effective listening.
61. The three main components of active listening, in order, are:
- A. sensing, evaluating and responding
 - B. encoding, decoding and transmitting
 - C. inferring, deferring and referring
 - D. summarizing, encoding and responding
 - E. buffering, summarizing and omitting
62. Active listeners improve their sensing activities by:
- A. organizing information.
 - B. postponing evaluation.
 - C. clarifying the message.
 - D. showing interest
 - E. doing all of these activities.
63. Active listeners improve their evaluating activities by:
- A. organizing information.
 - B. showing interest.
 - C. clarifying the message.
 - D. interrupting when they disagree with the speaker.
 - E. doing all of these activities.
64. People can improve the "responding" stage of active listening by:
- A. ignoring the speaker after the first few minutes.
 - B. quickly forming an opinion of the speaker's topic.
 - C. interrupting when the listener disagrees with the speaker.
 - D. doing all of these activities.
 - E. doing none of these activities.
65. Empathy is explicitly identified in:
- A. the communication process model.
 - B. the active speaker model.
 - C. the active listening model.
 - D. all of these models.
 - E. none of these models.
66. Showing interest and clarifying the message are two activities associated with which active listening process?
- A. Evaluating
 - B. Responding
 - C. Persuading
 - D. Recording
 - E. Sensing

67. To improve communication and make more efficient use of space, many companies are:
- A. moving executives into separate buildings.
 - B. building taller office towers.
 - C. tearing down walls and introducing open office designs.
 - D. removing parking spaces so that employees must commute to work.
 - E. none of these improves communication and makes more efficient use of space.
68. Open-design offices:
- A. replace the need for employee surveys in large organizations.
 - B. tend to increase informal communication and knowledge sharing among people in those open offices.
 - C. tend to increase stress due to the loss of privacy and personal space.
 - D. do all of these.
 - E. tend to increase informal communication AND stress due to the loss of privacy.
69. Research suggests that effective workspace design mainly balances the trade-off between:
- A. social interaction and emotional contagion.
 - B. verbal and nonverbal communication.
 - C. employee privacy and social interaction.
 - D. information overload and information underload.
 - E. employee privacy and information overload.
70. Web-based magazines (e-zines):
- A. allow companies to communicate breaking news quickly and efficiently to employees.
 - B. are used mainly to communicate long and detailed articles.
 - C. are slower and more costly to produce than most print-based company magazines.
 - D. are no longer popular in large organizations.
 - E. communicate long articles AND are no longer popular in large organizations.
71. Some wikis have failed to gain employee support because:
- A. are easily controlled by management.
 - B. rapidly document new knowledge.
 - C. are a novelty that quickly lose the interest of employees
 - D. are more efficient than other social networking forms, such as Facebook.
 - E. involvement takes time and many companies do not reward those who provide this time to wiki development.
72. Management by walking around:
- A. is the label used to describe new executives when they get lost in unfamiliar buildings.
 - B. should be used only when executives need to explain corporate decisions.
 - C. minimizes the problem of filtering in the communication process.
 - D. is an ineffective process for upward communication.
 - E. All of these statements refer to management by walking around.
73. The organizational grapevine is usually transmitted:
- A. to everyone in the organization.
 - B. downward rather than upward through the organization.
 - C. by most employees who receive the information.
 - D. from management to non-management employees.
 - E. from a small number of senders to a larger number of receivers.
74. The organizational grapevine:
- A. transmits information very slowly from higher to lower levels in the organization.
 - B. tends to use communication channels that are low in media richness.
 - C. ignores social relations among employees in the organization.
 - D. helps employees to make sense of their workplace when the information is not available through formal channels.
 - E. has all of these characteristics.

75. What effect do public web sites dedicated to company gossip have on the corporate grapevine?
- A. These web sites have almost completely replaced the corporate grapevine.
 - B. These web sites extend grapevine information to anyone, not just employees connected to social networks.
 - C. These web sites allow corporate leaders to control the corporate grapevine.
 - D. These web sites do all of these things.
 - E. These web sites have no effect on the corporate grapevine.
76. Email and instant messaging have had what effect on the corporate grapevine?
- A. These communication media have made it more difficult for the grapevine to operate without the assistance of management.
 - B. These communication media have dramatically changed the topics of interest communicated through the corporate grapevine.
 - C. These communication media have increased the efficiency of grapevine communication around the company's global operations, not just around the next cubicle.
 - D. These communication media have done all of these.
 - E. These communication media have had no effect on the corporate grapevine.
77. The organizational grapevine is useful because it:
- A. is an effective way for management to inform employees about future organizational changes.
 - B. provides detailed information that more formal communication channels tend to ignore.
 - C. reduces information overload.
 - D. fulfills employees' drive to bond.
 - E. is an effective way for management to communicate to employees AND reduces information overload.
78. Communication exists whenever someone sends a message to someone else, even when the person receiving the message does not understand it.
True False
79. Interpersonal communication occurs as soon as a message is received by someone else.
True False
80. One function of communication is to change behaviour.
True False
81. Effective communication potentially improves knowledge management and decision making.
True False
82. One reason that people communicate with each other is to fulfill their drive to bond.
True False
83. People who experience social isolation are more susceptible to physical and mental illnesses.
True False
84. Communication aids employee well-being.
True False
85. In the communication process model, encoding the message refers to the first step in the process.
True False
86. According to the communication process model, communication begins with encoding the message, then sending it.
True False
87. The metaphor used to explain the communication process model is that information is like fruit on a tree that needs to be carefully picked.
True False

88. Intended feedback is encoded, transmitted, received and decoded from the receiver to the sender of the original message.
True False
89. The encoding and decoding process is enhanced when both parties have similar "passbooks."
True False
90. In order to communicate more effectively people should avoid relying on 'codebooks.'
True False
91. The effectiveness of the encoding-decoding process is dependent on the sender and receiver's proficiency with the communication channel.
True False
92. Email increases the volume of communication in organizations.
True False
93. The introduction of email in organizations tends to reduce some face-to-face and telephone communication.
True False
94. Email removes problems of social status in the communication process.
True False
95. One limitation of email is that both sender and receiver need to coordinate the communication session.
True False
96. Email is a very good medium for communicating emotions.
True False
97. Email is usually developed and sent so quickly that it increases the risk of transmitting an emotionally charged message before the sender has time to reconsider sending the message.
True False
98. One advantage of email is that it is very easy to interpret the emotional tone of the sender's message.
True False
99. Flaming refers to the capacity of an organization to transmit information more quickly through computer networks than through traditional paper media.
True False
100. Some employees use 'emoticons' in electronic mail messages to clarify the emotional meaning of their messages.
True False
101. Email is an inefficient medium for communicating in ambiguous, complex, and novel situations.
True False
102. Few companies make use of social media such as Facebook.
True False
103. One of the main problems with social networking is that it is now a more popular medium than email in work organizations.
True False
104. Wikis focus on sharing information or forming communities.
True False
105. Twitter and instant messaging are two examples of social networking technologies.
True False

106. Most information is communicated verbally rather than nonverbally in quiet settings.
True False
107. Nonverbal communication is less rule-bound than is verbal communication.
True False
108. Mimicking the sender's behaviour is a central part of emotional contagion.
True False
109. Mimicking the nonverbal behaviours of other people seems to help us receive the emotional experience of the people we mimic.
True False
110. Emotional contagion fulfils our drive to bond with others.
True False
111. Mimicking the sender's behaviour is considered rude in North America.
True False
112. Emotional contagion represents nonconscious behaviour.
True False
113. Social acceptance refers to how well the communication is approved and supported by the organization.
True False
114. One social acceptance factor is the symbolic meaning of a channel to convey a message.
True False
115. Face-to-face interaction has higher media richness than a telephone conversation.
True False
116. Media richness refers to the financial cost of using the medium relative to its frequency of use in the organization.
True False
117. A communication channel with high media richness should be used in routine situations where the sender and receiver have common understanding and expectations.
True False
118. When sending a message, the choice of medium also communicates information from the sender to receiver.
True False
119. It is recommended that we use lean media when the communication situation is nonroutine and ambiguous.
True False
120. Multi-communicating is possible because of the reduced sensory demand for most forms of computer-mediated communication.
True False
121. People experienced with a particular communication medium can "push" the amount of media richness normally possible through that information channel.
True False
122. The social presence effect occurs when the sender and receiver are sensitized to their relative status during the communication process.
True False

- 123.Spoken communication is more persuasive than emails, and other forms of written communication.
True False
- 124.People are persuaded more under conditions of high social presence than low social presence.
True False
- 125.Filtering and jargon are two types of noise in the communication process.
True False
- 126.Empathy, emotional contagion, and anger are three types of noise in the communication process.
True False
- 127.Jargon improves communication efficiency when both the sender and receiver understand this specialized language.
True False
- 128.Ambiguous language is sometimes necessary to describe situations or concepts that are ill-defined or lack agreement between sender and receiver.
True False
- 129.Information overload occurs when a person's information-processing capacity exceeds the job's information load.
True False
- 130.Employees increase their information-processing capacity by temporarily reading faster, and scanning documents.
True False
- 131.Omitting and buffering strategies help employees to reduce the amount of information they must process (i.e. information load).
True False
- 132.Language differences represent one of the most obvious cross-cultural communications challenges.
True False
- 133.In Japan, shared understanding is demonstrated without using words.
True False
- 134.When working in Brazil, colleagues expect you to be silent for several seconds after the other person has spoken before beginning your reply.
True False
- 135.Shaking one's head from side to side is universally understood to mean "No."
True False
- 136.One problem in communication between men and women is that most women don't know how to engage in 'report talk'.
True False
- 137.Research has found that women are generally more sensitive than are men to nonverbal communication.
True False
- 138.When communicating with another person, you should avoid repeating your message in different ways.
True False
- 139.If you have to communicate negative information, the other person is more likely to listen if you focus on the problem rather than the person.
True False

140. The three components of listening are encoding, decoding and interpreting.
True False
141. Active listeners constantly cycle through the three components of listening.
True False
142. The sensing stage of active listening includes empathizing and organizing information.
True False
143. The responding stage of active listening includes showing interest and clarifying the message.
True False
144. Researchers suggest that open-office designs potentially reduce employee stress, because their sense of isolation is reduced.
True False
145. One dilemma in workspace design is the requirement to balance the need to encourage social interaction with the employees' need for privacy.
True False
146. One advantage of E-zines is that stories are longer than those typically found in hard-copy company magazines.
True False
147. Wikis are collaborative web sites in which anyone in the group can write, edit, or remove material from the site.
True False
148. Management by walking around occurs whenever senior executives get out of their offices and communicate face-to-face with employees.
True False
149. Management by walking around potentially minimizes the problem of filtering in the communication process.
True False
150. In grapevine communication, most employees serve as both sender and receiver.
True False
151. Email, instant messaging, and public web sites are changing characteristics of the corporate grapevine.
True False
152. The grapevine is an important social process that fulfills the employees' drive to bond.
True False
153. Corporate leaders should use the grapevine to send messages to employees further down the organizational hierarchy.
True False

154. The Marketing Director of a national car parts retail company wants to keep the 20 district managers across the country informed about marketing initiatives and experiences within the company. This information ranges from technical marketing strategies to simple stories about successful marketing experiences within the company. One or two pieces of information are communicated each week and the Marketing Director wants to communicate this information as quickly and cost-efficiently as possible. If you had to choose just one specific medium and form of communication within that medium, which would you choose? Justify your choice. You may assume that this company can communicate with district managers in any way currently available to organizations in your country.
155. A few organizations have recently tried to minimize employee use of email when communicating with colleagues. Specifically, these companies have banned the use of email (except for special circumstances) on Fridays. Discuss two reasons why companies might want to minimize the use of email.
156. You work at an advertising firm where a senior executive has suggested that advertising staff should rely more on email to communicate with clients rather than frequently visiting them in person. The executive has even suggested that this proposal might increase creativity because clients could communicate their ideas to staff members more often than through personal visits. The reason for this recommendation is that it is expensive and time-consuming to visit clients. Discuss the advantages and disadvantages of this idea (using email rather than personal visits to interact with clients). Be sure that your answer considers emotional contagion, media richness and other factors related to these two communication channels.
157. Emotional contagion receives relatively little attention in organizational behaviour literature (it is mostly studied by psychologists), yet it is an important part of social interaction in the workplace. Define emotional contagion and identify two benefits of this phenomenon.

158. The Whispering Hills Financial Consulting is headquartered in a remote part of Alberta. It relies heavily on the latest web-based communication systems since most of their highly trained consultants live in major cities throughout Canada. Most of these consultants work from home (telecommuting) with sophisticated home office technologies at their disposal. The organization prides itself in maintaining very high customer service. For example, client inquiries are resolved satisfactorily in less than 24 hours, 95 percent of the time. This business model has been in place for nearly ten years and Whispering Hills is considered a pioneer in the financial consulting business. Employees prefer to communicate using various forms of email, instant messaging, and web-based programs. Over the years, this has proven to be the most efficient way of doing business at a distance, while involving a disparate workforce.

Susan is a new staff member and has been experiencing difficulties adjusting to the communication media typically used at Whispering Hills. She complains, "I don't understand why my supervisor and coworkers are so reluctant to call me. I'm beginning to think they don't like me." After looking into the matter, you determine the problem originates with Susan's perception of the way Whispering Hills conducts business, and manages its communication channels. Reassure Susan by explaining the factors in social acceptance that account for the present situation.

159. An important factor in choosing the best communication channel is its media richness. What does this concept mean and what two conditions require a communication channel that is high in media richness?

160. A major engineering firm has introduced virtual teams around the globe to resolve client emergencies. Although some of these emergencies are routine (they occur often enough that the engineers have ready-made action plans), several are novel. Furthermore, information about the client emergencies often comes second-hand from employees of the client, so some of the details are missing or ambiguous. Although the company plans to eventually offer a variety of communication media that these virtual teams can use, engineers are currently limited to email, telephone, fax machine, and an instant messaging program that was recently introduced. Based on your knowledge of media richness, how can this engineering firm maximize communication effectiveness with the existing resources in this situation? Your answer should briefly define media richness.

161. The CEO of Bear Securities Ltd. is concerned that investment analysts and brokers at Bear Securities are using too much jargon to communicate with each other and with clients. The CEO believes that the use of jargon will result in costly communication errors and may intimidate clients. Discuss the accuracy of the CEO's concerns.
162. Comment on the accuracy of the following statement: 'The communication process is more effective when ambiguity is minimized.'
163. You have just been promoted to a job in which you have many employees and clients vying for your attention. In particular, these people expect you to review a considerable amount of information to make decisions for them. It isn't possible to spend much time with any individual, nor is it possible to delegate any of these decisions to other people. Identify two distinct strategies that you could use to minimize information overload by increasing information processing and two strategies to reduce information overload in this situation.
164. A resort in New Brunswick employs people from at least eight countries with significantly different cultures. The resort's new manager is concerned that communication problems might exist among these employees, but she doesn't know what problems would occur. Identify and explain three communication barriers that might occur due to cultural differences among employees.

165. A large national sales organization has concluded that active listening is a critical factor in successful sales and customer satisfaction. The company now wants you to design a training program that teaches sales staff the main components of active listening. Discuss a specific training activity that would potentially improve the salespeople's performance in each of the three components of active listening. Your answer should also briefly describe the three components of active listening.
166. A fertilizer company with salespeople in remote operations recently introduced email throughout the company. Previously, salespeople received most information through formal communication channels and the annual sales meeting. Many salespeople complained that they were kept in the dark about company activities. Now, with the email system in place, salespeople receive most of their information informally through this network. None of them complain about isolation from company information. Furthermore, senior executives had to intervene recently to stop incorrect rumours that the fertilizer company might be acquired by a larger chemical company. Using your knowledge of organizational grapevines, explain what might have happened in this company when salespeople were connected to an email network.
167. Should companies try to eliminate grapevine communication? Explain your answer.

9 Key

1. Communication is the process by which information is _____ and _____ between two or more people.
(p. 246)
A. spoken; heard
B. heard; seen
C. transmitted; understood
D. acknowledged; absorbed
E. dictated; transcribed
2. Effective communication occurs when:
(p. 246)
A. information is sent through informal rather than formal channels.
B. information is transmitted between two or more people.
C. the sender convinces the receiver to accept the information sent.
D. information is transmitted and understood between two or more people.
E. the sender transmits information that is received by someone other than the intended receiver.
3. Which of the following is NOT a function of communication discussed in your text?
(p. 246-247)
A. It changes behaviour.
B. It supports employee well-being.
C. It fulfills certain needs and drives.
D. It plays a central role in organizational learning.
E. It creates stress.
4. Effective communication plays an important role in:
(p. 246)
A. knowledge management.
B. decision making.
C. coordinating work activities.
D. fulfilling the drive to bond.
E. Communication plays an important role in all of these.
5. What function does communication play in organizations?
(p. 246-247)
A. Communication minimizes "silos of knowledge."
B. Communication helps decision makers learn about organizational problems.
C. Communication helps employees fulfill their drive to bond.
D. Communication aids employee well-being.
E. Communication serves all of these functions.

Chapter - Chapter 09 #1
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

Chapter - Chapter 09 #2
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

Chapter - Chapter 09 #3
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

Chapter - Chapter 09 #4
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

Chapter - Chapter 09 #5
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

6. The first three steps in the communication process model are:
(p. 247) A. decode message, encode message, provide feedback
B. form message, transmit message, decode message
C. encode message, transmit message, receive message
D. form message, transmit message, receive message
E. none of these represent the first three steps in the communication process model.

Chapter - Chapter 09 #6
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

7. In the communication process model, what happens immediately after the receiver receives the
(p. 247) encoded message?
A. The sender receives confirmation that the message has been understood.
B. The receiver confirms with the sender that the message sent was intended to be a message.
C. The receiver decodes the received message.
D. The sender encodes the message.
E. The receiver forms feedback in response to the received message.

Chapter - Chapter 09 #7
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

8. In the communication process model, 'decoding the message' occurs immediately:
(p. 247) A. before the sender forms the message.
B. after the sender receives the message.
C. after the sender forms feedback regarding the original message.
D. after the sender transmits the message.
E. never; decoding is not part of the communication process model.

Chapter - Chapter 09 #8
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

9. Which of the following is NOT explicitly identified in the communication process model?
(p. 247) **A.** Distraction
B. Noise
C. Transmission
D. Encoding
E. Decoding

Chapter - Chapter 09 #9
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

10. In the communication process model, "feedback" is:
(p. 247) **A.** formal acknowledgment, or indirect evidence from the receiver's actions.
B. defined as a formally encoded message from the receiver.
C. is the sender's way of ensuring that he or she has actually encoded the message.
D. deliberately excluded from the communication process model.
E. included in the first two steps of the model.

Chapter - Chapter 09 #10
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

11. The communication process model presented in the textbook relies on the metaphor that:
(p. 247) A. information flows through a conduit between the sender and receiver.
B. the sender and receiver exist in separate but parallel universes that intersect only on intermittent occasions.
C. information comes in packets that flow through the air in a series of particle waves.
D. information is a song that is understood only when both sender and receiver know how to sing together in harmony.
E. information is like a river that flows in both directions.

Chapter - Chapter 09 #11
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

12. What effect does 'noise' have in the communication model?
(p. 247) A. It distorts and obscures the sender's intended message.
B. It prevents the sender from forming a message.
C. It helps the sender to select a more appropriate medium to transmit the message.
D. It helps the receiver to decode the message more carefully.
E. The concept of 'noise' applies only in cases of miscommunication.

Chapter - Chapter 09 #12
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

13. Which of the following is NOT a factor that influences the efficiency and effectiveness of encoding and decoding?
(p. 248) A. Whether both parties have a similar "codebook."
B. The extent to which both parties have similar mental models.
C. The parties' familiarity with the message topic.
D. The sender and receiver's proficiency with the communication channel
E. The gender of the sender or receiver.

Chapter - Chapter 09 #13
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

14. Which of the following statements about electronic mail is FALSE?
(p. 249) A. Email tends to transmit information faster than traditional written media.
B. Email tends to increase the risk of sending emotionally charged messages to other people.
C. Email tends to increase information overload.
D. Employees can easily misunderstand the emotional meaning of email messages.
E. Email tends to reduce the flow of information from lower to higher levels in the organization.

Chapter - Chapter 09 #14
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

15. Which of the following tends to be the preferred medium for coordinating work and, minimizes status differences?
(p. 249) A. Electronic company magazines (e-zines)
B. Annual performance reviews with supervisors
C. Intranet web sites
D. Email
E. The corporate grapevine

Chapter - Chapter 09 #15
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

16. The introduction of email has _____ the volume of communication, particularly messages sent to _____ in the organization.
(p. 249)
- A.** increased; higher levels
 - B. decreased; other departments
 - C. increased; lower levels
 - D. decreased; lower levels
 - E. increased; retirees

Chapter - Chapter 09 #16
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

17. In organizational communication, 'flaming' generally refers to:
(p. 250)
- A. telling an employee in front of other people that he or she is fired.
 - B. ranting and raving in front of a large audience.
 - C.** an emotionally charged email message, usually one that communicates the sender's anger.
 - D. using any signal with the hands that has an obscene meaning to the receiver.
 - E. interrupting the speaker before he or she has finished talking to you.

Chapter - Chapter 09 #17
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

18. A problem with email is that:
(p. 250)
- A. it contributes to information overload.
 - B. it increases the frequency of flaming.
 - C. it is difficult to interpret emotion in email messages.
 - D. it lacks the warmth of human interaction.
 - E.** All of these are problems with email.

Chapter - Chapter 09 #18
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

19. Which of these forms of communication is the poorest for communicating emotional meaning and providing social support in the workplace?
(p. 249-250)
- A. Face-to-face small group sessions
 - B.** Email
 - C. Telephone calls
 - D. Video conferences
 - E. All of the above.

Chapter - Chapter 09 #19
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

20. Which communication medium is a poor choice to convey ambiguous, complex, or novel situations?
(p. 250)
- A.** Email
 - B. Voice mail
 - C. Video conferencing
 - D. Face-to-face
 - E. None of these communication media are a poor choice.

Chapter - Chapter 09 #20
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

21. A financial institution wants to use social media to create online communities whereby employees can quickly receive information about a specific topic from colleagues throughout the organization. Which of the following communication media would likely work best in this situation?
(p. 250)
- A. Corporate intranet
 - B. wikis**
 - C. Email
 - D. Weekly interest group meetings
 - E. Interdepartmental mail

Chapter - Chapter 09 #21
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

22. Which of these statements about nonverbal communication is FALSE?
(p. 251)
- A. In conversations, more information is usually communicated nonverbally than verbally.
 - B. Nonverbal communication is less rule-bound than is verbal communication.
 - C. Nonverbal communication is usually more carefully thought out than is verbal communication.**
 - D. Nonverbal communication plays a major role in emotional labour.
 - E. Emotional contagion is transmitted mainly through nonverbal communication.

Chapter - Chapter 09 #22
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

23. Which of the following represents a form of nonverbal communication?
(p. 251)
- A. The sender's actions
 - B. The sender's voice intonation
 - C. The silence between statements made by the sender
 - D. The sender's physical distance.
 - E. All of these are forms of nonverbal communication**

Chapter - Chapter 09 #23
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

24. Which of these statements about nonverbal communication is FALSE?
(p. 251)
- A. Nonverbal communication has more formal rules than does verbal communication.**
 - B. Nonverbal communication is more automatic and unconscious than is verbal communication.
 - C. Nonverbal communication is an important part of emotional labour.
 - D. Most information in face-to-face meetings is communicated nonverbally.
 - E. Nonverbal communication tends to be more ambiguous and susceptible to misinterpretation than is verbal communication.

Chapter - Chapter 09 #24
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

25. Compared with verbal communication, nonverbal communication:
(p. 252)
- A. has more formal rules to guide its correct use.
 - B. is less susceptible to misinterpretation.
 - C. is more consciously transmitted from sender to receiver.
 - D. has all of these characteristics.
 - E. has none of these characteristics.**

Chapter - Chapter 09 #25
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

26. Emotional contagion occurs when:
(p. 252) **A.** we mimic our nonverbal behaviours with people who are communicating with us.
B. we are required to show or hide our emotions, based on rules prescribed by the job.
C. two people experience different emotions even though they are observing the same object.
D. the communication medium has different meaning for the receiver and the sender.
E. most employees in one department or work team get sick at the same time.

Chapter - Chapter 09 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

27. Which of the following is a key element in emotional contagion?
(p. 252) **B.** Mimicry
A. Silence
C. Email
D. Jargon
E. Flaming

Chapter - Chapter 09 #27
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

28. An executive returns from a business trip and tells colleagues how the airline lost his luggage and how a late arrival on one flight resulted in waiting half a day at a foreign airport for the next available flight. While retelling his experience, colleagues grimace and make sounds that the executive might make when experiencing this ordeal. The verbal and nonverbal activities of the colleagues represent:
(p. 252) **C.** emotional contagion.
A. extremely rude communication behaviour.
B. a lack of media richness.
D. evidence that they have difficulty encoding their feedback message.
E. The verbal and nonverbal activities of the colleagues represent all of these.

Chapter - Chapter 09 #28
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

29. Emotional contagion has what effect in the communication process?
(p. 252-253) **B.** It provides feedback to the sender that the receiver understands and empathizes with the message.
A. It has no effect on the communication process.
C. It reduces the amount of communication among colleagues.
D. It makes it more difficult for the receiver to receive emotional meaning about the sender's experience.
E. It reduces the amount of communication among colleagues AND makes it more difficult for the receiver to receive emotional meaning about the sender's experience.

Chapter - Chapter 09 #29
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

30. Two important sets of factors to consider when choosing the appropriate communication channel for a given situation are:
(p. 253) **B.** social acceptance and media richness.
A. empathy and speed.
C. ambiguity and novelty of the problem.
D. gender and culture
E. availability of technology and cost

Chapter - Chapter 09 #30
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

31. According to your text, one of the social acceptance factors we need to consider is:
(p. 253) A. whether the channel is acceptable in a given society.
B. the media richness.
C. the symbolic meaning of the chosen channel.
D. whether the message is politically correct.
E. All of the above are social acceptance factors.

Chapter - Chapter 09 #31
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

32. The capacity of a communication method to transmit information is known as:
(p. 253) **A.** media richness.
B. information load.
C. channel frequency.
D. channel noise.
E. media amplitude.

Chapter - Chapter 09 #32
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

33. Media richness refers to:
(p. 253) A. total profits of newspapers, television networks and radio broadcasting companies within a society.
B. the data-carrying capacity of a communication medium.
C. the financial and emotional cost of transmitting a message from one person to another person within the same organization.
D. the extent to which a message is conveyed through information technology rather than human interaction.
E. none of these.

Chapter - Chapter 09 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

34. Communication methods that are high in 'media richness' are most valuable:
(p. 253-254) A. where the sender holds a higher position in the organization than the receiver.
B. during emergencies where the sender and receiver have little common experience.
C. where the sender and receiver have a lot of time to transmit and receive the message.
D. in routine situations where the sender and receiver have common past experiences.
E. where the sender holds a lower position in the organization than the receiver.

Chapter - Chapter 09 #34
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

35. Several employees must work together to develop a new product. None of these people have worked together before and the development of this product has not been attempted previously. According to the media richness model, which of these communication channels is most appropriate in this situation?
(p. 253-254) A. Written documents
B. Email
C. Face-to-face meetings
D. Bulletin boards
E. None of these channels should be used in this situation

Chapter - Chapter 09 #35
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

36. (p. 254) Safety representatives in each of the six plants of a manufacturing company need to communicate to each other every week the number and type of health and safety incidents in their plant. Each representative has a safety reporting document where he or she checks off the type and number of infractions during the previous week. These incidents are well known to other representatives; there are rarely any surprises. This weekly communication calls for:
- A. high media richness.
 - B. high emotional contagion.
 - C. mostly nonverbal communication.
 - D. face-to-face meetings.
 - E. relatively low media richness.**

Chapter - Chapter 09 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

37. (p. 254) When the sender has previous experience with the receiver, the sender _____ to communicate in ambiguous situations.
- A. must use richer media
 - B. is unable to use leaner media
 - C. must rely on nonverbal communication
 - D. can use leaner media**
 - E. must use leaner media

Chapter - Chapter 09 #37
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

38. (p. 255) Employees can "push" (expand) the data-carrying capacity of information technology when they:
- A. avoid emotional contagion.
 - B. are highly experienced with that communication medium.**
 - C. are unfamiliar with the receiver of the information being sent.
 - D. avoid using jargon or short-hand symbols in the communication.
 - E. first use that communication medium.

Chapter - Chapter 09 #38
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

39. (p. 255) According to the authors, the social presence effect occurs when:
- A. employees are distracted by their socializing behaviours at work.
 - B. expensive communication channels contribute to their social status.
 - C. the cost of a communication channel excludes the non rich.
 - D. the sender and receiver focus on their relative status instead of processing the message content.**
 - E. None of these describe social distraction.

Chapter - Chapter 09 #39
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

40. (p. 255) Which of the following communication media tends to be best for transmitting emotions and persuading the receiver?
- A. Newsletter
 - B. Email message
 - C. Telephone conversation
 - D. Face-to-face meeting**
 - E. Memorandum to all employees

Chapter - Chapter 09 #40
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

41. Which communication channel is most effective when the sender wants to persuade the receiver?
(p. 255-256)
- A. A memorandum
 - B. A formal speech to a large audience
 - C. A personal letter to the target receiver
 - D. A personal face-to-face meeting with the target receiver**
 - E. The method of communication does not influence the sender's ability to persuade others

Chapter - Chapter 09 #41
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

42. In the communication process, filtering occurs when:
(p. 257)
- A. the sender carefully selects words that the receiver is most likely to understand correctly.
 - B. the receiver removes noise from the communication process so that the sender's message is more accurately understood.
 - C. people delete or delay negative information, or use words that make the message sound more favourable.**
 - D. an organization is able to prevent grapevine communication by sending the information more quickly through newsletters and other formal communication channels.
 - E. the receiver avoids receiving messages from a sender, such as by avoiding the person or deliberately not reading email messages.

Chapter - Chapter 09 #42
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

43. Senior executives at a large tire company learned that one line of tires had a tendency to fall apart in very warm weather. This resulted in several vehicle accidents in the Middle East and South America. However, the executives did not hear about these problems until several weeks after they were known to lower-level managers. Although the senior executives encourage staff to communicate all information, the lower-level staff held back the information for fear that they might lose their jobs. Which communication concept best describes this communication situation?
(p. 257)
- A. Media richness
 - B. Persuasive communication
 - C. Filtering**
 - D. Flaming
 - E. Information overload

Chapter - Chapter 09 #43
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

44. Which of the following would constitute 'noise' in the communication process?
(p. 256-257)
- A. Perceptual differences between sender and receiver.
 - B. Filtering information up the organizational hierarchy.
 - C. Receiving more information than the person can process.
 - D. Jargon that the receiver does not understand.
 - E. All of these represent examples of noise.**

Chapter - Chapter 09 #44
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

45. When a sender and receiver want to transmit technical information more efficiently, they should:
(p. 256)
- A. use jargon that they both understand.**
 - B. use filtering.
 - C. use upward communication coordinators.
 - D. use nonverbal communication.
 - E. use ambiguous language.

Chapter - Chapter 09 #45
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

46. What effect can jargon potentially have in organizations?
(p. 256)
- A. Jargon may result in misunderstandings between sender and receiver.
 - B. Jargon may symbolize an employee's identity in a group.
 - C. Jargon may improve communication efficiency.
 - D. Jargon may shape and maintain an organization's cultural values.
 - E. Jargon may improve communication efficiency, and at other times lead to misunderstandings between sender and receiver.**

Chapter - Chapter 09 #46
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

47. A large Internet service provider had a major disruption in its email services in which its customers' messages were delayed and some were lost forever. In its message to customers, the company announced that the event was 'a partial email delay' and that the 'issue' would result in improved future service to customers. This message is an example of:
(p. 256)
- A. information overload.
 - B. using ambiguous language to minimize conveying negative emotions.**
 - C. misperceptions by the company's executives about the causes of the email service problem.
 - D. cross-cultural differences in communication.
 - E. effective persuasive communication.

Chapter - Chapter 09 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

48. Metaphors and other types of ambiguous language are useful when:
(p. 256)
- A. the sender wants to communicate to people experiencing information overload.
 - B. the message is sent through the grapevine rather than formal communication channels.
 - C. the sender wants to minimize the risk that the receiver would misinterpret the message sent.
 - D. the issue or concept that the sender is trying to communicate is ill-defined or complex.**
 - E. Ambiguous language is useful under all of these conditions.

Chapter - Chapter 09 #48
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

49. The level of information overload is a function of:
(p. 257)
- A. the sender's use of jargon and the receiver's perceptual biases.
 - B. the receiver's information-processing capacity and the actual information load received.**
 - C. the sender's ability to filter out negative information and the receiver's ability to get that information from other sources.
 - D. the percentage of noise in the communication network that the receiver understands.
 - E. the amount of information actually sent as a percentage of total organizational knowledge.

Chapter - Chapter 09 #49
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

50. Which of the following reduces information overload by increasing the person's information-processing capacity?
(p. 257)
- A. Using a filtering algorithm to screen out incoming email.
 - B. Learning speed-reading to read more pages per hour.**
 - C. Reading only the summaries of long documents.
 - D. Using an assistant to screen out unwanted mail.
 - E. All of these increase the person's information-processing capacity.

Chapter - Chapter 09 #50
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

51. Which of the following activities helps us to cope with information overload?
(p. 257)
- A. Working longer hours
 - B. Learning to read faster
 - C. Improving our time management
 - D. Scanning through documents more efficiently
 - E. All of these help us to cope with information overload.**

Chapter - Chapter 09 #51
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

52. Buffering, summarizing, and omitting are ways to:
(p. 257)
- A. reduce information overload.**
 - B. avoid active listening.
 - C. avoid the risk of flaming.
 - D. improve communication between men and women.
 - E. increase media richness.

Chapter - Chapter 09 #52
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

53. The most obvious cross-cultural communication challenge is:
(p. 258)
- A. silence.
 - B. shaking hands.
 - C. language.**
 - D. smiling.
 - E. nonverbal communication.

Chapter - Chapter 09 #53
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

54. Which of the following statements about cross-cultural communication is FALSE?
(p. 258)
- A. In Japan, a listener's silence after the speaker finishes talking indicates that the listener disapproves with the sender's message.**
 - B. Brazilians view interruptions as evidence that the other person is involved in the conversation.
 - C. Shaking one's head from side to side means a different thing in different cultures.
 - D. Talking loudly may be a sign of sincerity in some cultures and a sign of rudeness in other cultures.
 - E. Maintaining direct eye contact is acceptable to most Americans, but is considered rude in some other cultures.

Chapter - Chapter 09 #54
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

55. You have completed an important presentation to several Japanese executives regarding a proposed partnership between your British company and their Japanese firm. Your presentation is greeted by a long silence with the Japanese executives continuing to look at you. This silence probably means that the Japanese executives:
(p. 258)
- A. are waiting for formal confirmation that you have completed your presentation.
 - B. disagree with your proposal and can't think of a polite way of telling you about their rejection.
 - C. are trying to intimidate you in order to gain the advantage during the negotiation stage.
 - D. are so overjoyed by the proposal that they are speechless.
 - E. are contemplating what you have just said and are showing respect for your presentation.**

Chapter - Chapter 09 #55
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

56. How do men and women generally differ in their communication styles in organizational settings?
(p. 259)
- A. Men are more likely than women to communicate to strengthen relationships.
 - B. Women are more likely than men to give advice quickly and frequently.
 - C.** Women are usually more sensitive than men to the listener's nonverbal cues.
 - D. Men and women differ in all of these ways.
 - E. Men and women do not differ in their communication styles.

Chapter - Chapter 09 #56
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

57. In a business meeting where both men and women are present, women are more likely than men to:
(p. 259)
- A. misunderstand nonverbal cues sent by others in the meeting.
 - B. assert their power by giving advice to others in the meeting.
 - C. focus on exchanging information rather than using the conversation to build relationships.
 - D. misunderstand nonverbal cues sent by others AND assert their power by giving advice.
 - E.** do none of these.

Chapter - Chapter 09 #57
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

58. According to research on gender communication, women are more likely than men to:
(p. 259)
- A. use communication to build relationships.
 - B. avoid interrupting.
 - C. use indirect requests ('Have you considered ...?')
 - D. seek advice from others.
 - E.** do all of these things.

Chapter - Chapter 09 #58
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

59. Which of these statements about sending your message to other people is FALSE?
(p. 260)
- A. Empathize with the listener when forming your message.
 - B. Avoid presenting the message when the listener is easily distracted by other matters.
 - C. Focus the message content on the problem or issue, not on the person.
 - D.** Avoid repeating the information or creating any other redundancy in the message.
 - E. Be descriptive rather than evaluative; that is, don't make the listener defensive.

Chapter - Chapter 09 #59
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

60. Which of the following is NOT a feature of effective listening?
(p. 260-261)
- A.** Develop an opinion about the sender's message as soon as possible to guide you through the rest of the sender's message.
 - B. Show interest by maintaining eye contact and giving verbal acknowledgments.
 - C. Empathize with the sender's background and point of view when interpreting the sender's message.
 - D. Provide feedback by rephrasing the sender's main points at appropriate conversational breaks.
 - E. All of the above are features of effective listening.

Chapter - Chapter 09 #60
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

61. The three main components of active listening, in order, are:

(p. 260-261)

- A.** sensing, evaluating and responding
- B. encoding, decoding and transmitting
- C. inferring, deferring and referring
- D. summarizing, encoding and responding
- E. buffering, summarizing and omitting

Chapter - Chapter 09 #61
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

62. Active listeners improve their sensing activities by:

(p. 260)

- A. organizing information.
- B.** postponing evaluation.
- C. clarifying the message.
- D. showing interest
- E. doing all of these activities.

Chapter - Chapter 09 #62
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

63. Active listeners improve their evaluating activities by:

(p. 260-261)

- A.** organizing information.
- B. showing interest.
- C. clarifying the message.
- D. interrupting when they disagree with the speaker.
- E. doing all of these activities.

Chapter - Chapter 09 #63
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

64. People can improve the "responding" stage of active listening by:

(p. 261)

- A. ignoring the speaker after the first few minutes.
- B. quickly forming an opinion of the speaker's topic.
- C. interrupting when the listener disagrees with the speaker.
- D. doing all of these activities.
- E.** doing none of these activities.

Chapter - Chapter 09 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

65. Empathy is explicitly identified in:

(p. 261)

- A. the communication process model.
- B. the active speaker model.
- C.** the active listening model.
- D. all of these models.
- E. none of these models.

Chapter - Chapter 09 #65
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

66. Showing interest and clarifying the message are two activities associated with which active listening process?

(p. 261)

- A. Evaluating
- B.** Responding
- C. Persuading
- D. Recording
- E. Sensing

Chapter - Chapter 09 #66
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

67. To improve communication and make more efficient use of space, many companies are:
(p. 261-262)
- A. moving executives into separate buildings.
 - B. building taller office towers.
 - C. tearing down walls and introducing open office designs.
 - D. removing parking spaces so that employees must commute to work.
 - E. none of these improves communication and makes more efficient use of space.

Chapter - Chapter 09 #67
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

68. Open-design offices:
(p. 261-262)
- A. replace the need for employee surveys in large organizations.
 - B. tend to increase informal communication and knowledge sharing among people in those open offices.
 - C. tend to increase stress due to the loss of privacy and personal space.
 - D. do all of these.
 - E. tend to increase informal communication AND stress due to the loss of privacy.

Chapter - Chapter 09 #68
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

69. Research suggests that effective workspace design mainly balances the trade-off between:
(p. 262)
- A. social interaction and emotional contagion.
 - B. verbal and nonverbal communication.
 - C. employee privacy and social interaction.
 - D. information overload and information underload.
 - E. employee privacy and information overload.

Chapter - Chapter 09 #69
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

70. Web-based magazines (e-zines):
(p. 262)
- A. allow companies to communicate breaking news quickly and efficiently to employees.
 - B. are used mainly to communicate long and detailed articles.
 - C. are slower and more costly to produce than most print-based company magazines.
 - D. are no longer popular in large organizations.
 - E. communicate long articles AND are no longer popular in large organizations.

Chapter - Chapter 09 #70
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

71. Some wikis have failed to gain employee support because:
(p. 262)
- A. are easily controlled by management.
 - B. rapidly document new knowledge.
 - C. are a novelty that quickly lose the interest of employees
 - D. are more efficient than other social networking forms, such as Facebook.
 - E. involvement takes time and many companies do not reward those who provide this time to wiki development.

Chapter - Chapter 09 #71
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

72. Management by walking around:
(p. 262) A. is the label used to describe new executives when they get lost in unfamiliar buildings.
B. should be used only when executives need to explain corporate decisions.
C. minimizes the problem of filtering in the communication process.
D. is an ineffective process for upward communication.
E. All of these statements refer to management by walking around.

Chapter - Chapter 09 #72
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

73. The organizational grapevine is usually transmitted:
(p. 263) A. to everyone in the organization.
B. downward rather than upward through the organization.
C. by most employees who receive the information.
D. from management to non-management employees.
E. from a small number of senders to a larger number of receivers.

Chapter - Chapter 09 #73
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

74. The organizational grapevine:
(p. 263) A. transmits information very slowly from higher to lower levels in the organization.
B. tends to use communication channels that are low in media richness.
C. ignores social relations among employees in the organization.
D. helps employees to make sense of their workplace when the information is not available through formal channels.
E. has all of these characteristics.

Chapter - Chapter 09 #74
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

75. What effect do public web sites dedicated to company gossip have on the corporate grapevine?
(p. 263-264) A. These web sites have almost completely replaced the corporate grapevine.
B. These web sites extend grapevine information to anyone, not just employees connected to social networks.
C. These web sites allow corporate leaders to control the corporate grapevine.
D. These web sites do all of these things.
E. These web sites have no effect on the corporate grapevine.

Chapter - Chapter 09 #75
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

76. Email and instant messaging have had what effect on the corporate grapevine?
(p. 263-264) A. These communication media have made it more difficult for the grapevine to operate without the assistance of management.
B. These communication media have dramatically changed the topics of interest communicated through the corporate grapevine.
C. These communication media have increased the efficiency of grapevine communication around the company's global operations, not just around the next cubicle.
D. These communication media have done all of these.
E. These communication media have had no effect on the corporate grapevine.

Chapter - Chapter 09 #76
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

77. The organizational grapevine is useful because it:
(p. 264) A. is an effective way for management to inform employees about future organizational changes.
B. provides detailed information that more formal communication channels tend to ignore.
C. reduces information overload.
D. fulfills employees' drive to bond.
E. is an effective way for management to communicate to employees AND reduces information overload.

Chapter - Chapter 09 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

78. Communication exists whenever someone sends a message to someone else, even when the person
(p. 246) receiving the message does not understand it.
FALSE

Chapter - Chapter 09 #78
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

79. Interpersonal communication occurs as soon as a message is received by someone else.
(p. 246) **FALSE**

Chapter - Chapter 09 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

80. One function of communication is to change behaviour.
(p. 246) **TRUE**

Chapter - Chapter 09 #80
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

81. Effective communication potentially improves knowledge management and decision making.
(p. 246) **TRUE**

Chapter - Chapter 09 #81
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

82. One reason that people communicate with each other is to fulfill their drive to bond.
(p. 247) **TRUE**

Chapter - Chapter 09 #82
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

83. People who experience social isolation are more susceptible to physical and mental illnesses.
(p. 246) **TRUE**

Chapter - Chapter 09 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

84. Communication aids employee well-being.
(p. 246) **TRUE**

Chapter - Chapter 09 #84
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

85. In the communication process model, encoding the message refers to the first step in the process.
(p. 247) **FALSE**

Chapter - Chapter 09 #85
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

86. According to the communication process model, communication begins with encoding the message,
(p. 247) then sending it.

FALSE

Chapter - Chapter 09 #86
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

87. The metaphor used to explain the communication process model is that information is like fruit on a
(p. 247) tree that needs to be carefully picked.

FALSE

Chapter - Chapter 09 #87
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

88. Intended feedback is encoded, transmitted, received and decoded from the receiver to the sender of the
(p. 247) original message.

TRUE

Chapter - Chapter 09 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

89. The encoding and decoding process is enhanced when both parties have similar "passbooks."
(p. 248) **FALSE**

Chapter - Chapter 09 #89
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

90. In order to communicate more effectively people should avoid relying on 'codebooks.'
(p. 248) **FALSE**

Chapter - Chapter 09 #90
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

91. The effectiveness of the encoding-decoding process is dependent on the sender and receiver's
(p. 248) proficiency with the communication channel.

TRUE

Chapter - Chapter 09 #91
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

92. Email increases the volume of communication in organizations.
(p. 249) **TRUE**

Chapter - Chapter 09 #92
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

93. The introduction of email in organizations tends to reduce some face-to-face and telephone
(p. 249) communication.

TRUE

Chapter - Chapter 09 #93
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

94. Email removes problems of social status in the communication process.
(p. 249) **FALSE**

Chapter - Chapter 09 #94
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

95. One limitation of email is that both sender and receiver need to coordinate the communication session.
(p. 249) **FALSE**

Chapter - Chapter 09 #95
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

96. Email is a very good medium for communicating emotions.
(p. 249) **FALSE**

Chapter - Chapter 09 #96
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

97. Email is usually developed and sent so quickly that it increases the risk of transmitting an emotionally charged message before the sender has time to reconsider sending the message.
(p. 250) **TRUE**

Chapter - Chapter 09 #97
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

98. One advantage of email is that it is very easy to interpret the emotional tone of the sender's message.
(p. 250) **FALSE**

Chapter - Chapter 09 #98
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

99. Flaming refers to the capacity of an organization to transmit information more quickly through computer networks than through traditional paper media.
(p. 250) **FALSE**

Chapter - Chapter 09 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

100. Some employees use 'emoticons' in electronic mail messages to clarify the emotional meaning of their messages.
(p. 250) **TRUE**

Chapter - Chapter 09 #100
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

101. Email is an inefficient medium for communicating in ambiguous, complex, and novel situations.
(p. 250) **TRUE**

Chapter - Chapter 09 #101
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

102. Few companies make use of social media such as Facebook.
(p. 251) **TRUE**

Chapter - Chapter 09 #102
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

103. One of the main problems with social networking is that it is now a more popular medium than email in work organizations.
(p. 250) **FALSE**

Chapter - Chapter 09 #103
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

104. Wikis focus on sharing information or forming communities.

(p. 251) **TRUE**

Chapter - Chapter 09 #104
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

105. Twitter and instant messaging are two examples of social networking technologies.

(p. 250) **TRUE**

Chapter - Chapter 09 #105
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

106. Most information is communicated verbally rather than nonverbally in quiet settings.

(p. 251) **FALSE**

Chapter - Chapter 09 #106
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

107. Nonverbal communication is less rule-bound than is verbal communication.

(p. 251) **TRUE**

Chapter - Chapter 09 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

108. Mimicking the sender's behaviour is a central part of emotional contagion.

(p. 252) **TRUE**

Chapter - Chapter 09 #108
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

109. Mimicking the nonverbal behaviours of other people seems to help us receive the emotional experience of the people we mimic.

TRUE

Chapter - Chapter 09 #109
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

110. Emotional contagion fulfils our drive to bond with others.

(p. 253) **TRUE**

Chapter - Chapter 09 #110
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

111. Mimicking the sender's behaviour is considered rude in North America.

(p. 252) **FALSE**

Chapter - Chapter 09 #111
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

112. Emotional contagion represents nonconscious behaviour.

(p. 252) **TRUE**

Chapter - Chapter 09 #112
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

113. Social acceptance refers to how well the communication is approved and supported by the organization.

TRUE

Chapter - Chapter 09 #113
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

114. One social acceptance factor is the symbolic meaning of a channel to convey a message.

(p. 253) **TRUE**

Chapter - Chapter 09 #114
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

115. Face-to-face interaction has higher media richness than a telephone conversation.

(p. 253) **TRUE**

Chapter - Chapter 09 #115
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

116. Media richness refers to the financial cost of using the medium relative to its frequency of use in the organization.

FALSE

Chapter - Chapter 09 #116
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

117. A communication channel with high media richness should be used in routine situations where the sender and receiver have common understanding and expectations.

FALSE

Chapter - Chapter 09 #117
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

118. When sending a message, the choice of medium also communicates information from the sender to receiver.

(p. 253-254) **TRUE**

Chapter - Chapter 09 #118
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

119. It is recommended that we use lean media when the communication situation is nonroutine and ambiguous.

FALSE

Chapter - Chapter 09 #119
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

120. Multi-communicating is possible because of the reduced sensory demand for most forms of computer-mediated communication.

TRUE

Chapter - Chapter 09 #120
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

121. People experienced with a particular communication medium can "push" the amount of media richness normally possible through that information channel.

TRUE

Chapter - Chapter 09 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

122. The social presence effect occurs when the sender and receiver are sensitized to their relative status during the communication process.

TRUE

Chapter - Chapter 09 #122
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

123. Spoken communication is more persuasive than emails, and other forms of written communication.

(p. 255)

TRUE

Chapter - Chapter 09 #123
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

124. People are persuaded more under conditions of high social presence than low social presence.

(p. 256)

TRUE

Chapter - Chapter 09 #124
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

125. Filtering and jargon are two types of noise in the communication process.

(p. 256-257)

TRUE

Chapter - Chapter 09 #125
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

126. Empathy, emotional contagion, and anger are three types of noise in the communication process.

(p. 256)

FALSE

Chapter - Chapter 09 #126
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

127. Jargon improves communication efficiency when both the sender and receiver understand this specialized language.

(p. 256)

TRUE

Chapter - Chapter 09 #127
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

128. Ambiguous language is sometimes necessary to describe situations or concepts that are ill-defined or lack agreement between sender and receiver.

(p. 256)

TRUE

Chapter - Chapter 09 #128
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

129. Information overload occurs when a person's information-processing capacity exceeds the job's information load.

(p. 257)

FALSE

Chapter - Chapter 09 #129
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

130. Employees increase their information-processing capacity by temporarily reading faster, and scanning documents.

(p. 257)

TRUE

Chapter - Chapter 09 #130
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

131. Omitting and buffering strategies help employees to reduce the amount of information they must process (i.e. information load).

(p. 257)

TRUE

Chapter - Chapter 09 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

132. Language differences represent one of the most obvious cross-cultural communications challenges.
(p. 258)

TRUE

Chapter - Chapter 09 #132
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

133. In Japan, shared understanding is demonstrated without using words.

(p. 258) **TRUE**

Chapter - Chapter 09 #133
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

134. When working in Brazil, colleagues expect you to be silent for several seconds after the other person has spoken before beginning your reply.

(p. 258) **FALSE**

Chapter - Chapter 09 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

135. Shaking one's head from side to side is universally understood to mean "No."

(p. 258) **FALSE**

Chapter - Chapter 09 #135
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

136. One problem in communication between men and women is that most women don't know how to engage in 'report talk'.

(p. 259) **FALSE**

Chapter - Chapter 09 #136
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

137. Research has found that women are generally more sensitive than are men to nonverbal communication.

(p. 259) **TRUE**

Chapter - Chapter 09 #137
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

138. When communicating with another person, you should avoid repeating your message in different ways.

(p. 260) **FALSE**

Chapter - Chapter 09 #138
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

139. If you have to communicate negative information, the other person is more likely to listen if you focus on the problem rather than the person.

(p. 260) **TRUE**

Chapter - Chapter 09 #139
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

140. The three components of listening are encoding, decoding and interpreting.

(p. 260) **FALSE**

Chapter - Chapter 09 #140
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

141. Active listeners constantly cycle through the three components of listening.

(p. 260) **TRUE**

Chapter - Chapter 09 #141
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

142. The sensing stage of active listening includes empathizing and organizing information.

(p. 260) **FALSE**

Chapter - Chapter 09 #142
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

143. The responding stage of active listening includes showing interest and clarifying the message.

(p. 261) **FALSE**

Chapter - Chapter 09 #143
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

144. Researchers suggest that open-office designs potentially reduce employee stress, because their sense of isolation is reduced.

(p. 261) **FALSE**

Chapter - Chapter 09 #144
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

145. One dilemma in workspace design is the requirement to balance the need to encourage social interaction with the employees' need for privacy.

(p. 261-262) **TRUE**

Chapter - Chapter 09 #145
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

146. One advantage of E-zines is that stories are longer than those typically found in hard-copy company magazines.

(p. 262) **FALSE**

Chapter - Chapter 09 #146
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

147. Wikis are collaborative web sites in which anyone in the group can write, edit, or remove material from the site.

(p. 262) **TRUE**

Chapter - Chapter 09 #147
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

148. Management by walking around occurs whenever senior executives get out of their offices and communicate face-to-face with employees.

(p. 262) **TRUE**

Chapter - Chapter 09 #148
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

149. Management by walking around potentially minimizes the problem of filtering in the communication process.

(p. 263) **TRUE**

Chapter - Chapter 09 #149
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

150. In grapevine communication, most employees serve as both sender and receiver.

(p. 263) **FALSE**

Chapter - Chapter 09 #150
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

151. Email, instant messaging, and public web sites are changing characteristics of the corporate grapevine.

(p. 263) **TRUE**

Chapter - Chapter 09 #151
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

152. The grapevine is an important social process that fulfills the employees' drive to bond.

(p. 264) **TRUE**

Chapter - Chapter 09 #152
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

153. Corporate leaders should use the grapevine to send messages to employees further down the organizational hierarchy.

(p. 264) **TRUE**

Chapter - Chapter 09 #153
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

154. (p. 248-253) The Marketing Director of a national car parts retail company wants to keep the 20 district managers across the country informed about marketing initiatives and experiences within the company. This information ranges from technical marketing strategies to simple stories about successful marketing experiences within the company. One or two pieces of information are communicated each week and the Marketing Director wants to communicate this information as quickly and cost-efficiently as possible. If you had to choose just one specific medium and form of communication within that medium, which would you choose? Justify your choice. You may assume that this company can communicate with district managers in any way currently available to organizations in your country.

The best answer to this question partly depends on how well the student argues his or her position. However, there are a few key factors that need to be considered in the answer.

- a. Some of the information is technical, so a verbal communication medium is less likely to be as effective as a written communication medium.
- b. Information is sent every few days to places across the country. Again, this limits the feasibility of oral communication.
- c. The communication medium needs to be cost-efficient. Teleconferencing is definitely out, as are personal visits by the Marketing Director.
- d. The Marketing Director wants the information to be sent quickly. With people located across the country, regular mail will not satisfy this factor. An electronic medium is more likely.

These factors make it clear that standard verbal and nonverbal channels are unacceptable. Standard, impersonal written media can work, but we need a form of this medium that is quick and inexpensive. It seems that electronic mail is the best option. The textbook states that email is faster and more efficient than other forms of written communication. It can be relatively inexpensive through a commercial Internet vendor (although the low cost assumes that the district managers have computers). Alternatively, the Marketing Director could send facsimiles, particularly since computer-based faxes can transmit to multiple sites very efficiently. Finally, some students might suggest an intranet web site where the new information is posted. This is increasingly the preferred option, but there are costs associated with it (high-speed modems and more bandwidth) and it relies on the receiver checking the site for new information.

155. A few organizations have recently tried to minimize employee use of email when communicating with colleagues. Specifically, these companies have banned the use of email (except for special circumstances) on Fridays. Discuss two reasons why companies might want to minimize the use of email.
(p. 249-250)

The textbook describes four problems with email in organizational settings. All of these are relevant to this email ban situation, so students may discuss any two of these:

Information overload. Many email users are overwhelmed by hundreds of messages each week, many of which are either unnecessary or irrelevant to the receiver. This occurs because emails can be easily created and copied to thousands of people through group mailbox systems.

Ineffective for communicating emotions. Some organizational communication requires the transmission of emotion and email does not send this emotional meaning very well. Even the use of emoticons is insufficient for some messages, which should be communicated in person.

Reduces politeness and respect. A third problem is that email seems to reduce our politeness and respect for others. This is mostly evident through the increased frequency of flaming. Flaming is the act of sending an emotionally charged message to others.

Poor medium for ambiguous, complex, and novel situations. Email requires a mutual level of understanding between the sender and receiver. If either one is unfamiliar with the situation there may be too much information to send back and forth.

156. You work at an advertising firm where a senior executive has suggested that advertising staff should rely more on email to communicate with clients rather than frequently visiting them in person. The executive has even suggested that this proposal might increase creativity because clients could communicate their ideas to staff members more often than through personal visits. The reason for this recommendation is that it is expensive and time-consuming to visit clients. Discuss the advantages and disadvantages of this idea (using email rather than personal visits to interact with clients). Be sure that your answer considers emotional contagion, media richness and other factors related to these two communication channels.

(p. 249-
253 &
253-255)

Email tends to be most effective for coordinating work and sending well-defined information for decision making. Thus, advertising staff probably could rely more on email to communicate with clients where personal meetings mainly transmitted well-defined information and coordinated work with the client.

However, email would be ineffective at replacing personal meetings for three reasons. First, personal meetings are more effective at transmitting emotional contagion. When staff members feel enthusiastic about a new advertising campaign, their nonverbal cues transmit this enthusiasm to clients. In other words, clients may experience less emotional contagion when staff members rely more on email to commute their proposals.

A second reason why email would be ineffective at replacing personal meetings is that email has a lower degree of media richness. It cannot transmit the richness and variety of information that is available through face-to-face contact. For example, staff members cannot receive subtle nonverbal communication from clients when proposals are transmitted through email. The meaning of some messages may also be more easily misinterpreted through email than through face-to-face meetings.

The third problem with replacing personal meetings with email is that email is less persuasive than face-to-face communication. Email represents a form of written communication. This medium is fine for transmitting technical details, but does not have the same influence as verbal communication in persuading the listener to accept your ideas. Thus, it is possible that clients would be less convinced about proposals communicated through email than in face-to-face meetings.

157. Emotional contagion receives relatively little attention in organizational behaviour literature (it is mostly studied by psychologists), yet it is an important part of social interaction in the workplace. Define emotional contagion and identify two benefits of this phenomenon.

(p. 252-253)

Emotional contagion refers to the notion that we tend to 'catch' other people's emotions by continuously mimicking the facial expressions and nonverbal cues of others. For instance, listeners smile more and exhibit other emotional displays of happiness while hearing someone describe a positive event. Similarly, listeners will wince when the speaker describes an event in which they were hurt.

Along with defining emotional contagion, students need to identify any two of the three benefits described in the textbook (presented below).

Communicates caring. Mimicry provides continuous feedback, communicating that we understand and empathize with the sender. To consider the significance of this, imagine if employees remain expressionless after watching a colleague bang his or her head! The lack of parallel behaviour conveys a lack of understanding or caring.

Improves the listener's empathy. Mimicking the nonverbal behaviours of other people seems to be a way of receiving emotional meaning from those people. If a colleague is angry with a client, your tendency to frown and show anger while listening helps you to share that emotion more fully. In other words, we receive meaning by expressing the sender's emotions as well as by listening to the sender's words.

Strengthens team cohesiveness. Emotional contagion is a type of 'social glue' that bonds people together. Social solidarity is built out of each member's awareness of a collective sentiment. Through nonverbal expressions of emotional contagion, people see that others share the same emotions that they feel. This strengthens team cohesiveness by providing evidence of member similarity.

158. The Whispering Hills Financial Consulting is headquartered in a remote part of Alberta. It relies heavily on the latest web-based communication systems since most of their highly trained consultants live in major cities throughout Canada. Most of these consultants work from home (telecommuting) with sophisticated home office technologies at their disposal. The organization prides itself in maintaining very high customer service. For example, client inquiries are resolved satisfactorily in less than 24 hours, 95 percent of the time. This business model has been in place for nearly ten years and Whispering Hills is considered a pioneer in the financial consulting business. Employees prefer to communicate using various forms of email, instant messaging, and web-based programs. Over the years, this has proven to be the most efficient way of doing business at a distance, while involving a disparate workforce.

(p. 253)

Susan is a new staff member and has been experiencing difficulties adjusting to the communication media typically used at Whispering Hills. She complains, "I don't understand why my supervisor and coworkers are so reluctant to call me. I'm beginning to think they don't like me." After looking into the matter, you determine the problem originates with Susan's perception of the way Whispering Hills conducts business, and manages its communication channels. Reassure Susan by explaining the factors in social acceptance that account for the present situation.

The text discusses three factors in social acceptance which account for choice of communication channels.

Organization's norms. Clearly Whispering Hills relies heavily on email and other web-based communication channels. Over time this has become part of the organization's norms which influences the way employees communicate. Phone calls may be seen as intrusive or less efficient means of communication.

Individual preferences. It seems reasonable to assume that existing employees are comfortable telecommuting and communicating using email, as opposed to dropping -into each other's offices. Employees who could not adjust may have left to work in more traditional workplaces. Those who remained adapted and adjusted to the new technologies, which they now prefer.

Symbolic meaning. In some workplaces communicating mainly through email, instant messaging, etc., might be interpreted as socially "cold". However, that doesn't seem to be the case at Whispering Hills. In fact, at Whispering Hills, proficiency with such communication technology may indicate one's professionalism regarding the efficient use of time.

159. An important factor in choosing the best communication channel is its media richness. What does this concept mean and what two conditions require a communication channel that is high in media richness?
(p. 253-255)

Media richness refers to the data-carrying capacity of a communication medium. The data-carrying capacity includes the volume and variety of information that the channel can carry. Face-to-face interaction has very high media richness, whereas newsletters and routine computer printouts have low media richness.

The two conditions that require a communication channel that is high in media richness are non-routine and ambiguous situations. In non-routine situations, the sender and receiver have little common experience, so they need to communicate more information to develop a common understanding of that situation. Ambiguous situations occur when the parties face multiple and conflicting interpretations of their observations and experiences. Again, large amounts of information (and probably more varied information) are required to reduce this ambiguity.

*Chapter - Chapter 09 #159
Difficulty: Medium
Gradable: manual
Learning Objective: 3*

160. (p. 253-255) A major engineering firm has introduced virtual teams around the globe to resolve client emergencies. Although some of these emergencies are routine (they occur often enough that the engineers have ready-made action plans), several are novel. Furthermore, information about the client emergencies often comes second-hand from employees of the client, so some of the details are missing or ambiguous. Although the company plans to eventually offer a variety of communication media that these virtual teams can use, engineers are currently limited to email, telephone, fax machine, and an instant messaging program that was recently introduced. Based on your knowledge of media richness, how can this engineering firm maximize communication effectiveness with the existing resources in this situation? Your answer should briefly define media richness.

First, students need to briefly define media richness, which is the data-carrying capacity of a communication medium, including the volume and variety of information that can be transmitted during a specific time.

Next, this question requires analysis of the communication situation and media available. The scenario suggests that some "emergencies" are routine, although it isn't certain that any of these events offer clear information (due to the indirect and incomplete information provided by clients). However, other situations are novel and likely ambiguous. As for the richness of the communication media available to these engineers, the telephone is likely the most media-rich source, followed by instant messaging, email, and fax. (Email attachments would have similar media richness as faxed pages.)

Communication effectiveness with the existing resources would occur where engineers use the telephone for novel and ambiguous situations, but can use email or more likely instant messaging for more routine situations. The rationale (which students should offer) is that more communication is required, and it must be transmitted quickly, in emergencies where a ready-made solution is not available and where the client's situation could easily be misunderstood. Through the fairly rich medium of telephone, engineers can transmit quickly, receive instant feedback, and customize the communication (such as changing jargon) to suit the situation.

Students should also recognize another element of media richness to improve this situation. These engineers may be able to "push" the media richness of email and particularly instant messaging--and thereby maximize communication effectiveness--in two ways. First, by gaining skill with the technology, they can communicate more quickly and with more versatility. For example, as engineers become adept at instant messaging, they can learn to carry on several conversations at one time. Second, the company should encourage these engineers to learn more about each other or, alternatively, work with partners that they have worked with often in the past. This increased familiarity between sender and receiver increases their common mental model, which allows them to transmit meaning with less communication. The more engineers know each other, the more they can rely on leaner media with the same level of understanding as richer media when communicating with people they don't know well.

161. The CEO of Bear Securities Ltd. is concerned that investment analysts and brokers at Bear Securities are using too much jargon to communicate with each other and with clients. The CEO believes that the use of jargon will result in costly communication errors and may intimidate clients. Discuss the accuracy of the CEO's concerns.
(p. 256)

Jargon may be both useful and problematic in this situation. To the investment analysts and brokers, jargon is probably extremely useful technical language that both understand. It increases communication efficiency because it consists of short symbols representing a concept that would otherwise take much longer to communicate. By using jargon, the sender and receiver are less likely to misunderstand each other because they have already learned the common meaning to the symbol. This jargon may also increase cohesiveness among investment analysts and brokers at Bear Securities. For example, employees identify more with each other and the organization when they possess a unique language that separates them from employees in other organizations. Moreover, if some of the jargon is unique to this organization, it might represent a way to communicate the corporate culture at Bear Securities.

Aside from these likely benefits, jargon may be a problem at Bear Securities when communicating with clients. The problems with jargon occur when the receiver does not understand the jargon used by the sender. This may be a concern if clients do not understand the jargon used by Bear Securities employees. When jargon lacks meaning, clients are more likely to decode it incorrectly. Moreover, they may feel a sense of psychological distance from Bear Securities' employees, thereby weakening the client relationship.

Chapter - Chapter 09 #161
Difficulty: Easy
Gradable: manual
Learning Objective: 4

162. Comment on the accuracy of the following statement: 'The communication process is more effective when ambiguity is minimized.'
(p. 256)

The communication process is often, but not always, more effective when ambiguity is minimized. Communication is the process by which information is transmitted and understood between two or more people. The main goal is that the sender's message is understood by the receiver. In this respect, ambiguity may reduce communication effectiveness because this means there is a greater risk that the receiver will give a different interpretation than the sender intended. However, ambiguity may improve communication effectiveness in some situations. Specifically, ambiguous language should be used when the situation is ambiguous, such as when there is much turbulence and change in the organization. It is inappropriate, for example, to use precise statistics when discussing a vague future organizational strategy or concept. Even where more precise descriptions of events could be presented, this may be unwise where the people involved have not agreed on the precise features of the new negotiated order. Thus, when discussing future events, general concepts and ambiguous terms may be preferred to allow some room for negotiation and further discussion of the more precise options.

Chapter - Chapter 09 #162
Difficulty: Medium
Gradable: manual
Learning Objective: 4

163. You have just been promoted to a job in which you have many employees and clients vying for your attention. In particular, these people expect you to review a considerable amount of information to make decisions for them. It isn't possible to spend much time with any individual, nor is it possible to delegate any of these decisions to other people. Identify two distinct strategies that you could use to minimize information overload by increasing information processing and two strategies to reduce information overload in this situation.
- (p. 257)

The textbook describes three main strategies to reduce information overload. Students may choose any two of these:

Buffering: You might have assistants screen your calls and messages so that you receive only those considered essential reading. This would reduce the amount of information by removing redundancies and sources that need to be redirected to other people.

Summarizing: You might request executive summaries for any proposals or other lengthy documents that come to you. This would reduce the amount of information that you need to read and would quickly identify documents for which entire reading is necessary.

Omitting: You might deliberately ignore information from certain sources that are not critical to your job. However, omitting is typically viable only as a short-term strategy. Eventually, you need to respond to most sources of information that come to you.

The textbook briefly describes a few strategies to increase information-processing capacity. Students may choose any two of these:

Read faster: Speed reading or learning how to scan documents faster will allow you to process more written information in the same amount of time.

Time management: This strategy ensures that all of your time is used efficiently, such as by maintaining time-based goals and organizing materials for quick access (so you don't waste time looking for things).

Remove distractions: This is perhaps an element of time management, but it stands alone as an important way to increase information-processing capacity. By removing distractions, you do not waste time switching back and forth between diverse work activities.

164. A resort in New Brunswick employs people from at least eight countries with significantly different cultures. The resort's new manager is concerned that communication problems might exist among these employees, but she doesn't know what problems would occur. Identify and explain three communication barriers that might occur due to cultural differences among employees.
(p. 258)

When senders and receivers have diverse cultural backgrounds, noise may interfere with the communication process in terms of different languages, accents, nonverbal cues and behavioural norms. This psychological distance also leads to less understanding of the other person, so that perceptual errors are more likely to occur when communication between culturally different employees does occur.

People from one ethnic group may be less willing to communicate with those from another group because employees do not feel as comfortable interacting with colleagues from different backgrounds. Consequently, the sender would be less motivated to encode and transmit the message to a receiver with a different cultural background. If the sender were sufficiently motivated, cultural diversity would represent noise in the selection of inappropriate symbols to encode the message. At best, the sender would be less sensitive to the receiver's emotional response to specific words and nonverbal cues. At worst, the sender would encode the message in a language that the receiver does not understand.

Cultural differences may create noise in the selection of a medium through which the message is transmitted. For example, the sender's cultural background might emphasize nonverbal cues to send the true message, while a verbal message conveys what the sender wants the receiver to hear. The receiver, however, may be from a culture that is insensitive to this communication strategy. Cultural differences might cause the receiver to screen out the sender's attempt to communicate (perhaps thinking that the sender is addressing another employee nearby). If the message is received, the receiver is less likely to understand it (i.e. correctly decode the symbols and signs). Finally, even if the sender's and receiver's cultural backgrounds do not interfere with the first communication, the receiver's feedback to the sender regarding the message might get misinterpreted due to cultural noise in the communication.

165. A large national sales organization has concluded that active listening is a critical factor in successful sales and customer satisfaction. The company now wants you to design a training program that teaches sales staff the main components of active listening. Discuss a specific training activity that would potentially improve the salespeople's performance in each of the three components of active listening. Your answer should also briefly describe the three components of active listening.

(p. 260-261)

To answer this question, students must briefly describe the three components of active listening, identify one of the activities related to each active listening component and apply that activity to a specific training activity. Grading this question will require some judgment about the relevance and quality of the student's recommended training. Below is a brief description of the three active listening components and their associated activities. Also presented is one example of a training activity for each component:

Sensing. Sensing is the process of receiving signals from the sender and paying attention to them. These signals include the words spoken, the nature of the sounds (speed of speech, tone of voice, etc.) and nonverbal cues. Active listeners improve sensing by postponing evaluation, avoiding interruptions and maintaining interest. One training activity would be to videotape trainees as they listen to a speaker, then offer feedback on how well the trainees demonstrated their interest in what the speaker was saying.

Evaluating. This component of listening includes understanding the message meaning, evaluating the message and remembering the message. To improve their evaluation of the conversation, active listeners empathize with the speaker and organize information received during the conversation. One training program for this component of active listening might be to have trainees listen to a speaker, then ask them to document how they organized the speaker's ideas while listening. The trainee might stop the speaker suddenly and immediately ask listeners to organize the ideas present up to that point in time.

Responding. This refers to the listener's development and display of behaviours that support the communication process. Responsiveness is feedback to the sender, which motivates and directs the speaker's communication. Active listeners do this by showing interest and clarifying the message. A training program relating to this component of active listening might involve having trainees watch a video recording of two people in a conversation. Trainees are asked to identify specific behaviours in the listener that indicate supportive responding. Trainees later discuss these responding behaviours and identify which are most effective in the conversation.

166. A fertilizer company with salespeople in remote operations recently introduced email throughout the company. Previously, salespeople received most information through formal communication channels and the annual sales meeting. Many salespeople complained that they were kept in the dark about company activities. Now, with the email system in place, salespeople receive most of their information informally through this network. None of them complain about isolation from company information. Furthermore, senior executives had to intervene recently to stop incorrect rumours that the fertilizer company might be acquired by a larger chemical company. Using your knowledge of organizational grapevines, explain what might have happened in this company when salespeople were connected to an email network.

The email network is a natural channel for an organizational grapevine. Although not quite as intimate as a real-world water cooler, email connects people in distant locations. In this incident, salespeople relied on the organizational grapevine because they had few other means of informal communication. The fact that salespeople complained about the lack of connection to organizational events suggests that they were motivated to receive (and possibly send) information on this topic. Moreover, salespeople presumably have similar experiences and backgrounds, so they would have similar concerns and are able to communicate easily with each other. The rumour about the company's acquisition also identifies the notion that the email network provides a valuable social function that relieves some anxiety.

Chapter - Chapter 09 #166
Difficulty: Medium
Gradable: manual
Learning Objective: 6

167. Should companies try to eliminate grapevine communication? Explain your answer.

Research suggests that companies should not try to eliminate grapevine communication. One reason is that they could not eliminate the grapevine if they tried. Moreover, attempts to eliminate the grapevine might further strain relations with employees. At the same time, the grapevine should not be viewed as a primary source of communication. It can be fairly accurate, but it may distort actual events by deleting some details.

Rather than eliminating the grapevine, companies should treat the grapevine as a signal of employee anxiety and act on the causes of that anxiety. Companies should also use the grapevine as a benchmark of the effectiveness of formal communication. They should try to reduce the need for grapevine communication by providing more effective formal methods of organizational communication.

Chapter - Chapter 09 #167
Difficulty: Medium
Gradable: manual
Learning Objective: 6

9 Summary

<u>Category</u>	<u># of Questions</u>
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Difficulty: Easy	60
Difficulty: Medium	87
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10

1. In organizational settings, power is defined as:
 - A. the practice of trying to influence another person.
 - B. the capacity to influence others.
 - C. the act of changing another person's attitudes and behaviours.
 - D the extent to which one person is required to follow another person's commands even though he or she . does not want to follow those commands.
 - E. any situation where one person is dependent on another person, who is not at all dependent on the first person.
2. Power is only _____ and not _____.
 - A. good; bad
 - B. weak; strong
 - C. potential; behaviour
 - D. apparent; hidden
 - E. intended; unintended
3. The capacity to influence others in organizational settings is known as:
 - A. organizational politics
 - B. coercion
 - C. impression management
 - D. organizational influence
 - E. organizational power
4. Which of the following statements about power is FALSE?
 - A. Power exists only when the dependent party is aware that the power holder controls valued resources.
 - B. Power requires interdependence in the relationship.
 - C. Power is the capacity to influence, rather than the actual practice of influencing others.
 - D Power exists only when one person has something of value for a second person, but the second person . has nothing of value for the first person.
 - E. People sometimes gain power by convincing others that they have something of value for them.
5. Which of the following statements about countervailing power in organizational relationships is TRUE?
 - A. Countervailing power is like an umbrella; it prevents anyone else from having any power over you.
 - B. Countervailing power is used by the stronger party to prevent the weaker party from leaving the relationship.
 - C.Countervailing power is the weaker party's power to maintain the stronger party's continued participation in the relationship.
 - D. Countervailing power is one of the ways that people have power by coping with uncertainty.
 - E. Countervailing power is a personality characteristic of people who crave power.
6. The power that the dependent party has over the dominant party in order to maintain the exchange relationship is known as:
 - A. reverse dependence
 - B. substitutability
 - C. countervailing power
 - D. visibility
 - E. legitimate power

7. Countervailing power refers to:
 - A. a second source of power held by the power holder in case the main source of power is ineffective.
 - B. the initial feeling of power employees experience when they are given more freedom and control over their jobs.
 - C. the capacity to keep someone who is more powerful than you in the exchange relationship.
 - D. a method of measuring the number of times an employee uses his or her power each day.
 - E. the ability of a person or department to gain more power through unethical organizational politics.
8. An employee has power in the organization only when he or she:
 - A. has the authority to influence others.
 - B. possesses all five sources of power.
 - C. has one or more contingencies of power.
 - D. has one or more sources of power.
 - E. possesses one or more sources of power, and the contingencies that support that power base.
9. Which of the following is NOT a distinct source of power?
 - A. Legitimate power
 - B. Centrality power
 - C. Referent power
 - D. Coercive power
 - E. Expert power
10. Legitimate, referent, and expert are:
 - A. different types of organizational politics
 - B. different forms of visibility.
 - C. different sources of organizational power
 - D. different types of substitutability
 - E. different contingencies of organizational power
11. A manager's legitimate power over subordinates exists when:
 - A. the organization grants formal authority over the employees.
 - B. the manager is able to reward or punish the employees.
 - C. employees agree to let the manager have power over them.
 - D. employees are blinded by the manager's charisma.
 - E. the organization grants formal authority AND employees agree to let the manager use this authority.
12. Which of these statements about legitimate power is FALSE?
 - A. Legitimate power depends on more than job descriptions.
 - B. Employees in Canada are generally less likely to accept legitimate power than employees in high power distance cultures.
 - C. Your boss's power to make you work overtime partly depends on your agreement to this power.
 - D. Employees are generally more tolerant of legitimate power today than were employees a few decades ago.
 - E. All employees have some degree of legitimate power.
13. A 360-degree feedback system gives employees which source of power over their bosses?
 - A. Referent
 - B. Reward
 - C. Legitimate
 - D. Expert
 - E. 360-degree feedback is not a source of power for employees over their bosses
14. Employees are more likely to comply with a supervisor's legitimate power when:
 - A. the employees have a high power distance value.
 - B. the power holder gives orders outside the employees' normal role requirements.
 - C. the company encourages people to disobey orders that interfere with their work.
 - D. the employees have a low power distance value.
 - E. the employees have low collectivism.

15. Which of the following is one of the five main sources of power?
 - A. Discretion
 - B. Visibility
 - C. Substitutability
 - D. All of these are sources of power
 - E. None of these are sources of power
16. Which source of power can employees potentially have over their supervisors?
 - A. Legitimate power
 - B. Coercive power
 - C. Expert power
 - D. Employees can potentially have all of these sources of power over their supervisors.
 - E. Employees never have any of these sources of power over their supervisors.
17. Which source of power might non-management employees have over their supervisors?
 - A. Reward power
 - B. Expert power
 - C. Referent power
 - D. All of these are employee sources of power over their supervisors.
 - E. None of these are employee sources of power over their supervisors.
18. Which of these sources of power originates mainly from the powerholder's own characteristics rather than the position?
 - A. Expert power
 - B. Legitimate power
 - C. Coercive power
 - D. Reward power
 - E. All of these
19. Employees have more expert power today than a few decades ago because:
 - A. fewer people now attend university than a few decades ago.
 - B. referent and legitimate power are no longer valued in organizations.
 - C. union density has been reduced in the private sector.
 - D. employers have a higher power distance than in the past.
 - E. None of the above explanations are correct.
20. Control over information flow is a power base when:
 - A. others are dependent on that resource.
 - B. it is disseminated throughout the organization.
 - C. the organization has an all-channel communication structure.
 - D. it is associated with the coercive power base.
 - E. the 'wheel' communication structure exists.
21. Control over information flow is a form of which source of power?
 - A. Referent power
 - B. Expert power
 - C. Coercive power
 - D. Reward power
 - E. Legitimate power
22. Until recently, a large sales organization gave supervisors all key information for further distribution to their employees. But with the introduction of a company intranet and other information technologies, this information is now mostly available directly to employees. By distributing corporate information directly to employees rather than through their supervisors, the company has:
 - A. increased the legitimate power of supervisors.
 - B. decreased the power of supervisors by moving to an all-channel formation of information flow.
 - C. increased the centrality of supervisors.
 - D. decreased the company's ability to cope with uncertainty.
 - E. increased the power of supervisors by moving to a wheel formation of information flow.

23. Which kind of power is derived from the person's ability to control the allocation of valued resources and to remove negative sanctions?
- A. Allocative power
 - B. Coercive power
 - C. Reward power
 - D. Ingratiation.
 - E. All of the above
24. The _____ is a felt obligation and social expectation of helping or otherwise giving something of value to someone who has already helped or given something to you.
- A. norm of expectation
 - B. norm of replication
 - C. norm of reciprocity
 - D. norm of obligation
 - E. norm of equity
25. Coping with uncertainty is a variation of:
- A. legitimate power.
 - B. expert power.
 - C. coercive power.
 - D. referent power.
 - E. none of these.
26. Three general strategies for coping with uncertainty include:
- A. visibility, discretion, prevention
 - B. visibility, immediacy, pervasiveness
 - C. prevention, forecasting, absorption
 - D. discretion, immediacy, prevention
 - E. None of these lists strategies for coping with uncertainty.
27. Which of the following is NOT a strategy for coping with uncertainty?
- A. Prevention
 - B. Substitution
 - C. Forecasting
 - D. Absorption
 - E. None of these is a strategy for coping with uncertainty.
28. As organizations increasingly rely on knowledge rather than on machines and physical resources as the means of production, employees will:
- A. gain expert power in the workplace.
 - B. lose power in the labour market.
 - C. gain more referent power in the workplace.
 - D. become more tolerant of their boss's legitimate power.
 - E. become less willing to use organizational politics to get their way.
29. Referent power is typically associated with:
- A. reward systems.
 - B. educational systems.
 - C. knowledge management.
 - D. peer pressure.
 - E. charisma.

30. A clothing manufacturer has been very successful in the marketplace because one of its designers has a keen ability to determine what styles young people will want to wear over the next year or two. The designer's ability to understand the fashion preferences of young customers is highly valuable because clothing tastes change quickly and manufacturing too much unwanted product can put the company out of business. In terms of power, this designer has organizational power mainly because she:
- A. copes with uncertainty through forecasting.
 - B. has plenty of coercive power.
 - C. has plenty of referent power.
 - D. leverages power through an all-channel information flow rather than the wheel formation.
 - E. copes with uncertainty through absorption.
31. Which of the following IS a contingency of power?
- A. Coercive
 - B. Legitimate
 - C. Referent
 - D. All of these are contingencies of power.
 - E. None of these are contingencies of power.
32. Which of the following would potentially increase someone's power through non-substitutability?
- A. Avoiding documenting unique knowledge about organizational processes.
 - B. Increasing the number of people affected by your work.
 - C. Increasing the amount of autonomy granted to you to accomplish your work.
 - D. Using impression management strategies to increase your popularity with colleagues.
 - E. All of these.
33. In most countries, a national accounting profession controls access to the profession while legislation prevents anyone other than its members from auditing public corporations. These conditions increase the accounting profession's power through which of the following?
- A. Visibility
 - B. Non-substitutability
 - C. Centrality
 - D. Discretion
 - E. Referent power
34. Employees have LESS power in the organization when:
- A. their work has an immediate impact on organizational effectiveness.
 - B. their work can be outsourced.
 - C. their work reduces organizational uncertainty.
 - D. their work is central to the organization's goals.
 - E. they are able to help the organization to secure scarce resources.
35. By going on strike at a critical time in the company's business cycle, unions are mainly applying which contingency of power?
- A. Visibility
 - B. Discretion
 - C. Centrality
 - D. Indiscretion
 - E. Coercive
36. Your team has been put in charge of a major project involving a client. Although the organization has many clients, this is the largest source of revenue and affects the work of several other teams in the organization. The project requires continuous involvement with the client, so any problems with the client are immediately felt by others in the organization. According to the model of power, your team has:
- A. very little power in the organization
 - B. a high degree of centrality
 - C. a high degree of substitutability
 - D. a low level of visibility
 - E. a lot of referent power

37. Axel wants to punish a subordinate that he personally dislikes. However, the subordinate fulfils all his job duties and produces excellent work. Both Axel and the subordinate are governed by very comprehensive policies and rules negotiated by a union in a collective agreement. Which contingency does Axel lack thereby preventing him from punishing the subordinate?
- A. Counterproductive power
 - B. Non-substitutability
 - C. Centrality
 - D. Discretion
 - E. Visibility
38. A new employee in the finance department prominently displays diplomas and past awards indicating his financial expertise. What contingency of power is this person trying to increase?
- A. Countervailing power
 - B. Non-substitutability
 - C. Centrality
 - D. Discretion
 - E. Visibility
39. Which of the following is a contingency of power?
- A. Legitimacy
 - B. Referent
 - C. Visibility
 - D. Suitability
 - E. None of these are contingencies of power.
40. Which of the following conditions would maximize your power through visibility?
- A. You successfully deter the organization from hiring others with your valued skills.
 - B. You become a member of a committee consisting mainly of senior people who must select a new university vice-chancellor.
 - C. You are given the right to ignore formal rules and regulations when deciding this year's work schedule for employees in your department.
 - D. You move into a job where your work affects other organizational members very quickly.
 - E. You redesign a piece of equipment and avoid documenting these changes.
41. Playing the "face time" game potentially increases a lower-level employee's power by increasing:
- A. the employee's coercive power.
 - B. the employee's visibility.
 - C. how quickly other people are affected by the employee's actions.
 - D. the employee's ability to cope with organizational uncertainties.
 - E. the employee's substitutability.
42. The CEO of a large organization once commented that earlier in his career, he displayed his diplomas and awards in his office. 'Top management would drop by my office and immediately get a sense that I was an expert and a professional', the CEO explained. 'I believe displaying my credentials helped me get promoted.' The diplomas helped this executive gain power:
- A. because he and his diplomas were not substitutable.
 - B. by increasing his coercive power in the organization.
 - C. by making everyone else's sources of power less relevant to the organization.
 - D. through visibility.
 - E. by decreasing his centrality in the organization.

43. A software engineer was able to get placed into a group working on the most critical part of a new software program. She also made a habit of arriving at work around 5 a.m., knowing that some of the top corporate leaders would arrive that early once in a while. This software engineer's actions increased her power mainly through:
- A. decreased non-substitutability.
 - B. increased legitimate power.
 - C. increased coercive power.
 - D. increased discretion.
 - E. increased visibility.
44. According to the textbook, social networks potentially increases a person's power by:
- A. increasing the person's legitimate power.
 - B. decreasing the person's centrality.
 - C. increasing the person's referent power.
 - D. increasing the person's expert power.
 - E. increasing the person's referent power and expert power.
45. Jason is effective at forming friendships with other people in the organization. Over time, he becomes well known and respected by numerous people in key positions in the organization. Through his social networking, Jason has:
- A. increased his level of Machiavellianism.
 - B. reduced his centrality.
 - C. increased his coercive power.
 - D. increased his referent power.
 - E. reduced his visibility.
46. By engaging successfully in social networking, employees increase their:
- A. socialistic tendencies.
 - B. centrality.
 - C. social power.
 - D. social capital.
 - E. expert power and centrality, but not referent power.
47. Employees who engage in social networking tend to:
- A. be less powerful in the long run.
 - B. develop their referent power.
 - C. have a low level of Machiavellianism.
 - D. develop their legitimate power.
 - E. develop both their referent and legitimate power.
48. _____ is the knowledge and other resources available to people, teams, or organizations from a durable network that connect them to others.
- A. Resource capital
 - B. Expert capital
 - C. Social capital
 - D. Network capital
 - E. Intangible capital
49. What types of power do people tend to gain by being part of social networks?
- A. Legitimate and referent power
 - B. Expert and reward power
 - C. Referent and expert power
 - D. Legitimate and reward power
 - E. Networking has no known effects on an employee's sources of power

50. The area between two or more dense social network areas that lacks network ties is called a:
- A. dead zone.
 - B. structural hole.
 - C. social hole.
 - D. black hole
 - E. social isolation zone.
51. According to the authors, women are often excluded from informal management networks because they:
- A. use communication styles that are different than men.
 - B. have too many other responsibilities to join social networks at work.
 - C. do not participate in golf games and other male-dominated social events.
 - D. prefer to join mostly non-management social networks.
 - E. are prevented from doing so due to the "glass ceiling" effect.
52. When your boss requests that you complete a particular task, he is applying which form of influence?
- A. Silent authority
 - B. Referent
 - C. Assertiveness
 - D. Exchange
 - E. Expert
53. Which of the following is NOT identified in the textbook as a form of influence?
- A. Ingratiation
 - B. Upward appeal
 - C. Persuasion
 - D. Pleading
 - E. Information control
54. Which of the following is an example of the influence tactic of controlling information?
- A. A new executive immediately posts his diplomas and awards on the office wall for others to see.
 - B. To demonstrate that cost overrun errors aren't due to production employees, the production manager . privately shows senior executives examples of how the marketing manager makes mistakes on orders.
 - C. The vice-president of marketing deliberately places an issue that she dislikes near the bottom of next . meeting's agenda (rather than near the top) so there is less chance the meeting will have time to address that issue.
 - D. To increase the chances of promotion to a more senior job in the company, an employee exaggerates to . management about his role on the executive of a non-profit group.
 - E. Airline employees threaten to go on strike just a few weeks before the company begins its busiest . season and most profitable part of the year.
55. A supervisor pushes employee performance by constantly checking their work and reminding them of their deadlines. This supervisor is mainly using which form of influence?
- A. Legitimate
 - B. Silent authority
 - C. Referent
 - D. Assertiveness
 - E. Persuasion

56. Krystal's boss in the accounting department initially rejected her proposal for a new budgeting process. So Krystal spoke to--and received support from--the heads of two departments that would benefit from the proposed budgeting process. She also found support from several co-workers in the accounting department, because they believed the new budgeting process would be simpler and fairer. When Krystal's boss realized that several key people supported the new budgeting system, he reluctantly agreed to test it in a pilot project. What influence is Krystal mainly using here?
- A. Silent authority
 - B. Coalition formation
 - C. Assertiveness
 - D. Impression management
 - E. Both silent authority AND coalition formation.
57. Which of the following is an example of the influence tactic of forming coalitions?
- A A group of employees band together to show management that they collectively demand that the . company purchase new computer equipment.
 - B Airline employees threaten to go on strike just a few weeks before the company begins its busiest . season and most profitable part of the year.
 - C. A new executive immediately posts her diplomas and awards on the office wall for others to see.
 - D To demonstrate that cost overrun errors aren't due to production employees, the production manager . privately shows senior executives examples of how the marketing manager makes mistakes on orders.
 - E. None of these involves forming coalitions.
58. Forming a coalition:
- A. is typically part of the manager's job description.
 - B. takes advantage of situations where who you know is more important than what you know.
 - C. causes the decision to become more complex and ambiguous.
 - D. increases the legitimacy of the coalition's desired outcome.
 - E. more effectively communicates weaknesses with opposing positions.
59. Which influence strategy is the most common in high power distance cultures?
- A. Upward appeal
 - B. Persuasion
 - C. Assertiveness
 - D. Silent authority
 - E. Ingratiation
60. Persuading people is more easily done when:
- A. you only give the employee information that supports the policy.
 - B. the information is written down rather than discussed orally.
 - C. they believe you have expertise and credibility.
 - D. the employee is publicly committed to an opposing attitude.
 - E. Persuasion research recommends none of these activities.
61. Which of these actions would help persuade an employee to support your recommendation about the company introducing an on-site childcare facility?
- A. Discussing the issue face-to-face with the employee rather than through a memo.
 - B Convincing the employee that you have no vested interest in the childcare facility other than the belief . that it is good for the organization.
 - C. Starting by saying something about the childcare facility that the employee agrees with.
 - D. Describing both positive and negative features of the childcare facility.
 - E. All of these would help to persuade an employee to support your recommendation.

62. In persuasive communication, the inoculation effect refers to:
- A. warning listeners about arguments that others will use to influence them against your position.
 - B. warning listeners that your ideas are probably incorrect and should therefore be ignored.
 - C. the situation in which listeners have heard too many of your arguments and consequently feel that you are pressuring them too much on this issue.
 - D. the situation in which you use written rather than verbal channels of communication to persuade other people.
 - E. the situation in which you easily persuade others because they perceive you as highly credible and trustworthy.
63. Exchange and ingratiation are:
- A. two sources of power.
 - B. indicators that a person lacks power due to low centrality.
 - C. the only two political tactics that are equally common among men and women in organizational settings.
 - D. relatively uncommon practices in Western countries.
 - E. two forms of influence.
64. Flattering your boss and helping co-workers with their work:
- A. are not forms of influence.
 - B. are two sources of power.
 - C. are two ingratiation activities.
 - D. are forms of silent authority and upward appeal, respectively.
 - E. are two political tactics that are not influence strategies.
65. Ingratiation includes which of the following?
- A. Flattering your boss
 - B. Helping co-workers with their work.
 - C. Seeking advice from other people.
 - D. All of these are forms of ingratiation.
 - E. Only helping co-workers and seeking advice from others represent examples of ingratiation.
66. Which of the following is an influence strategy?
- A. Dressing appropriately for the occasion.
 - B. Being polite to others.
 - C. Reminding co-workers of their obligation to serve customers.
 - D. All of these are influence strategies.
 - E. None of these are influence strategies.
67. _____ is part of a larger influence tactic called _____.
- A. Persuasion; upward influence
 - B. Ingratiation; impression management
 - C. Upward appeal; persuasion
 - D. Persuasion; ingratiation
 - E. Impression management; persuasion
68. Which of the following are forms of impression management?
- A. Blaming others for problems that would otherwise look like your fault.
 - B. Preventing negative information about your job performance from reaching senior management.
 - C. Hanging your awards and educational diplomas on the wall of your office.
 - D. All of these are forms of impression management.
 - E. None of the above represent impression management.

69. Various studies consistently report that many job applicants falsify information on their resumé. This is an example of which influence tactic?
- A. Persuasion
 - B. Forming coalitions
 - C. Networking
 - D. Impression management
 - E. Exchange
70. Negotiation is an integral part of which influence activity?
- A. Silent authority
 - B. Coercive
 - C. Exchange
 - D. All of these influence activities.
 - E. None of these influence activities.
71. The influence strategy called "exchange" applies:
- A. negotiation.
 - B. ingratiation.
 - C. persuasion.
 - D. nonsubstitutability.
 - E. both negotiation and ingratiation.
72. Which of the following is considered a "hard" influence tactic?
- A. Exchange
 - B. Assertiveness
 - C. Information control
 - D. Upward appeal
 - E. All of these are described as "hard" influence tactics.
73. Which of the following is the LEAST forceful influence tactic?
- A. Ingratiation
 - B. Assertiveness
 - C. Upward appeal
 - D. Silent authority
 - E. Information control
74. Commitment typically results when people are influenced using which power bases?
- A. Legitimate and coercive
 - B. Legitimate and expert
 - C. Reward and coercive
 - D. Expert and referent
 - E. Reward and referent
75. Which source of power tends to produce compliance or resistance, but not commitment, to the requested behaviour?
- A. Reward power
 - B. Legitimate power
 - C. Referent power
 - D. All of these produce compliance or resistance, but not commitment.
 - E. Reward AND legitimate power produce compliance or resistance, but not commitment.

76. Which of the following statements is FALSE?
- A. Exchange tactics tend to be more common and effective between supervisors and subordinates in Canada than in most Asian cultures.
 - B. Ingratiation tends to minimize conflict and support a trusting relationship.
 - C. A person's position in the organizational hierarchy is a factor when determining the best influence tactic to apply.
 - D. People with strong expert power would be more successful applying persuasion than any other influence tactic.
 - E. Employees lose respect for supervisors who engage in ingratiation and impression management.
77. The most appropriate influence strategy:
- A. is impression management.
 - B. depends on personal, organizational, and cultural values.
 - C. is based on legitimate power.
 - D. is assertiveness and other hard tactics rather than soft tactics.
 - E. is to use soft tactics, never hard tactics.
78. Cultural values and the person's position in the organization are:
- A. the two most important sources of power in organizations.
 - B. the main reasons why people are Machiavellian.
 - C. two contingencies of power.
 - D. the two most important causes of organizational politics.
 - E. two factors to consider when determining the best influence tactic to use.
79. Organizational politics typically involves:
- A. an unconscious attempt to increase your own power.
 - B. a conscious attempt to motivate others to work harder for the firm.
 - C. attempts to influence others to promote personal objectives
 - D. helping other employees to fulfill their needs through organizational activities.
 - E. none of these.
80. Scholars tend to describe influence tactics as _____, whereas they describe office politics as _____.
- A. negative; positive
 - B. based on power sources; based on power contingencies
 - C. behaviours; perceptions
 - D. hard; soft
 - E. rare; common
81. A senior executive wants to introduce a new reward system for salespeople. To support this change, the executive retained a consultant to determine the benefits of the reward system for salespeople in this organization. However, the consultant's report determined that the reward system would not work well for a variety of reasons. When the executive received the report, she discarded it without notifying others of its existence. Meanwhile, the executive continued to push for the reward system. What political tactic did the executive use?
- A. Controlling information
 - B. Exchange
 - C. Forming coalitions
 - D. Cultivating networks
 - E. Persuasion
82. Which of the following is always a form of organizational politics?
- A. Forming coalitions
 - B. Cultivating networks
 - C. Distributing information selectively
 - D. All of these are always organizational politics tactics.
 - E. Whether any of these are organizational politics depends on whether they are perceived by others as self-serving or beneficial for the organization.

83. Complex and ambiguous rules in resource allocation decisions cause employees affected by those decisions:
- A. to disown their Machiavellian values.
 - B. to engage in more organizational politics.
 - C. to disband their politically motivated networks.
 - D. to find resources elsewhere.
 - E. None of these are outcomes of complex and ambiguous rules in resource allocation decisions.
84. Organizational politics tends to result in _____ among those affected by the tactics.
- A. lower job satisfaction
 - B. reduced work effort
 - C. lower organizational commitment
 - D. reduction in organizational citizenship
 - E. all of these
85. Organizational politics is more common where decisions are:
- A. easy to understand.
 - B. based on complex and ambiguous rules.
 - C. based on the brainstorming technique.
 - D. based on clearly defined rules.
 - E. none of these conditions.
86. People with high Machiavellian values tend to:
- A. place a lot of trust in their colleagues.
 - B. frequently use power to manipulate others towards their own personal goals.
 - C. use more socially acceptable forms of power to influence others.
 - D. keep away from organizations where organizational politics is tolerated.
 - E. believe that deceit is totally inappropriate in organizational settings.
87. People who frequently use power to manipulate others towards their own personal goals and believe that deceit is a natural and acceptable way to influence others have:
- A. more expert power than most people in organizations.
 - B. a high level of organizational citizenship.
 - C. excellent skills for working in teams.
 - D. strong Machiavellian values.
 - E. a strong tendency to trust their colleagues.
88. Organizational politics may be reduced by:
- A. cutting back resources available to organizational units.
 - B. encouraging leaders to become role models of organizational citizenship instead of symbols of successful organizational politicians.
 - C. being more tolerant of employees who use political tactics to get what they want from the organization.
 - D. selecting employees with a high need for personalized power.
 - E. doing all of these.
89. People might gain power by convincing others that they have something of value.
True False
90. Power is the act of changing another person's attitudes and behaviour.
True False
91. Power does not exist until the power holder actually applies power to influence someone else.
True False
92. Power is defined as influence in motion.
True False

93. Countervailing power refers to the power that the dominant person in a relationship uses as a backup when the primary source of power fails to work as planned on the dependent person.
True False
94. You cannot have power over others unless others believe you have that capacity.
True False
95. Legitimate power is created whenever the organization assigns a supervisor formal authority over subordinates.
True False
96. Legitimate power is an agreement between people that one person has the right to request specific behaviours from the other person.
True False
97. Employees with low power distance are more likely to comply with legitimate power.
True False
98. Employees in Canada and other low power distance countries are more likely to accept legitimate power than are employees in Mexico and other high power distance countries.
True False
99. The norm of reciprocity creates a feeling of obligation to help someone who has helped you in the past.
True False
100. One potent form of legitimate power occurs where people withhold the right to control the information that others receive.
True False
101. The right to control information flow in the organization is a form of legitimate power.
True False
102. Subordinates have some reward power over their bosses through 360-degree feedback systems.
True False
103. Peer pressure typically represents a form of coercive power.
True False
104. Employees are losing their expert power as society moves from an industrial to a knowledge-based economy.
True False
105. Prevention, forecasting and absorption are three contingencies of power in organizations.
True False
106. Some employees and departments gain power by forecasting uncertainties in the organization's environment.
True False
107. Three general strategies to help organizations cope with uncertainty are prevention, creation and deception.
True False
108. Referent power is mainly developed through a person's interpersonal skills.
True False
109. Referent power is associated with charisma.
True False

110. Some writers describe charisma as both a "gift" and a "curse" within the charismatic person.
True False
111. The four contingencies of power include substitutability, visibility, referent and utilitarian.
True False
112. An employee's ability to influence others increases as the source of his or her power becomes more substitutable.
True False
113. By avoiding written documentation of special procedures, maintenance workers in the French tobacco-processing industry were maximizing their expert power through non-substitutability.
True False
114. Professions gain power in the marketplace by reducing their substitutability through the control of tasks and knowledge.
True False
115. People have more power when their actions quickly affect many other people throughout the organization.
True False
116. First-line supervisors may have legitimate, reward and coercive sources of power, but their actual power is often limited by a lack of discretion.
True False
117. Displaying one's diplomas and degrees on office walls is one way professionals increase their visibility.
True False
118. Playing the "face time" instead of working productively behind closed doors is a strategy for gaining increased visibility at work.
True False
119. Even though you should be visiting clients most of the time, you make a point of stopping by the office each day so your boss sees that you are working. This increases your power by increasing your centrality.
True False
120. Locating oneself within social networks helps to increase a person's expert power and centrality.
True False
121. Social networks exist everywhere because people have a drive to protect themselves.
True False
122. Social Networking generates power through socialism.
True False
123. Social networking can potentially increase a person's power by increasing the person's visibility and centrality.
True False
124. People can gain power in organizations through accurate perceptions of social networks.
True False
125. Social capital tends to be diluted with the number of network ties.
True False
126. Social network centrality is dependent on one's "betweenness."
True False

127. The gap between two clusters of people in a social network is called a structural hole.
True False
128. A good strategy for women who want to be part of social networks is to learn how to play golf.
True False
129. People who feel powerful usually are more likely to rely on stereotypes.
True False
130. Studies have found that people with power over others have more difficulty empathizing.
True False
131. People who have more power over others tend to engage in more automatic rather than mindful thinking.
True False
132. Influence is an essential process in organizations through which people coordinate their effort.
True False
133. One feature of influence is that it operates down the corporate hierarchy but not up or across that hierarchy.
True False
134. Silent authority, assertiveness, and exchange are three sources of power.
True False
135. Exchange, ingratiation, and persuasion are considered hard influence tactics.
True False
136. Silent authority and deference to authority are related concepts.
True False
137. Extreme forms of assertiveness include blackmailing colleagues.
True False
138. A coalition gains power by symbolizing the legitimacy of the issue supported by the coalition.
True False
139. A coalition attempts to influence people outside the group by pooling the resources and power of its members.
True False
140. Upward appeal is not considered a type of influence tactic.
True False
141. Persuasion is the most common form of influence in high power distance cultures.
True False
142. People are more persuasive when they rely on logical arguments and avoid emotional appeals.
True False
143. When the issue is extremely important to listeners, the speaker's personal characteristics are more important than the message content in persuading listeners.
True False
144. People are more persuasive when listeners believe they have expertise and credibility.
True False
145. In persuasive communication, the inoculation effect involves warning listeners that others will try to influence them in the future and that they should be aware of the opponent's arguments.
True False

146. Exaggerating one's resumé is categorized within the influence strategy of persuasion.
True False
147. Impression management is a common strategy for people trying to get ahead in the workplace.
True False
148. Because impression management is inherently unethical, it is discouraged by career professionals.
True False
149. How we dress and the way we behave politely towards others represents a type of influence strategy.
True False
150. Negotiation and the norm of reciprocity are associated with the influence process of exchange.
True False
151. 'Soft' influence tactics such as persuasion tend to build compliance rather than commitment to the influencer's request.
True False
152. People who have expertise tend to have more influence using persuasion.
True False
153. The most appropriate influence tactic depends on personal, organizational and cultural values.
True False
154. Research indicates that ingratiation is more commonly used by managers in Canada than by managers in Hong Kong.
True False
155. Supervisors who use ingratiation and impression management tactics tend to lose the respect of their staff.
True False
156. The preferred influence tactics vary across cultures.
True False
157. Organizational politics refers to any use of power to influence others.
True False
158. Organizational politics occurs when someone attempts to influence others for the purpose of promoting personal interests.
True False
159. Forming coalitions is considered a political tactic, whereas cultivating networks is not.
True False
160. Organizational politics can result in lower job satisfaction, and high levels of work-related stress.
True False
161. Organizational politics flourish when resource allocation decisions are ambiguous and complex with no formal rules.
True False
162. Organizational leaders can minimize organizational politics by making decision rules more complex and ambiguous.
True False
163. Organizational politics tends to increase in situations where decisions become routinized and programmed.
True False

164. Machiavellian values help employees to recognize and avoid using political tactics in organizational settings.
True False
165. People with an internal locus of control and strong Machiavellian values are more likely to engage in organizational politics.
True False
166. Establishing a free flow of information and using effective change management practices help to minimize organizational politics.
True False
167. Comment on the accuracy of the following statement and explain your answer: "Legitimate power is assigned by the organization to job holders".
168. You have just been hired as a brand manager of toothpaste for a large consumer products company. Your job mainly involves encouraging the advertising and production groups to promote and manufacture your product more effectively. These departments aren't under your direct authority, although company procedures indicate that they must complete certain tasks requested by brand managers. Describe the sources of power you can use to ensure that the advertising and production departments will help you make and sell toothpaste more effectively.
169. Advanced Systems Ltd. (ASL), a high-technology company with 20,000 employees, has just acquired LiteForce Ltd., a 5,000-person company where you work as a photonics (fibre optics) engineer. ASL mainly acquired LiteForce to reduce its competitive threat in the marketplace, as well as to increase the number of engineers and researchers in lightwave technology. You and five other engineers and scientists at LiteForce were working on new technology that would dramatically improve lightwave transmission to communicate data across the Internet. Your team's discovery occurred just before the acquisition and was not well known in the organization. Also, the key executives who strongly supported your team's research have left the company through generous buyout packages during the acquisition. (ASL offered share options to encourage you and other engineers and researchers to remain.) The result is that only your team members and a few other people are aware of the potential benefits of the project. Your team has similar education and experience as many other engineers in the combined organization. Moreover, your team's authority is limited to expenditure within the existing project budget, which ends in a few months. Further support would require executive approval. Describe the sources and contingencies of power that you and your team have in this situation to continue the project.

170. You have just graduated from a specialized program in an emerging and little-known field of engineering and are currently looking for a job that will apply your valuable skills. This is the only program of its kind in your country and has very limited enrolment. Your recently acquired knowledge offers great potential for organizations, although few people are aware of this. Describe the sources and contingencies of power you and other graduates from this program have in the labour market.
171. A bread products manufacturer relies on maintenance employees to keep its rather old production equipment operating. Whenever the equipment breaks down, the maintenance team is able to repair the equipment quickly. However, they are less effective at avoiding these breakdowns and cannot predict when the equipment will break down. The maintenance group has modified the equipment over the years and, in any event, the manufacturer of the production equipment is no longer in business. The maintenance employees teach each other how to repair the equipment, but have refused to document any of this information (saying that it is too difficult to document these details). The company owner has thought about firing the maintenance staff unless they document the maintenance procedures, but realizes that there is no one else who can repair the equipment. Discuss the sources and contingencies of power among the maintenance employees in this situation.
172. Coping with uncertainty is an important source of power in organizational settings. Identify two jobs in your university that have power because they cope with uncertainty. Be sure to discuss the reasons why this power exists.
173. Suppose you have formal authority to allocate performance bonuses to your employees. What contingencies must exist before this source of power will translate into actual power?

174. Unions and professional associations explicitly or implicitly try to increase the non-substitutability of their members. Identify three strategies used by these groups to increase non-substitutability and provide an example related to professions or unions for each strategy.
175. What do we mean by the statement: "Power does not flow to unknown people in the organization"?
176. You are a new employee in a professional position, such as an accountant or corporate lawyer. Your organization is located in Vancouver and employs several hundred people with various backgrounds (representative of Vancouver's diversity). Soon after joining this organization, you discover that the company does not apply certain technology or practices that are now recommended by most people in your profession. Under these circumstances, identify three different types of influence tactics that you might use effectively to have senior management introduce these technologies or practice. Your answer should present these types of influence in your order of preference, and you should explain why these general tactics would be acceptable and effective in this situation.
177. You work as a marketing assistant in a consumer products company. Recently, your boss and more senior staff in the marketing department have been discussing alternative product packaging strategies. Through a major class project in your final year of business school, you learned about a very effective alternative to traditional product packaging that has been applied by a few European companies but is not well known in Canada. You ask your boss and others to give this idea careful consideration because there is little doubt that it would boost sales, particularly overseas where this new packaging has been applied. While the group is open to new ideas, you graduated from business school less than one year ago, so your ideas might not be taken as seriously. Moreover, without knowing about your idea, one senior employee joked about a similar concept, suggesting that she may oppose your idea. Using persuasive communication concepts, describe five things you would do to convince others in the marketing department to give your idea serious consideration. Briefly identify and explain two conditions that would limit your persuasiveness in this situation.

178. Which types of people are more likely to engage in organizational politics?

10 Key

1. In organizational settings, power is defined as:
(p. 272) A. the practice of trying to influence another person.
B. the capacity to influence others.
C. the act of changing another person's attitudes and behaviours.
D the extent to which one person is required to follow another person's commands even though he or she does not want to follow those commands.
E. any situation where one person is dependent on another person, who is not at all dependent on the first person.

Chapter - Chapter 10 #1
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

2. Power is only _____ and not _____.
(p. 272) A. good; bad
B. weak; strong
C. potential; behaviour
D. apparent; hidden
E. intended; unintended

Chapter - Chapter 10 #2
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

3. The capacity to influence others in organizational settings is known as:
(p. 272) A. organizational politics
B. coercion
C. impression management
D. organizational influence
E. organizational power

Chapter - Chapter 10 #3
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

4. Which of the following statements about power is FALSE?
(p. 272-273) A. Power exists only when the dependent party is aware that the power holder controls valued resources.
B. Power requires interdependence in the relationship.
C. Power is the capacity to influence, rather than the actual practice of influencing others.
D Power exists only when one person has something of value for a second person, but the second person has nothing of value for the first person.
E. People sometimes gain power by convincing others that they have something of value for them.

Chapter - Chapter 10 #4
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

5. Which of the following statements about countervailing power in organizational relationships is TRUE?
(p. 272) A. Countervailing power is like an umbrella; it prevents anyone else from having any power over you.
B. Countervailing power is used by the stronger party to prevent the weaker party from leaving the relationship.
C. Countervailing power is the weaker party's power to maintain the stronger party's continued participation in the relationship.
D. Countervailing power is one of the ways that people have power by coping with uncertainty.
E. Countervailing power is a personality characteristic of people who crave power.

Chapter - Chapter 10 #5
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

6. The power that the dependent party has over the dominant party in order to maintain the exchange relationship is known as:
(p. 272)
- A. reverse dependence
 - B. substitutability
 - C. countervailing power**
 - D. visibility
 - E. legitimate power

Chapter - Chapter 10 #6
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

7. Countervailing power refers to:
(p. 272)
- A. a second source of power held by the power holder in case the main source of power is ineffective.
 - B. the initial feeling of power employees experience when they are given more freedom and control over their jobs.
 - C. the capacity to keep someone who is more powerful than you in the exchange relationship.**
 - D. a method of measuring the number of times an employee uses his or her power each day.
 - E. the ability of a person or department to gain more power through unethical organizational politics.

Chapter - Chapter 10 #7
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

8. An employee has power in the organization only when he or she:
(p. 273)
- A. has the authority to influence others.
 - B. possesses all five sources of power.
 - C. has one or more contingencies of power.
 - D. has one or more sources of power.
 - E. possesses one or more sources of power, and the contingencies that support that power base.**

Chapter - Chapter 10 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

9. Which of the following is NOT a distinct source of power?
(p. 273)
- A. Legitimate power
 - B. Centrality power**
 - C. Referent power
 - D. Coercive power
 - E. Expert power

Chapter - Chapter 10 #9
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

10. Legitimate, referent, and expert are:
(p. 273)
- A. different types of organizational politics
 - B. different forms of visibility.
 - C. different sources of organizational power**
 - D. different types of substitutability
 - E. different contingencies of organizational power

Chapter - Chapter 10 #10
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

11. A manager's legitimate power over subordinates exists when:
(p. 273) A. the organization grants formal authority over the employees.
B. the manager is able to reward or punish the employees.
C. employees agree to let the manager have power over them.
D. employees are blinded by the manager's charisma.
E. the organization grants formal authority AND employees agree to let the manager use this authority.

Chapter - Chapter 10 #11
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

12. Which of these statements about legitimate power is FALSE?
(p. 273-274) A. Legitimate power depends on more than job descriptions.
B. Employees in Canada are generally less likely to accept legitimate power than employees in high power distance cultures.
C. Your boss's power to make you work overtime partly depends on your agreement to this power.
D. Employees are generally more tolerant of legitimate power today than were employees a few decades ago.
E. All employees have some degree of legitimate power.

Chapter - Chapter 10 #12
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

13. A 360-degree feedback system gives employees which source of power over their bosses?
(p. 275) A. Referent
B. Reward
C. Legitimate
D. Expert
E. 360-degree feedback is not a source of power for employees over their bosses

Chapter - Chapter 10 #13
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

14. Employees are more likely to comply with a supervisor's legitimate power when:
(p. 274) **A.** the employees have a high power distance value.
B. the power holder gives orders outside the employees' normal role requirements.
C. the company encourages people to disobey orders that interfere with their work.
D. the employees have a low power distance value.
E. the employees have low collectivism.

Chapter - Chapter 10 #14
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

15. Which of the following is one of the five main sources of power?
(p. 273-274) A. Discretion
B. Visibility
C. Substitutability
D. All of these are sources of power
E. None of these are sources of power

Chapter - Chapter 10 #15
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

16. Which source of power can employees potentially have over their supervisors?
(p. 273-274)
- A. Legitimate power
 - B. Coercive power
 - C. Expert power
 - D. Employees can potentially have all of these sources of power over their supervisors.**
 - E. Employees never have any of these sources of power over their supervisors.

Chapter - Chapter 10 #16
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

17. Which source of power might non-management employees have over their supervisors?
(p. 273-274)
- A. Reward power
 - B. Expert power
 - C. Referent power
 - D. All of these are employee sources of power over their supervisors.**
 - E. None of these are employee sources of power over their supervisors.

Chapter - Chapter 10 #17
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

18. Which of these sources of power originates mainly from the powerholder's own characteristics rather than the position?
(p. 273)
- A. Expert power**
 - B. Legitimate power
 - C. Coercive power
 - D. Reward power
 - E. All of these

Chapter - Chapter 10 #18
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

19. Employees have more expert power today than a few decades ago because:
(p. 274)
- A. fewer people now attend university than a few decades ago.
 - B. referent and legitimate power are no longer valued in organizations.
 - C. union density has been reduced in the private sector.
 - D. employers have a higher power distance than in the past.
 - E. None of the above explanations are correct.**

Chapter - Chapter 10 #19
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

20. Control over information flow is a power base when:
(p. 275)
- A. others are dependent on that resource.**
 - B. it is disseminated throughout the organization.
 - C. the organization has an all-channel communication structure.
 - D. it is associated with the coercive power base.
 - E. the 'wheel' communication structure exists.

Chapter - Chapter 10 #20
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

21. Control over information flow is a form of which source of power?
(p. 275)
- A. Referent power
 - B. Expert power
 - C. Coercive power
 - D. Reward power
 - E. Legitimate power**

Chapter - Chapter 10 #21
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

22. (p. 275) Until recently, a large sales organization gave supervisors all key information for further distribution to their employees. But with the introduction of a company intranet and other information technologies, this information is now mostly available directly to employees. By distributing corporate information directly to employees rather than through their supervisors, the company has:
- A. increased the legitimate power of supervisors.
 - B. decreased the power of supervisors by moving to an all-channel formation of information flow.**
 - C. increased the centrality of supervisors.
 - D. decreased the company's ability to cope with uncertainty.
 - E. increased the power of supervisors by moving to a wheel formation of information flow.

Chapter - Chapter 10 #22
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

23. (p. 275) Which kind of power is derived from the person's ability to control the allocation of valued resources and to remove negative sanctions?
- A. Allocative power
 - B. Coercive power
 - C. Reward power**
 - D. Ingratiation.
 - E. All of the above

Chapter - Chapter 10 #23
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

24. (p. 275) The _____ is a felt obligation and social expectation of helping or otherwise giving something of value to someone who has already helped or given something to you.
- A. norm of expectation
 - B. norm of replication
 - C. norm of reciprocity**
 - D. norm of obligation
 - E. norm of equity

Chapter - Chapter 10 #24
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

25. (p. 276) Coping with uncertainty is a variation of:
- A. legitimate power.
 - B. expert power.**
 - C. coercive power.
 - D. referent power.
 - E. none of these.

Chapter - Chapter 10 #25
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

26. (p. 276) Three general strategies for coping with uncertainty include:
- A. visibility, discretion, prevention
 - B. visibility, immediacy, pervasiveness
 - C. prevention, forecasting, absorption**
 - D. discretion, immediacy, prevention
 - E. None of these lists strategies for coping with uncertainty.

Chapter - Chapter 10 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

27. Which of the following is NOT a strategy for coping with uncertainty?

- (p. 276)
- A. Prevention
 - B. Substitution**
 - C. Forecasting
 - D. Absorption
 - E. None of these is a strategy for coping with uncertainty.

Chapter - Chapter 10 #27
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

28. As organizations increasingly rely on knowledge rather than on machines and physical resources as the means of production, employees will:

- (p. 276-277)
- A. gain expert power in the workplace.**
 - B. lose power in the labour market.
 - C. gain more referent power in the workplace.
 - D. become more tolerant of their boss's legitimate power.
 - E. become less willing to use organizational politics to get their way.

Chapter - Chapter 10 #28
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

29. Referent power is typically associated with:

- (p. 277)
- A. reward systems.
 - B. educational systems.
 - C. knowledge management.
 - D. peer pressure.
 - E. charisma.**

Chapter - Chapter 10 #29
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

30. A clothing manufacturer has been very successful in the marketplace because one of its designers has a keen ability to determine what styles young people will want to wear over the next year or two. The designer's ability to understand the fashion preferences of young customers is highly valuable because clothing tastes change quickly and manufacturing too much unwanted product can put the company out of business. In terms of power, this designer has organizational power mainly because she:

- (p. 276)
- A. copes with uncertainty through forecasting.**
 - B. has plenty of coercive power.
 - C. has plenty of referent power.
 - D. leverages power through an all-channel information flow rather than the wheel formation.
 - E. copes with uncertainty through absorption.

Chapter - Chapter 10 #30
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

31. Which of the following IS a contingency of power?

- (p. 277)
- A. Coercive
 - B. Legitimate
 - C. Referent
 - D. All of these are contingencies of power.
 - E. None of these are contingencies of power.**

Chapter - Chapter 10 #31
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

32. Which of the following would potentially increase someone's power through non-substitutability?
(p. 277) **A.** Avoiding documenting unique knowledge about organizational processes.
B. Increasing the number of people affected by your work.
C. Increasing the amount of autonomy granted to you to accomplish your work.
D. Using impression management strategies to increase your popularity with colleagues.
E. All of these.

Chapter - Chapter 10 #32
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

33. In most countries, a national accounting profession controls access to the profession while legislation prevents anyone other than its members from auditing public corporations. These conditions increase the accounting profession's power through which of the following?
(p. 277) A. Visibility
B. Non-substitutability
C. Centrality
D. Discretion
E. Referent power

Chapter - Chapter 10 #33
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

34. Employees have LESS power in the organization when:
(p. 277) A. their work has an immediate impact on organizational effectiveness.
B. their work can be outsourced.
C. their work reduces organizational uncertainty.
D. their work is central to the organization's goals.
E. they are able to help the organization to secure scarce resources.

Chapter - Chapter 10 #34
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

35. By going on strike at a critical time in the company's business cycle, unions are mainly applying which contingency of power?
(p. 278) A. Visibility
B. Discretion
C. Centrality
D. Indiscretion
E. Coercive

Chapter - Chapter 10 #35
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

36. Your team has been put in charge of a major project involving a client. Although the organization has many clients, this is the largest source of revenue and affects the work of several other teams in the organization. The project requires continuous involvement with the client, so any problems with the client are immediately felt by others in the organization. According to the model of power, your team has:
(p. 278) A. very little power in the organization
B. a high degree of centrality
C. a high degree of substitutability
D. a low level of visibility
E. a lot of referent power

Chapter - Chapter 10 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

37. Axel wants to punish a subordinate that he personally dislikes. However, the subordinate fulfils all his job duties and produces excellent work. Both Axel and the subordinate are governed by very comprehensive policies and rules negotiated by a union in a collective agreement. Which contingency does Axel lack thereby preventing him from punishing the subordinate?
- (p. 278)
- A. Counterproductive power
 - B. Non-substitutability
 - C. Centrality
 - D. Discretion**
 - E. Visibility

Chapter - Chapter 10 #37
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

38. A new employee in the finance department prominently displays diplomas and past awards indicating his financial expertise. What contingency of power is this person trying to increase?
- (p. 278)
- A. Countervailing power
 - B. Non-substitutability
 - C. Centrality
 - D. Discretion
 - E. Visibility**

Chapter - Chapter 10 #38
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

39. Which of the following is a contingency of power?
- (p. 277-278)
- A. Legitimacy
 - B. Referent
 - C. Visibility**
 - D. Suitability
 - E. None of these are contingencies of power.

Chapter - Chapter 10 #39
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

40. Which of the following conditions would maximize your power through visibility?
- (p. 278)
- A. You successfully deter the organization from hiring others with your valued skills.
 - B. You become a member of a committee consisting mainly of senior people who must select a new university vice-chancellor.**
 - C. You are given the right to ignore formal rules and regulations when deciding this year's work schedule for employees in your department.
 - D. You move into a job where your work affects other organizational members very quickly.
 - E. You redesign a piece of equipment and avoid documenting these changes.

Chapter - Chapter 10 #40
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

41. Playing the "face time" game potentially increases a lower-level employee's power by increasing:
- (p. 278)
- A. the employee's coercive power.
 - B. the employee's visibility.**
 - C. how quickly other people are affected by the employee's actions.
 - D. the employee's ability to cope with organizational uncertainties.
 - E. the employee's substitutability.

Chapter - Chapter 10 #41
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

42. The CEO of a large organization once commented that earlier in his career, he displayed his diplomas and awards in his office. 'Top management would drop by my office and immediately get a sense that I was an expert and a professional', the CEO explained. 'I believe displaying my credentials helped me get promoted.' The diplomas helped this executive gain power:
- (p. 278)
- A. because he and his diplomas were not substitutable.
 - B. by increasing his coercive power in the organization.
 - C. by making everyone else's sources of power less relevant to the organization.
 - D.** through visibility.
 - E. by decreasing his centrality in the organization.

Chapter - Chapter 10 #42
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

43. A software engineer was able to get placed into a group working on the most critical part of a new software program. She also made a habit of arriving at work around 5 a.m., knowing that some of the top corporate leaders would arrive that early once in a while. This software engineer's actions increased her power mainly through:
- (p. 278)
- A. decreased non-substitutability.
 - B. increased legitimate power.
 - C. increased coercive power.
 - D. increased discretion.
 - E.** increased visibility.

Chapter - Chapter 10 #43
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

44. According to the textbook, social networks potentially increases a person's power by:
- (p. 279)
- A. increasing the person's legitimate power.
 - B. decreasing the person's centrality.
 - C. increasing the person's referent power.
 - D. increasing the person's expert power.
 - E.** increasing the person's referent power and expert power.

Chapter - Chapter 10 #44
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

45. Jason is effective at forming friendships with other people in the organization. Over time, he becomes well known and respected by numerous people in key positions in the organization. Through his social networking, Jason has:
- (p. 279)
- A. increased his level of Machiavellianism.
 - B. reduced his centrality.
 - C. increased his coercive power.
 - D.** increased his referent power.
 - E. reduced his visibility.

Chapter - Chapter 10 #45
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

46. By engaging successfully in social networking, employees increase their:
- (p. 279)
- A. socialistic tendencies.
 - B. centrality.
 - C. social power.
 - D.** social capital.
 - E. expert power and centrality, but not referent power.

Chapter - Chapter 10 #46
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

47. Employees who engage in social networking tend to:
(p. 279) A. be less powerful in the long run.
B. develop their referent power.
C. have a low level of Machiavellianism.
D. develop their legitimate power.
E. develop both their referent and legitimate power.

Chapter - Chapter 10 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

48. _____ is the knowledge and other resources available to people, teams, or organizations
(p. 279) from a durable network that connect them to others.
A. Resource capital
B. Expert capital
C. Social capital
D. Network capital
E. Intangible capital

Chapter - Chapter 10 #48
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

49. What types of power do people tend to gain by being part of social networks?
(p. 279) A. Legitimate and referent power
B. Expert and reward power
C. Referent and expert power
D. Legitimate and reward power
E. Networking has no known effects on an employee's sources of power

Chapter - Chapter 10 #49
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

50. The area between two or more dense social network areas that lacks network ties is called a:
(p. 282) A. dead zone.
B. structural hole.
C. social hole.
D. black hole
E. social isolation zone.

Chapter - Chapter 10 #50
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

51. According to the authors, women are often excluded from informal management networks because
(p. 282) they:
A. use communication styles that are different than men.
B. have too many other responsibilities to join social networks at work.
C. do not participate in golf games and other male-dominated social events.
D. prefer to join mostly non-management social networks.
E. are prevented from doing so due to the "glass ceiling" effect.

Chapter - Chapter 10 #51
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

52. When your boss requests that you complete a particular task, he is applying which form of influence?
(p. 283)

- A.** Silent authority
- B. Referent
- C. Assertiveness
- D. Exchange
- E. Expert

Chapter - Chapter 10 #52
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

53. Which of the following is NOT identified in the textbook as a form of influence?
(p. 283-285)

- A. Ingratiation
- B. Upward appeal
- C. Persuasion
- D.** Pleading
- E. Information control

Chapter - Chapter 10 #53
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

54. Which of the following is an example of the influence tactic of controlling information?

- (p. 284) A. A new executive immediately posts his diplomas and awards on the office wall for others to see.
- B. To demonstrate that cost overrun errors aren't due to production employees, the production manager . privately shows senior executives examples of how the marketing manager makes mistakes on orders.
- C.** The vice-president of marketing deliberately places an issue that she dislikes near the bottom of . next meeting's agenda (rather than near the top) so there is less chance the meeting will have time to address that issue.
- D. To increase the chances of promotion to a more senior job in the company, an employee exaggerates . to management about his role on the executive of a non-profit group.
- E. Airline employees threaten to go on strike just a few weeks before the company begins its busiest season and most profitable part of the year.

Chapter - Chapter 10 #54
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

55. A supervisor pushes employee performance by constantly checking their work and reminding them of their deadlines. This supervisor is mainly using which form of influence?
(p. 284)

- A. Legitimate
- B. Silent authority
- C. Referent
- D.** Assertiveness
- E. Persuasion

Chapter - Chapter 10 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

56. Krystal's boss in the accounting department initially rejected her proposal for a new budgeting process. So Krystal spoke to--and received support from--the heads of two departments that would benefit from the proposed budgeting process. She also found support from several co-workers in the accounting department, because they believed the new budgeting process would be simpler and fairer. When Krystal's boss realized that several key people supported the new budgeting system, he reluctantly agreed to test it in a pilot project. What influence is Krystal mainly using here?
- (p. 284)
- A. Silent authority
 - B. Coalition formation**
 - C. Assertiveness
 - D. Impression management
 - E. Both silent authority AND coalition formation.

Chapter - Chapter 10 #56
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

57. Which of the following is an example of the influence tactic of forming coalitions?
- (p. 284)
- A. A group of employees band together to show management that they collectively demand that the company purchase new computer equipment.**
 - B. Airline employees threaten to go on strike just a few weeks before the company begins its busiest season and most profitable part of the year.
 - C. A new executive immediately posts her diplomas and awards on the office wall for others to see.
 - D. To demonstrate that cost overrun errors aren't due to production employees, the production manager privately shows senior executives examples of how the marketing manager makes mistakes on orders.
 - E. None of these involves forming coalitions.

Chapter - Chapter 10 #57
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

58. Forming a coalition:
- (p. 284)
- A. is typically part of the manager's job description.
 - B. takes advantage of situations where who you know is more important than what you know.
 - C. causes the decision to become more complex and ambiguous.
 - D. increases the legitimacy of the coalition's desired outcome.**
 - E. more effectively communicates weaknesses with opposing positions.

Chapter - Chapter 10 #58
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

59. Which influence strategy is the most common in high power distance cultures?
- (p. 283)
- A. Upward appeal
 - B. Persuasion
 - C. Assertiveness
 - D. Silent authority**
 - E. Ingratiation

Chapter - Chapter 10 #59
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

60. Persuading people is more easily done when:
- (p. 284)
- A. you only give the employee information that supports the policy.
 - B. the information is written down rather than discussed orally.
 - C. they believe you have expertise and credibility.**
 - D. the employee is publicly committed to an opposing attitude.
 - E. Persuasion research recommends none of these activities.

Chapter - Chapter 10 #60
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

61. Which of these actions would help persuade an employee to support your recommendation about the company introducing an on-site childcare facility?
(p. 284-285)
- A. Discussing the issue face-to-face with the employee rather than through a memo.
 - B. Convincing the employee that you have no vested interest in the childcare facility other than the belief that it is good for the organization.
 - C. Starting by saying something about the childcare facility that the employee agrees with.
 - D. Describing both positive and negative features of the childcare facility.
 - E.** All of these would help to persuade an employee to support your recommendation.

Chapter - Chapter 10 #61
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

62. In persuasive communication, the inoculation effect refers to:
(p. 285)
- A.** warning listeners about arguments that others will use to influence them against your position.
 - B. warning listeners that your ideas are probably incorrect and should therefore be ignored.
 - C. the situation in which listeners have heard too many of your arguments and consequently feel that you are pressuring them too much on this issue.
 - D. the situation in which you use written rather than verbal channels of communication to persuade other people.
 - E. the situation in which you easily persuade others because they perceive you as highly credible and trustworthy.

Chapter - Chapter 10 #62
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

63. Exchange and ingratiation are:
(p. 285-286)
- A. two sources of power.
 - B. indicators that a person lacks power due to low centrality.
 - C. the only two political tactics that are equally common among men and women in organizational settings.
 - D. relatively uncommon practices in Western countries.
 - E.** two forms of influence.

Chapter - Chapter 10 #63
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

64. Flattering your boss and helping co-workers with their work:
(p. 285)
- A. are not forms of influence.
 - B. are two sources of power.
 - C.** are two ingratiation activities.
 - D. are forms of silent authority and upward appeal, respectively.
 - E. are two political tactics that are not influence strategies.

Chapter - Chapter 10 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

65. Ingratiation includes which of the following?
(p. 285)
- A. Flattering your boss
 - B. Helping co-workers with their work.
 - C. Seeking advice from other people.
 - D.** All of these are forms of ingratiation.
 - E. Only helping co-workers and seeking advice from others represent examples of ingratiation.

Chapter - Chapter 10 #65
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

66. Which of the following is an influence strategy?
(p. 285-286)
A. Dressing appropriately for the occasion.
B. Being polite to others.
C. Reminding co-workers of their obligation to serve customers.
D. All of these are influence strategies.
E. None of these are influence strategies.

Chapter - Chapter 10 #66
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

67. _____ is part of a larger influence tactic called _____.
(p. 285-286)
A. Persuasion; upward influence
B. Ingratiation; impression management
C. Upward appeal; persuasion
D. Persuasion; ingratiation
E. Impression management; persuasion

Chapter - Chapter 10 #67
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

68. Which of the following are forms of impression management?
(p. 286)
A. Blaming others for problems that would otherwise look like your fault.
B. Preventing negative information about your job performance from reaching senior management.
C. Hanging your awards and educational diplomas on the wall of your office.
D. All of these are forms of impression management.
E. None of the above represent impression management.

Chapter - Chapter 10 #68
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

69. Various studies consistently report that many job applicants falsify information on their resumé. This is an example of which influence tactic?
(p. 286)
A. Persuasion
B. Forming coalitions
C. Networking
D. Impression management
E. Exchange

Chapter - Chapter 10 #69
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

70. Negotiation is an integral part of which influence activity?
(p. 286)
A. Silent authority
B. Coercive
C. Exchange
D. All of these influence activities.
E. None of these influence activities.

Chapter - Chapter 10 #70
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

71. The influence strategy called "exchange" applies:
(p. 286)
A. negotiation.
B. ingratiation.
C. persuasion.
D. nonsubstitutability.
E. both negotiation and ingratiation.

Chapter - Chapter 10 #71
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

72. Which of the following is considered a "hard" influence tactic?
(p. 286-287)
- A. Exchange
 - B. Assertiveness**
 - C. Information control
 - D. Upward appeal
 - E. All of these are described as "hard" influence tactics.

Chapter - Chapter 10 #72
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

73. Which of the following is the LEAST forceful influence tactic?
(p. 286-287)
- A. Ingratiation**
 - B. Assertiveness
 - C. Upward appeal
 - D. Silent authority
 - E. Information control

Chapter - Chapter 10 #73
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

74. Commitment typically results when people are influenced using which power bases?
(p. 286-287)
- A. Legitimate and coercive
 - B. Legitimate and expert
 - C. Reward and coercive
 - D. Expert and referent**
 - E. Reward and referent

Chapter - Chapter 10 #74
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

75. Which source of power tends to produce compliance or resistance, but not commitment, to the requested behaviour?
(p. 286-287)
- A. Reward power
 - B. Legitimate power
 - C. Referent power
 - D. All of these produce compliance or resistance, but not commitment.
 - E. Reward AND legitimate power produce compliance or resistance, but not commitment.**

Chapter - Chapter 10 #75
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

76. Which of the following statements is FALSE?
(p. 285-286)
- A. Exchange tactics tend to be more common and effective between supervisors and subordinates in Canada than in most Asian cultures.**
 - B. Ingratiation tends to minimize conflict and support a trusting relationship.
 - C. A person's position in the organizational hierarchy is a factor when determining the best influence tactic to apply.
 - D. People with strong expert power would be more successful applying persuasion than any other influence tactic.
 - E. Employees lose respect for supervisors who engage in ingratiation and impression management.

Chapter - Chapter 10 #76
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

77. The most appropriate influence strategy:
(p. 287) A. is impression management.
B. depends on personal, organizational, and cultural values.
C. is based on legitimate power.
D. is assertiveness and other hard tactics rather than soft tactics.
E. is to use soft tactics, never hard tactics.

Chapter - Chapter 10 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

78. Cultural values and the person's position in the organization are:
(p. 287) A. the two most important sources of power in organizations.
B. the main reasons why people are Machiavellian.
C. two contingencies of power.
D. the two most important causes of organizational politics.
E. two factors to consider when determining the best influence tactic to use.

Chapter - Chapter 10 #78
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

79. Organizational politics typically involves:
(p. 288) A. an unconscious attempt to increase your own power.
B. a conscious attempt to motivate others to work harder for the firm.
C. attempts to influence others to promote personal objectives
D. helping other employees to fulfill their needs through organizational activities.
E. none of these.

Chapter - Chapter 10 #79
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

80. Scholars tend to describe influence tactics as _____, whereas they describe office politics as _____.
(p. 288) A. negative; positive
B. based on power sources; based on power contingencies
C. behaviours; perceptions
D. hard; soft
E. rare; common

Chapter - Chapter 10 #80
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

81. A senior executive wants to introduce a new reward system for salespeople. To support this change, the executive retained a consultant to determine the benefits of the reward system for salespeople in this organization. However, the consultant's report determined that the reward system would not work well for a variety of reasons. When the executive received the report, she discarded it without notifying others of its existence. Meanwhile, the executive continued to push for the reward system. What political tactic did the executive use?
(p. 288) **A.** Controlling information
B. Exchange
C. Forming coalitions
D. Cultivating networks
E. Persuasion

Chapter - Chapter 10 #81
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

82. Which of the following is always a form of organizational politics?
(p. 288)
- A. Forming coalitions
 - B. Cultivating networks
 - C. Distributing information selectively
 - D. All of these are always organizational politics tactics.
 - E. Whether any of these are organizational politics depends on whether they are perceived by others as self-serving or beneficial for the organization.**

Chapter - Chapter 10 #82
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

83. Complex and ambiguous rules in resource allocation decisions cause employees affected by those decisions:
(p. 288)
- A. to disown their Machiavellian values.
 - B. to engage in more organizational politics.**
 - C. to disband their politically motivated networks.
 - D. to find resources elsewhere.
 - E. None of these are outcomes of complex and ambiguous rules in resource allocation decisions.

Chapter - Chapter 10 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

84. Organizational politics tends to result in _____ among those affected by the tactics.
(p. 288)
- A. lower job satisfaction
 - B. reduced work effort
 - C. lower organizational commitment
 - D. reduction in organizational citizenship
 - E. all of these**

Chapter - Chapter 10 #84
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

85. Organizational politics is more common where decisions are:
(p. 288)
- A. easy to understand.
 - B. based on complex and ambiguous rules.**
 - C. based on the brainstorming technique.
 - D. based on clearly defined rules.
 - E. none of these conditions.

Chapter - Chapter 10 #85
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

86. People with high Machiavellian values tend to:
(p. 289)
- A. place a lot of trust in their colleagues.
 - B. frequently use power to manipulate others towards their own personal goals.**
 - C. use more socially acceptable forms of power to influence others.
 - D. keep away from organizations where organizational politics is tolerated.
 - E. believe that deceit is totally inappropriate in organizational settings.

Chapter - Chapter 10 #86
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

87. People who frequently use power to manipulate others towards their own personal goals and believe that deceit is a natural and acceptable way to influence others have:
- (p. 289)
- A. more expert power than most people in organizations.
 - B. a high level of organizational citizenship.
 - C. excellent skills for working in teams.
 - D.** strong Machiavellian values.
 - E. a strong tendency to trust their colleagues.

Chapter - Chapter 10 #87
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

88. Organizational politics may be reduced by:
- (p. 289)
- A. cutting back resources available to organizational units.
 - B.** encouraging leaders to become role models of organizational citizenship instead of symbols of successful organizational politicians.
 - C. being more tolerant of employees who use political tactics to get what they want from the organization.
 - D. selecting employees with a high need for personalized power.
 - E. doing all of these.

Chapter - Chapter 10 #88
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

89. People might gain power by convincing others that they have something of value.
- (p. 272) **TRUE**

Chapter - Chapter 10 #89
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

90. Power is the act of changing another person's attitudes and behaviour.
- (p. 272) **FALSE**

Chapter - Chapter 10 #90
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

91. Power does not exist until the power holder actually applies power to influence someone else.
- (p. 272) **FALSE**

Chapter - Chapter 10 #91
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

92. Power is defined as influence in motion.
- (p. 272) **FALSE**

Chapter - Chapter 10 #92
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

93. Countervailing power refers to the power that the dominant person in a relationship uses as a backup when the primary source of power fails to work as planned on the dependent person.
- (p. 272) **FALSE**

Chapter - Chapter 10 #93
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

94. You cannot have power over others unless others believe you have that capacity.
- (p. 272) **TRUE**

Chapter - Chapter 10 #94
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

95. Legitimate power is created whenever the organization assigns a supervisor formal authority over subordinates.
(p. 273)

FALSE

Chapter - Chapter 10 #95
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

96. Legitimate power is an agreement between people that one person has the right to request specific behaviours from the other person.
(p. 273)

TRUE

Chapter - Chapter 10 #96
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

97. Employees with low power distance are more likely to comply with legitimate power.
(p. 274)

FALSE

Chapter - Chapter 10 #97
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

98. Employees in Canada and other low power distance countries are more likely to accept legitimate power than are employees in Mexico and other high power distance countries.
(p. 274)

FALSE

Chapter - Chapter 10 #98
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

99. The norm of reciprocity creates a feeling of obligation to help someone who has helped you in the past.
(p. 275)

TRUE

Chapter - Chapter 10 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

100. One potent form of legitimate power occurs where people withhold the right to control the information that others receive.
(p. 274)

FALSE

Chapter - Chapter 10 #100
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

101. The right to control information flow in the organization is a form of legitimate power.
(p. 274)

TRUE

Chapter - Chapter 10 #101
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

102. Subordinates have some reward power over their bosses through 360-degree feedback systems.
(p. 275)

TRUE

Chapter - Chapter 10 #102
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

103. Peer pressure typically represents a form of coercive power.
(p. 276)

TRUE

Chapter - Chapter 10 #103
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

104. Employees are losing their expert power as society moves from an industrial to a knowledge-based economy.
(p. 276)

FALSE

Chapter - Chapter 10 #104
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

105. Prevention, forecasting and absorption are three contingencies of power in organizations.
(p. 276)

FALSE

Chapter - Chapter 10 #105
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

106. Some employees and departments gain power by forecasting uncertainties in the organization's environment.
(p. 276)

TRUE

Chapter - Chapter 10 #106
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

107. Three general strategies to help organizations cope with uncertainty are prevention, creation and deception.
(p. 276)

FALSE

Chapter - Chapter 10 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

108. Referent power is mainly developed through a person's interpersonal skills.
(p. 277)

TRUE

Chapter - Chapter 10 #108
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

109. Referent power is associated with charisma.
(p. 277)

TRUE

Chapter - Chapter 10 #109
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

110. Some writers describe charisma as both a "gift" and a "curse" within the charismatic person.
(p. 277)

FALSE

Chapter - Chapter 10 #110
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

111. The four contingencies of power include substitutability, visibility, referent and utilitarian.
(p. 277)

FALSE

Chapter - Chapter 10 #111
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

112. An employee's ability to influence others increases as the source of his or her power becomes more substitutable.
(p. 277)

FALSE

Chapter - Chapter 10 #112
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

113. By avoiding written documentation of special procedures, maintenance workers in the French tobacco-processing industry were maximizing their expert power through non-substitutability.

(p. 277)

TRUE

Chapter - Chapter 10 #113
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

114. Professions gain power in the marketplace by reducing their substitutability through the control of tasks and knowledge.

(p. 277)

TRUE

Chapter - Chapter 10 #114
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

115. People have more power when their actions quickly affect many other people throughout the organization.

(p. 278)

TRUE

Chapter - Chapter 10 #115
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

116. First-line supervisors may have legitimate, reward and coercive sources of power, but their actual power is often limited by a lack of discretion.

(p. 278)

TRUE

Chapter - Chapter 10 #116
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

117. Displaying one's diplomas and degrees on office walls is one way professionals increase their visibility.

(p. 278)

TRUE

Chapter - Chapter 10 #117
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

118. Playing the "face time" instead of working productively behind closed doors is a strategy for gaining increased visibility at work.

(p. 278)

TRUE

Chapter - Chapter 10 #118
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

119. Even though you should be visiting clients most of the time, you make a point of stopping by the office each day so your boss sees that you are working. This increases your power by increasing your centrality.

(p. 278)

FALSE

Chapter - Chapter 10 #119
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

120. Locating oneself within social networks helps to increase a person's expert power and centrality.

(p. 279)

TRUE

Chapter - Chapter 10 #120
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

121. Social networks exist everywhere because people have a drive to protect themselves.

(p. 279)

FALSE

Chapter - Chapter 10 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

122. Social Networking generates power through socialism.

(p. 279) **FALSE**

Chapter - Chapter 10 #122
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

123. Social networking can potentially increase a person's power by increasing the person's visibility and centrality.

(p. 279) **TRUE**

Chapter - Chapter 10 #123
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

124. People can gain power in organizations through accurate perceptions of social networks.

(p. 279) **TRUE**

Chapter - Chapter 10 #124
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

125. Social capital tends to be diluted with the number of network ties.

(p. 280) **FALSE**

Chapter - Chapter 10 #125
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

126. Social network centrality is dependent on one's "betweenness."

(p. 281) **TRUE**

Chapter - Chapter 10 #126
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

127. The gap between two clusters of people in a social network is called a structural hole.

(p. 282) **TRUE**

Chapter - Chapter 10 #127
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

128. A good strategy for women who want to be part of social networks is to learn how to play golf.

(p. 282) **TRUE**

Chapter - Chapter 10 #128
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

129. People who feel powerful usually are more likely to rely on stereotypes.

(p. 282) **TRUE**

Chapter - Chapter 10 #129
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

130. Studies have found that people with power over others have more difficulty empathizing.

(p. 282) **TRUE**

Chapter - Chapter 10 #130
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

131. People who have more power over others tend to engage in more automatic rather than mindful thinking.

(p. 282) **TRUE**

Chapter - Chapter 10 #131
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

132. Influence is an essential process in organizations through which people coordinate their effort.

(p. 283) **TRUE**

Chapter - Chapter 10 #132
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

133. One feature of influence is that it operates down the corporate hierarchy but not up or across that hierarchy.

(p. 283) **FALSE**

Chapter - Chapter 10 #133
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

134. Silent authority, assertiveness, and exchange are three sources of power.

(p. 283) **FALSE**

Chapter - Chapter 10 #134
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

135. Exchange, ingratiation, and persuasion are considered hard influence tactics.

(p. 283) **TRUE**

Chapter - Chapter 10 #135
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

136. Silent authority and deference to authority are related concepts.

(p. 283) **TRUE**

Chapter - Chapter 10 #136
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

137. Extreme forms of assertiveness include blackmailing colleagues.

(p. 284) **TRUE**

Chapter - Chapter 10 #137
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

138. A coalition gains power by symbolizing the legitimacy of the issue supported by the coalition.

(p. 284) **TRUE**

Chapter - Chapter 10 #138
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

139. A coalition attempts to influence people outside the group by pooling the resources and power of its members.

(p. 284) **TRUE**

Chapter - Chapter 10 #139
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

140. Upward appeal is not considered a type of influence tactic.

(p. 284) **FALSE**

Chapter - Chapter 10 #140
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

141. Persuasion is the most common form of influence in high power distance cultures.

(p. 284) **FALSE**

Chapter - Chapter 10 #141
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

142. People are more persuasive when they rely on logical arguments and avoid emotional appeals.

(p. 284-285) **FALSE**

Chapter - Chapter 10 #142
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

143. When the issue is extremely important to listeners, the speaker's personal characteristics are more important than the message content in persuading listeners.

FALSE

Chapter - Chapter 10 #143
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

144. People are more persuasive when listeners believe they have expertise and credibility.

(p. 284) **TRUE**

Chapter - Chapter 10 #144
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

145. In persuasive communication, the inoculation effect involves warning listeners that others will try to influence them in the future and that they should be aware of the opponent's arguments.

TRUE

Chapter - Chapter 10 #145
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

146. Exaggerating one's resumé is categorized within the influence strategy of persuasion.

(p. 285) **FALSE**

Chapter - Chapter 10 #146
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

147. Impression management is a common strategy for people trying to get ahead in the workplace.

(p. 285) **TRUE**

Chapter - Chapter 10 #147
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

148. Because impression management is inherently unethical, it is discouraged by career professionals.

(p. 285-286) **FALSE**

Chapter - Chapter 10 #148
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

149. How we dress and the way we behave politely towards others represents a type of influence strategy.

TRUE

Chapter - Chapter 10 #149
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

150. Negotiation and the norm of reciprocity are associated with the influence process of exchange.

(p. 286) **TRUE**

Chapter - Chapter 10 #150
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

151. 'Soft' influence tactics such as persuasion tend to build compliance rather than commitment to the influencer's request.

FALSE

Chapter - Chapter 10 #151
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

152. People who have expertise tend to have more influence using persuasion.

TRUE

Chapter - Chapter 10 #152
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

153. The most appropriate influence tactic depends on personal, organizational and cultural values.

TRUE

Chapter - Chapter 10 #153
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

154. Research indicates that ingratiation is more commonly used by managers in Canada than by managers in Hong Kong.

TRUE

Chapter - Chapter 10 #154
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

155. Supervisors who use ingratiation and impression management tactics tend to lose the respect of their staff.

TRUE

Chapter - Chapter 10 #155
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

156. The preferred influence tactics vary across cultures.

TRUE

Chapter - Chapter 10 #156
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

157. Organizational politics refers to any use of power to influence others.

FALSE

Chapter - Chapter 10 #157
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

158. Organizational politics occurs when someone attempts to influence others for the purpose of promoting personal interests.

TRUE

Chapter - Chapter 10 #158
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

159. Forming coalitions is considered a political tactic, whereas cultivating networks is not.

FALSE

Chapter - Chapter 10 #159
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

160. Organizational politics can result in lower job satisfaction, and high levels of work-related stress.
(p. 288) **TRUE**

Chapter - Chapter 10 #160
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

161. Organizational politics flourish when resource allocation decisions are ambiguous and complex with no formal rules.
(p. 288) **TRUE**

Chapter - Chapter 10 #161
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

162. Organizational leaders can minimize organizational politics by making decision rules more complex and ambiguous.
(p. 288) **FALSE**

Chapter - Chapter 10 #162
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

163. Organizational politics tends to increase in situations where decisions become routinized and programmed.
(p. 288) **FALSE**

Chapter - Chapter 10 #163
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

164. Machiavellian values help employees to recognize and avoid using political tactics in organizational settings.
(p. 289) **FALSE**

Chapter - Chapter 10 #164
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

165. People with an internal locus of control and strong Machiavellian values are more likely to engage in organizational politics.
(p. 289) **TRUE**

Chapter - Chapter 10 #165
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

166. Establishing a free flow of information and using effective change management practices help to minimize organizational politics.
(p. 289) **TRUE**

Chapter - Chapter 10 #166
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

167. Comment on the accuracy of the following statement and explain your answer: "Legitimate power is assigned by the organization to job holders".
(p. 273-274)

This statement is generally FALSE because it implies that legitimate power is something that organizations distribute selectively. In reality, legitimate power exists when other people agree to this authority relationship. For example, an organization might assign to supervisors the authority to manage employees, but this power exists only because employees agree to this relationship. Employees agree to follow a set of directives that the supervisor communicates.

Chapter - Chapter 10 #167
Difficulty: Medium
Gradable: manual
Learning Objective: 1

168. You have just been hired as a brand manager of toothpaste for a large consumer products company.
(p. 274-277) Your job mainly involves encouraging the advertising and production groups to promote and manufacture your product more effectively. These departments aren't under your direct authority, although company procedures indicate that they must complete certain tasks requested by brand managers. Describe the sources of power you can use to ensure that the advertising and production departments will help you make and sell toothpaste more effectively.

As brand manager, you might be able to use most sources of power, depending on the circumstances. Here are some possible explanations.

Legitimate Power. Although you do not have direct authority, you do have some legitimate power through the rules and procedures saying that the advertising and production groups must work with you to sell toothpaste more effectively. If they refuse to cooperate, you have the legitimate right to seek redress from higher authorities.

Reward Power. You probably don't have direct control over merit increases or other financial rewards for the advertising and production people, but you do have reward power by using praise. Moreover, you might indirectly have reward power by making favorable comments about certain employees to more senior line managers who make financial reward decisions for advertising and production staff members.

Coercive Power. You can make life difficult for advertising and production people by constantly nagging them for the promised work, or by criticizing their work. Indirectly, you can report to senior management about the poor performance of some people, which may affect their employment security. Although these forms of coercive power are available, you should be aware that these actions carry risks such as lack of future cooperation from advertising and production people.

Expert Power. You have just been hired, so it is unlikely that the advertising or production people believe that you have much expertise. You might develop this source of power in the long term, however, by learning about effective brand management practices and applying impression management tactics to shape their opinion of your expertise. For example, you might gain expert power more quickly by being seen with someone whose expertise is respected.

Referent Power. As a recent hire, it is unlikely that you currently have much, if any, of this power base over advertising and production employees. Moreover, given your different background, it is difficult to develop referent power with these groups. However, you might find common experiences (schools attended, hobbies) with some people in those departments, or you might develop common experiences by frequently interacting and networking with these people.

169. Advanced Systems Ltd. (ASL), a high-technology company with 20,000 employees, has just acquired LiteForce Ltd., a 5,000-person company where you work as a photonics (fibre optics) engineer. ASL mainly acquired LiteForce to reduce its competitive threat in the marketplace, as well as to increase the number of engineers and researchers in lightwave technology. You and five other engineers and scientists at LiteForce were working on new technology that would dramatically improve lightwave transmission to communicate data across the Internet. Your team's discovery occurred just before the acquisition and was not well known in the organization. Also, the key executives who strongly supported your team's research have left the company through generous buyout packages during the acquisition. (ASL offered share options to encourage you and other engineers and researchers to remain.) The result is that only your team members and a few other people are aware of the potential benefits of the project. Your team has similar education and experience as many other engineers in the combined organization. Moreover, your team's authority is limited to expenditure within the existing project budget, which ends in a few months. Further support would require executive approval. Describe the sources and contingencies of power that you and your team have in this situation to continue the project.

Students should discuss both the sources and contingencies of power in this situation. With respect to sources of power, your team has a high degree of expert power because you possess knowledge of potential value to the organization. Students might suggest that the team also has some reward, coercive and legitimate power. For example, team members could threaten to quit (coercive power), but this is really only coercive if executives know how much they may lose by the team's departure.

This incident really highlights the importance of contingencies of power. The most obvious limitation here is lack of visibility. This team can't use its expert power until others know how important their expertise is to the organization. Also notice that the team lacks discretion to secure resources. We don't have much information on substitutability, but this is 'new technology', so presumably few others in the organization or wider labour force have this expertise. There isn't much information regarding the team's centrality, although one could infer that it is currently low. This is because if the team members quit, the loss would not be apparent to the organization for quite some time.

170. (p. 274-278) You have just graduated from a specialized program in an emerging and little-known field of engineering and are currently looking for a job that will apply your valuable skills. This is the only program of its kind in your country and has very limited enrolment. Your recently acquired knowledge offers great potential for organizations, although few people are aware of this. Describe the sources and contingencies of power you and other graduates from this program have in the labour market.

To answer this question, we must consider both the bases and contingencies of power that you and other graduates have in their favour. The primary power base is expert power because your knowledge is of potential value to organizations. In other words, you and fellow graduates possess a unique knowledge upon which organizations would be potentially dependent. We do not have enough information on the incident to know whether the power base deals with coping with organizational uncertainties, but coping with uncertainty is also a form of expert power.

Although your expert power is potentially very great, the actual power you possess is far from its potential. This is because some contingencies of power are not maximized. The strongest contingency in your favour is non-substitutability. You have graduated from the only program of its kind in your country, which has very limited enrolment. This means that organizations have a limited source of supply for this resource and you control some of that resource (i.e. your own knowledge). We have no information about centrality or discretion. However, it is reasonable to assume that the unique knowledge would allow you some discretion in your work activities. Moreover, your job would have pervasiveness (probably not immediacy) since it would have a substantial effect on the organization's profitability.

Visibility is the weak link in the power model in this incident. While your knowledge is potentially very important to organizations, firms neither know about this field of engineering nor how it would benefit them. Moreover, they do not seem to know that you have graduated from the only program of its kind in the country.

171. (p. 274-278) A bread products manufacturer relies on maintenance employees to keep its rather old production equipment operating. Whenever the equipment breaks down, the maintenance team is able to repair the equipment quickly. However, they are less effective at avoiding these breakdowns and cannot predict when the equipment will break down. The maintenance group has modified the equipment over the years and, in any event, the manufacturer of the production equipment is no longer in business. The maintenance employees teach each other how to repair the equipment, but have refused to document any of this information (saying that it is too difficult to document these details). The company owner has thought about firing the maintenance staff unless they document the maintenance procedures, but realizes that there is no one else who can repair the equipment. Discuss the sources and contingencies of power among the maintenance employees in this situation.

Students must discuss both the sources and contingencies of power in this situation. With respect to sources of power, the maintenance employees mainly have expert power because they possess the knowledge and skills to maintain the equipment. This expert power is aided by the fact that maintenance employees help the company to cope with uncertainty. Specifically, they absorb the uncertainty of equipment breakdowns by repairing the equipment quickly. They do not have expert power through prevention or forecasting, however.

Some students might suggest that they also have coercive and reward power because failing to perform their job would punish management. Legitimate power is not really relevant in this situation because the power relationship is with senior management who would gladly fire these employees if other power factors were not in place.

Contingencies of power play an important role in the power of these maintenance employees. First, they clearly have power through the contingency of non-substitutability. The maintenance employees carefully control knowledge so others cannot replace them. These employees likely also have power through the contingency of centrality. Given the importance of production equipment to this company, breakdowns significantly and immediately affect others. As maintenance employees alone can make these repairs, their actions (or inaction) also have immediate and significant effects on others. Some students might note that these employees also have the support of discretion—namely, they perform their jobs with considerable autonomy. Management can't control their actions because only the maintenance employees know how to repair the machines. Visibility is not a contingency fact that applies in this case.

172. Coping with uncertainty is an important source of power in organizational settings. Identify two jobs in your university that have power because they cope with uncertainty. Be sure to discuss the reasons why this power exists.

(p. 276-277)

Students might identify any two of several jobs in a university. One common example may be the people who forecast enrolments for the upcoming year. They help the school to anticipate the number of students entering various programs, which makes it easier to shift resources as required. The university vice-chancellor copes with uncertainty through all three strategies. The vice-chancellor might prevent uncertainties from occurring, such as by discouraging governments or alumni from changing practices that affect the university. The vice-chancellor might forecast uncertainties by serving as a listening post in the external environment. For example, the vice-chancellor might learn that other universities are changing their curriculum and warn various departments about these changes. Third, the vice-chancellor might absorb concerns raised by stakeholders (e.g. government, alumni or community). For example, alumni might demand more emphasis placed on technology-based courses, so the vice-chancellor would mobilize other executives and administrators to make these changes, if warranted.

Whichever jobs students identify when answering this question, you should keep in mind the three strategies for coping with uncertainty:

Prevention. The most effective strategy is to prevent environmental changes and variations from occurring. For example, financial experts acquire power by preventing the organization from experiencing a cash shortage or defaulting on loans.

Forecasting. The next best strategy is to be able to predict environmental changes or variations. In this respect, marketing specialists gain power by predicting changes in consumer preferences.

Absorption. People and work units also gain power by absorbing or neutralizing the impact of environmental shifts as they occur. A classic example is the ability of maintenance crews to come to the rescue when machines break down and the production process stops.

Chapter - Chapter 10 #172
Difficulty: Easy
Gradable: manual
Learning Objective: 1

173. Suppose you have formal authority to allocate performance bonuses to your employees. What contingencies must exist before this source of power will translate into actual power?

(p. 277-278)

This question requires students to consider all four contingencies of power and to apply these concepts to this situation.

Non-substitutability. Employees cannot receive performance bonuses from any other source; for example, another supervisor cannot give the same bonuses to the same employees.

Centrality. The performance bonus decision significantly affects employees. For example, power would increase as the performance bonus represents a larger percentage of each employee's pay cheque; your power would also increase with the number of employees affected by your reward decisions.

Discretion. Your potential power increases with the extent that bonus allocation decisions are nonprogrammed, that is, there are no clear guidelines or procedures to direct the decision.

Visibility. Your potential power increases with the extent that employees realize that you (rather than regimented procedures or other people in the organization) determine the size of their performance bonus.

Chapter - Chapter 10 #173
Difficulty: Medium
Gradable: manual
Learning Objective: 2

174. Unions and professional associations explicitly or implicitly try to increase the non-substitutability of their members. Identify three strategies used by these groups to increase non-substitutability and provide an example related to professions or unions for each strategy.
(p. 277-278)

The textbook identifies four strategies to minimize substitutability. Any three of these may be cited with an appropriate example of how it is used by professions or unions.

Controlling tasks. Professions have legislation preventing outsiders from performing certain tasks within their domain. Lawyers keep paralegals out of certain activities and doctors keep nurses, midwives and others away from certain interventions. Public corporations must use the services of certified public accountants for their audits.

Controlling knowledge. Professions restrict access to the knowledge of their work domain, such as through restricted enrolment in educational programs.

Controlling labour. Aside from their knowledge resource, people gain power by controlling the availability of their labour. Unions attempt to organize as many people as possible within a particular trade or industry so employers have no other source of labour supply. When unionized workers produce almost all of a particular product or service in a society, then the union has an easier time increasing wages.

In addition to these, the textbook describes another strategy by limiting replacement of the resource itself. Unions and professional associations manage this form of substitutability through agreements to limit technological change in the workplace. For example, some labour laws require firms to consult with unions before introducing new technology that would affect future employment of their members. Professional associations might have the right to deny entry to new technology (e.g. accounting software) as a legitimate replacement of their members.

Chapter - Chapter 10 #174
Difficulty: Medium
Gradable: manual
Learning Objective: 2

175. What do we mean by the statement: "Power does not flow to unknown people in the organization"?
(p. 277-278)

This statement refers to the relevance of visibility as an important contingency of organizational power. Even if you have something of value, this potential power does not actually exist until the potentially dependent person becomes aware (a) that the resource you control will help fulfill his or her needs and (b) that you have control of the resource. Thus, visibility is the idea that power is influenced by perceptions and that people gain power by being seen as possessing valued resources. If an employee has unique knowledge to help others to do their jobs better, the employee's power base will yield power only when others are aware of this unique knowledge. Thus, one gains power not only by having valuable talents, but also by making them known.

Chapter - Chapter 10 #175
Difficulty: Easy
Gradable: manual
Learning Objective: 2

176. (p. 283-286) You are a new employee in a professional position, such as an accountant or corporate lawyer. Your organization is located in Vancouver and employs several hundred people with various backgrounds (representative of Vancouver's diversity). Soon after joining this organization, you discover that the company does not apply certain technology or practices that are now recommended by most people in your profession. Under these circumstances, identify three different types of influence tactics that you might use effectively to have senior management introduce these technologies or practice. Your answer should present these types of influence in your order of preference, and you should explain why these general tactics would be acceptable and effective in this situation.

This question requires students to understand the contingencies of influence tactics as well as explain the outcomes of using each tactic. The textbook describes eight influence tactics, only three of which need to be discussed in the student's answer. The preferred ranking of influence tactics is both judgmental and logical, so the marker needs to evaluate and appreciate the student's diagnosis and understanding of these concepts more than the actual ranking. Below is the list of eight tactics along with comments on their appropriateness in this situation:

Persuasion. This is probably the top choice from the list, for a few reasons. First, this person is a professional and, consequently, is likely viewed as something of an expert in this field. Persuasion works best when the persuader has expertise. Second, the textbook states that persuasion is one of the most common influence strategies in organizations.

Coalition formation. This will likely be identified by many students as one of the top three choices of influence tactics. This person is new to the organization, so he or she might not have sufficient power alone to persuade senior management. At the same time, the technology or practice is widely recommended in the profession. Consequently, there may be more senior professionals in the organization to support this initiative. Similarly, if the technology or practice is so important, it must have merits that serve the interests of other employees. As long as the coalition presents its case diplomatically and without force, this tactic might be successful.

Ingratiation and impression management. This tactic might work to some extent. It is a soft tactic, so is unlikely to create resistance from senior management. If applied effectively, the employee might get senior management believing that they actually thought of this idea. Students recommending this tactic should also recognize its limitations. One concern is that it is circumspect--it doesn't directly ask senior management for the recommendation. As such, it can be a lengthy process. Second, there is a risk that impression management can backfire if it looks like "brown-nosing."

Upward appeal. Few students will consider this option because, after all, the people being persuaded are already at the top of the organization. But there are two ways to apply upward influence here. First, the employee can show how the technology or practice is consistent with the organization's goals and values. In other words, the "upward authority" is the company's philosophy or mandate. Second, the employee might appeal to the profession that supports this technology or practice. If the professional body explicitly supports these recommendations, then this information serves as a form of upward appeal. Students considering this option should also note that upward appeal is sometimes considered a forceful tactic, which may produce adverse consequences, such as senior management having less trust in the employee.

Exchange. This tactic is probably not feasible because it is difficult to imagine what the employee can use to exchange or negotiate with senior management.

Silent authority. This tactic is a poor choice because the person has little or no legitimate power in this situation, certainly not over the people (senior executives).

Assertiveness. This tactic is also unwise, given the person's lower position in the organizational hierarchy compared to the people who need to be influenced. Moreover, assertiveness is less acceptable today in Western society, even when applied by people at the top of the hierarchy.

Information control. This tactic is probably unwise and inappropriate. First, there really isn't any information to "control" that would get the employee's proposal passed by senior management. This isn't a case of hiding information. Second, information control is contrary to contemporary

management philosophy of knowledge sharing. Thus, applying this tactic, even if feasible, may put the employee in a bad light.

*Chapter - Chapter 10 #176
Difficulty: Medium
Gradable: manual
Learning Objective: 4*

177. (p. 283-286) You work as a marketing assistant in a consumer products company. Recently, your boss and more senior staff in the marketing department have been discussing alternative product packaging strategies. Through a major class project in your final year of business school, you learned about a very effective alternative to traditional product packaging that has been applied by a few European companies but is not well known in Canada. You ask your boss and others to give this idea careful consideration because there is little doubt that it would boost sales, particularly overseas where this new packaging has been applied. While the group is open to new ideas, you graduated from business school less than one year ago, so your ideas might not be taken as seriously. Moreover, without knowing about your idea, one senior employee joked about a similar concept, suggesting that she may oppose your idea. Using persuasive communication concepts, describe five things you would do to convince others in the marketing department to give your idea serious consideration. Briefly identify and explain two conditions that would limit your persuasiveness in this situation.

To answer this question, students should apply the elements of persuasive communication described in the textbook. They should mention such things as (1) the preferred medium or combination of media to use, (2) the need to mention some good points about opposing views (to avoid giving listeners the feeling of being 'cornered'), (3) explicitly saying that this idea will benefit the company, (4) trying to prepare listeners with the arguments of dissenters before the dissenters have the opportunity to present their point of view, (5) applying an emotional element to the discussion (perhaps by showing the cost of following old ways) and (6) limiting arguments to a few strong points. The answer should also briefly state the person's limitations as a persuader (i.e. lack of expertise and attractiveness in terms of lack of status). The answer should also mention that some listeners are long-term employees and senior managers who probably have high self-esteem and are therefore less likely to be affected by the persuasive communication principles.

*Chapter - Chapter 10 #177
Difficulty: Medium
Gradable: manual
Learning Objective: 4*

178. Which types of people are more likely to engage in organizational politics?
(p. 289)

The textbook identifies three personal characteristics: high need for personal power, internal locus of control and high Machiavellian values.

High need for personal power. People with a high need for personal power are more likely to engage in organizational politics. The need for power is a desire to control one's environment, including people and material resources. Effective leaders have a relatively high 'socialized power' need in which they seek and use power for altruistic purposes. Less effective employees have a strong 'personal power' need whereby they seek power for the experience of power itself and to fulfill personal interests.

High Machiavellianism. Machiavellianism is a personality trait in which people believe that deceit is a natural and acceptable way to influence others. Machiavellian employees seldom trust others and frequently use power to manipulate others towards their own personal goals, whether or not these goals are favourable to the organization.

Internal locus of control. People with a high internal locus of control feel that they are very much in charge of their own destiny. Consequently, internals are more likely than externals to engage in political behaviours to shape their lives and the world around them. This does not mean that internals are naturally political. Rather, they have a greater tendency to turn to political action when political conditions are present.

Chapter - Chapter 10 #178
Difficulty: Medium
Gradable: manual
Learning Objective: 5

10 Summary

<u>Category</u>	<u># of Questions</u>
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Difficulty: Difficult	23
Difficulty: Easy	49
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Gradable: automatic	166
Gradable: manual	12
Learning Objective: 1	57
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11

1. Conflict is defined as:
 - A. any event where two parties demonstrate their dislike of each other.
 - B. any occasion where both parties perceive each other as a threat to achieving the other party's goals.
 - C. a process in which one party perceives that its interests are being opposed or negatively affected by another party.
 - D. any event where one party acts in a way that prevents another party from achieving its goals.
 - E. a process in which each party tries to learn the resistance point of the other party.
2. The process in which one party perceives that its interests are being opposed or negatively affected by another party is called:
 - A. politics
 - B. conflict
 - C. negotiation
 - D. dialogue
 - E. negative delusion
3. The current perspective on organizational conflict is that:
 - A. conflict should be minimized.
 - B. conflict is the result of poor communication
 - C. conflict is an inevitable result of increased technology and globalization.
 - D. All of the above are correct.
 - E. moderate levels of conflict are necessary and produce favourable outcomes.
4. Which of the following is NOT a benefit of moderate conflict in organizations?
 - A. It prevents stagnation and nonresponsiveness to the external environment.
 - B. It improves decision making.
 - C. Conflict with people outside the team can potentially increase cohesion with the team.
 - D. It energizes people to debate issues more thoroughly.
 - E. It helps regenerate employee ranks, since those who cannot manage conflict effectively tend to leave the organization and are replaced with more effective staff.
5. Constructive conflict exists:
 - A. when the conflict is viewed as a personal attack on each person in the relationship.
 - B. when an employee disagrees with, and loses respect for, his or her supervisor.
 - C. when the conflict is emotionally charged.
 - D. when all of these exist.
 - E. when none of these exists.
6. According to the literature on organizational conflict, constructive conflict:
 - A. is a positive form of conflict in organizations.
 - B. is one of the most common outcomes of conflict.
 - C. is the only conflict management style that has high assertiveness and low cooperativeness.
 - D. is the main source of conflict in organizations.
 - E. should never be used as a conflict management strategy.
7. Constructive conflict:
 - A. is the same as relationship conflict.
 - B. encourages people to think about different points of view.
 - C. is a source of conflict based on the physical layout of the office.
 - D. is the main source of groupthink and denial of external problems.
 - E. is none of these.

8. Constructive conflict:
 - A. is the opposite of task-related conflict.
 - B. encourages participants to re-examine their basic assumptions about a problem and its possible solution.
 - C. is one of the dysfunctional outcomes of conflict.
 - D. is the most common outcome of arbitration.
 - E. sometimes replaces manifest conflict in the conflict process.
9. A large computer company was well known for the frequent debate among employees regarding various issues. Employees weren't afraid to disagree with their colleagues and to clearly argue their point. Although the discussions would sometimes get loud, employees never spoke angrily at each other and the discussions would always end the meeting in friendship. This computer company has many instances of:
 - A. constructive conflict
 - B. debating conflict
 - C. avoiding conflict management style
 - D. relationship conflict
 - E. positional conflict
10. Which of the following best describes relationship conflict?
 - A. One party perceives that another party might oppose its interests.
 - B. The conflict is between two individuals rather than departments or organizations.
 - C. The conflict episodes are viewed as personal attacks rather than attempts to resolve the problem.
 - D. Two people adopt a win-win rather than a win-lose orientation.
 - E. None of these describes relationship conflict.
11. The two main forms of conflict are:
 - A. structural and personal
 - B. constructive and relationship
 - C. pooled and sequential
 - D. problem-solving and forcing
 - E. superordinate and supraordinate
12. Relationship conflict usually causes people to:
 - A. use logical analysis to resolve the conflict.
 - B. reduce communication and information sharing with the other party.
 - C. rethink their assumptions and beliefs about the issue that is the source of conflict.
 - D. do all of these things.
 - E. do none of these things.
13. To be more effective, managers should:
 - A. try to increase the amount of conflict among employees.
 - B. successfully remove conflict from the organization, because it saps productivity.
 - C. remove manifest conflict as well as negative conflict outcomes even though the sources of conflict remain in place.
 - D. convince employees that conflict should be avoided.
 - E. encourage constructive conflict for better decision making and minimize relationship conflict.
14. Emotional intelligence and team cohesiveness are two ways to:
 - A. minimize constructive conflict
 - B. engage in third-party conflict resolution
 - C. increase relationship conflict
 - D. minimize relationship conflict
 - E. add more cycles to the conflict escalation cycle

15. Constructive conflict is less likely to turn into relationship conflict when team members:
 - A. learn how to argue more forcefully with each other.
 - B. have higher emotional intelligence.
 - C. have high differentiation.
 - D. have competitive team norms.
 - E. use a forcing style of conflict resolution.
16. The conflict escalation cycle:
 - A. rarely occurs in organizational settings.
 - B. helps employees to move from socioemotional to constructive conflict.
 - C. helps the conflicting parties to remove the sources of conflict.
 - D. includes the situation where behaviours during manifest conflict communicate the perception of conflict to the other party.
 - E. is all of these.
17. The conflict process begins:
 - A. when one party intends to interfere with the other's goals.
 - B. when one party does something that actually interferes with the other party's goals.
 - C. after the first party does something that causes the second party to take a similar hostile action.
 - D. when some source of conflict lead one or both parties to perceive that conflict exists.
 - E. when both parties are informed by a third party that they have a potential conflict.
18. In the conflict process, what immediately precedes conflict outcomes?
 - A. Manifest conflict
 - B. Conflict emotions
 - C. Sources of conflict
 - D. Conflict perceptions
 - E. Both conflict emotions and perceptions immediately precede conflict outcomes
19. In the conflict process, what immediately follows conflict perceptions and emotions?
 - A. Sources of conflict
 - B. Manifest conflict
 - C. Conflict outcomes
 - D. Conflict management
 - E. Both conflict outcomes and conflict management immediately follow conflict perceptions and emotions
20. Which of the following is NOT explicitly labeled in the conflict process model?
 - A. Manifest conflict
 - B. Conflict perceptions
 - C. Conflict emotions
 - D. Conflict sources
 - E. Conflict tolerance
21. The conflict process model includes:
 - A. conflict outcomes.
 - B. sources of conflict.
 - C. conflict emotions.
 - D. conflict outcomes and conflict emotions, but not sources of conflict.
 - E. conflict outcomes, conflict emotions, and sources of conflict.

22. Salespeople at Widget Ltd. complain that they lose sales bonuses when the production department is out of stock of a particular item. This sometimes causes customers to buy elsewhere rather than wait for the next production run. Meanwhile, production employees complain that salespeople don't appreciate the need to minimize inventory costs, for which production staff are rewarded. This is mainly an example of conflict due to:
- A. ambiguity
 - B. communication problems
 - C. pooled task interdependence
 - D. differentiation
 - E. goal incompatibility
23. Which of the following statements about the structural sources of conflict in organizations is FALSE?
- A. Members of the organization are the ultimately the source of all conflicts in organizations.
 - B. Poor communication can be a source of conflict.
 - C. Scarce resources is a condition that can cause conflict.
 - D. Decision ambiguity can increase the potential for conflict.
 - E. Conflict tends to increase with high levels of task interdependence
24. Ambiguous rules, scarce resources and task interdependence are:
- A. structural sources of potential conflict
 - B. strategies used in the inquisition approach to third-party conflict resolution
 - C. interpersonal sources of potential conflict.
 - D. indicators of effectiveness in third-party conflict resolution
 - E. situational influences on negotiations
25. Incompatible goals, differentiation and ambiguous rules are:
- A. indicators of effectiveness in third-party conflict resolution.
 - B. situational influences on negotiations.
 - C. sources of potential conflict.
 - D. strategies used in the inquisition approach to third-party conflict resolution.
 - E. none of these.
26. Which of the following sources of conflict is typically associated with mergers and acquisitions?
- A. Task interdependence
 - B. Differentiation
 - C. Goal incompatibility
 - D. Scarce resources
 - E. Ambiguity
27. Which of the following most likely produces the highest risk of conflict?
- A. Ambiguous rules and low task interdependence.
 - B. Precise rules and resource scarcity.
 - C. Plentiful resources and high goal compatibility.
 - D. Scarce resources and high task interdependence.
 - E. None of these has any effect on the risk of conflict.
28. Employees in engineering and marketing often disagree with each other, mainly because they hold divergent beliefs and attitudes due to their unique backgrounds, experiences, and training. The most apparent source of conflict here is:
- A. task interdependence.
 - B. differentiation.
 - C. goal incompatibility.
 - D. scarce resources.
 - E. ambiguity.

29. GlobalCo formed a task force consisting of eight employees from four culturally diverse countries who have not previously met. The task force must work closely together for a month to solve a troublesome customer problem. These employees have similar technical training, but they have different religious beliefs, different languages, and different standards of living. If these employees experience conflict, this conflict might be caused by:
- A. task interdependence.
 - B. differentiation.
 - C. communication problems.
 - D. all of these factors.
 - E. differentiation and communication problems, but not task interdependence
30. Two departmental managers are most likely to experience conflict with each other when they _____ communicate with each other and their two departments have _____ interdependence.
- A. frequently; high
 - B. seldom; low
 - C. seldom; high
 - D. frequently; low
 - E. Communication and interdependence do not affect conflict between departments.
31. The potential for conflict between two employees would be highest under conditions of:
- A. pooled interdependence
 - B. total independence
 - C. reciprocal interdependence
 - D. anticipatory interdependence
 - E. sequential interdependence
32. In organizational conflict, scarce resources are typically identified as:
- A. a source of conflict
 - B. a form of task interdependence
 - C. a third-party conflict resolution strategy
 - D. a form of differentiation
 - E. scarce resources are unrelated to any part of organizational conflict
33. Communication is a potential source of conflict because:
- A. communication leads to misunderstanding.
 - B. ineffective communication often leads to an escalation in the conflict cycle.
 - C. perceptions of conflict reduce a person's motivation to communicate in the future.
 - D. All of the above.
 - E. 'B' and 'C' only.
34. A win-win orientation exists when a person or team believes that:
- A. one party necessarily loses if the other gains, so a forcing style should be applied.
 - B. a combination of all interpersonal styles of conflict management must be applied to reach a mutually beneficial solution.
 - C. a mutually beneficial solution may be found if both parties apply a collaborative orientation.
 - D. both parties must apply a yielding interpersonal style to resolve the conflict effectively.
 - E. None of these statements apply to a win-win orientation.
35. Which of the following interpersonal conflict management styles has some degree of win-lose orientation?
- A. Forcing
 - B. Yielding
 - C. Avoiding
 - D. All of these have some degree of win-lose orientation.
 - E. None of these has any degree of win-lose orientation.

36. The problem-solving interpersonal style of conflict has:
- A. high assertiveness and low cooperativeness
 - B. high assertiveness and high cooperativeness
 - C. low assertiveness and high cooperativeness
 - D. low assertiveness and low cooperativeness
 - E. medium assertiveness and medium cooperativeness
37. Which of the following interpersonal conflict management styles has mostly or completely a win-win orientation?
- A. Forcing
 - B. Yielding
 - C. Problem-solving
 - D. Avoiding
 - E. Both yielding and problem solving have mostly or completely a win-win orientation.
38. Which conflict management style has low cooperativeness and low assertiveness?
- A. Forcing
 - B. Inquisition
 - C. Compromising
 - D. Arbitration
 - E. Avoiding
39. Conflict management styles are defined in terms of their:
- A. consequences for the organization.
 - B. arbitrariness and firmness.
 - C. assertiveness and cooperativeness.
 - D. differentiation and interdependence.
 - E. animosity and tolerance.
40. Compared to those with an individualist value, employees with a strong collectivist values tend to manage disagreements through:
- A. forcing.
 - B. third-party conflict resolution.
 - C. arbitration.
 - D. avoidance or problem solving.
 - E. compromising and forcing.
41. According to some writers, women tend to adopt the _____ style, whereas men are more likely to use the _____ style.
- A. forcing; collaborative
 - B. avoiding; compromising
 - C. yielding; forcing
 - D. compromising; forcing
 - E. yielding; avoiding
42. Which conflict management style is most appropriate when the parties do not have perfectly opposing interests and have enough trust to share information?
- A. Forcing
 - B. Yielding
 - C. Avoiding
 - D. Problem-solving
 - E. Compromising

43. Which conflict management style may be necessary when it is apparent that the other party will take advantage of information sharing and other cooperative strategies?
- A. Forcing
 - B. Passive-aggressive
 - C. Avoiding
 - D. Problem-solving
 - E. Compromising
44. The yielding conflict management style should be used:
- A. never.
 - B. when the issue is much less important to you than to the other party.
 - C. when the other party has much less power than you do.
 - D. when the issue is important to both parties.
 - E. under almost all circumstances.
45. Which of the following actions does NOT emphasize superordinate goals to reduce conflict?
- A. Representatives from the two departments must jointly visit a client to hear about its concerns.
 - B. Hiring employees with a technical specialty and developing their career paths within that specialty.
 - C. Keeping all employees informed of the company's successes and difficulties in the marketplace.
 - D. Introducing profit sharing or other organizationally based rewards for all employees.
 - E. The CEO speaks with employees from several departments together about current challenges from competitors.
46. Maintenance employees and drivers at ABC Bus Company were constantly bickering with each other. However, the conflict subsided when another bus company opened for business to compete with ABC and ABC executives warned employees that the competitor could force lay-offs at ABC if productivity and customer service didn't improve. Which of the following conflict management strategies was operating here?
- A. The company clarified rules and procedures.
 - B. The company reduced interdependence between the parties.
 - C. The company reduced differentiation between the parties.
 - D. The company introduced superordinate goals for both parties.
 - E. The company helped the parties to understand each other better.
47. Which of the following actions does NOT reduce conflict between employees and work teams?
- A. Reducing the amount of task interdependence.
 - B. Increasing the resources available.
 - C. Clarifying the responsibilities and authority of each employee.
 - D. Encouraging employees to emphasize departmental rather than organizational goals.
 - E. Requiring employees to learn more about each other in special sessions.
48. Direct communication minimizes conflict by:
- A. reducing task interdependence.
 - B. reducing reliance on stereotypes about the other party.
 - C. improving understanding of the other party's circumstances.
 - D. doing all of these things.
 - E. reducing reliance on stereotypes AND improving understanding of the other party's circumstances.
49. Improving communication and understanding should occur:
- A. only after differentiation between the two sides has been reduced.
 - B. before differentiation between the two sides has been reduced.
 - C. only when the conflicting parties use the compromising conflict resolution style.
 - D. when task interdependence is low.
 - E. only when both parties have a win-lose orientation.

50. According to your text, compared to those with individualist cultures, employees in collectivist and high power distance cultures tend to be:
- A. more comfortable with the practice of resolving differences through direct and open communication.
 - B. less comfortable with the practice of resolving differences through direct and open communication.
 - C. no more comfortable or uncomfortable with any particular practice of resolving differences.
 - D. All of the above are correct.
 - E. there is no evidence to support a cultural dimension with respect to any differences.
51. A major game software firm experienced conflict between the young Internet-savvy employees who designed the games and the older computer-illiterate executives who ran the company. The company hired coordinators who could work with the executives but were computer literate and therefore respected by the development staff members. By hiring these coordinators as liaisons between the executives and employees, the company would:
- A. increase conflict between developers and executives by reducing communication.
 - B. reduce conflict by clarifying rules and procedures.
 - C. increase conflict by increasing task interdependence.
 - D. reduce conflict by creating superordinate goals.
 - E. reduce conflict by using integrators.
52. Increasing inventories between sequential work units tends to reduce potential conflict by:
- A. reducing resource scarcity
 - B. reducing differentiation
 - C. increasing the required level of communication between employees in sequential units
 - D. reducing ambiguity in resource allocation
 - E. creating a buffer that decouples the relationship between work units
53. Combining two jobs to reduce conflict is a:
- A. way to reduce task interdependence.
 - B. form of job enrichment.
 - C. strategy of avoidance.
 - D. downsizing strategy
 - E. 'A' and 'B' only.
54. Which of the following is a third-party conflict resolution strategy with high process control and high outcome control?
- A. Inquisition
 - B. Arbitration
 - C. Mediation
 - D. Imposition
 - E. All third-party conflict resolution strategies have high process and outcome control
55. Third-party interventions are defined in terms of their:
- A. arbitrariness and firmness.
 - B. level of process control and level of decision control.
 - C. assertiveness and cooperativeness.
 - D. differentiation and interdependence
 - E. consequences for the organization.
56. Which of the following is a third-party conflict resolution strategy with low process control and low outcome control?
- A. Inquisition
 - B. Arbitration
 - C. Mediation
 - D. All of these have low process control and low outcome control.
 - E. None of these has low process control and low outcome control.

57. Which third-party conflict resolution strategy manages the process and context of interaction between the disputing parties but does not impose a solution on the parties?
- A. Inquisition
 - B. Arbitration
 - C. Mediation
 - D. All of these
 - E. None of these
58. Managers tend to rely on which of the following types of third-party intervention?
- A. Inquisitor
 - B. Competitor
 - C. Mediator
 - D. Arbitrator
 - E. Dictatorial
59. A Dean tells a faculty member, "I don't care what the collective agreement states about your right to negotiate a workload with me, I'm the Dean, and I make the decisions about who is assigned what work and how much." According to your text, this is an example of which approach for resolving conflict?
- A. Managerial.
 - B. Inquisition.
 - C. Confrontational.
 - D. Fuedal.
 - E. Imperious.
60. Two team members who disagree over their work schedule approach their team leader to help resolve the conflict. Based on your knowledge of third-party conflict resolution, to avoid feelings of unfairness by the team member, the team leader should:
- A. help the employees resolve their own conflict, with the team leader serving as a mediator to help them . clarify their differences and common interests in the dispute.
 - B. ask the employees to avoid the conflict and move on.
 - C. tell each employee to present a solution, then the team leader would randomly choose one of them.
 - D. refuse to allow the conflict and ignore both employees.
 - E. tell the employees that their personal leave has been cancelled this year because they couldn't agree on such a trivial issue.
61. For everyday disputes between two employees, managers should use _____ as a third-party intervention:
- A. inquisition
 - B. mediation
 - C. arbitration
 - D. retaliation
 - E. negotiation
62. If the parties cannot resolve their differences through direct dialogue and negotiation, the process that seems to work best is to:
- A. go to court seeking damages.
 - B. arbitrate the dispute.
 - C. involve a mediator.
 - D. rely on inquisition.
 - E. try to bury the problem.
63. The bargaining zone model states that:
- A. the physical space around the negotiations affects the negotiation outcome.
 - B. the negotiation process moves each party along a continuum with an area of potential overlap.
 - C. the best negotiations occur in a neutral territory.
 - D. negotiators must try to move the other party from a win-lose orientation towards a win-win orientation.
 - E. win-lose negotiations typically begin by each party communicating its resistance point.

64. The bargaining zone model illustrates:
- A. the best zoning for negotiations.
 - B. the conditions under which the other party will hold out for a better offer.
 - C. the various bargaining positions between the parties.
 - D. all of these.
 - E. none of these.
65. Initial, target, and resistance represent three elements in:
- A. the conflict process model.
 - B. the bargaining zone model.
 - C. the types of third-party conflict resolution.
 - D. the sources of conflict.
 - E. the conflict escalation cycle.
66. Negotiators implicitly or explicitly consider three bargaining positions, including:
- A. win-win, win-lose, lose-lose
 - B. resistance, concessions, time
 - C. win-win, timely, target
 - D. initial, concessions, final
 - E. initial, target, resistance
67. In a purely win-lose situation, the bargaining zone states that the opposing parties:
- A. usually apply a collaborative approach to resolving their differences.
 - B. begin negotiations by describing their resistance point for each item on the agenda.
 - C. rarely know each other's initial point.
 - D. tend to move from their target point to their initial point very quickly.
 - E. try to discover the other side's resistance point so they can determine how much they can gain without breaking off negotiations.
68. Creating value in negotiations involves:
- A. trying to obtain the best possible outcome for yourself and your constituents.
 - B. minimizing the time required to reach a settlement so that all parties can get back to doing productive work.
 - C. cooperating to help both negotiators obtain the best possible outcomes.
 - D. reducing the costs associated with bargaining to maximize value.
 - E. try to inflate positive aspects of what you are offering the other party.
69. Which of the following statements about time deadlines and passage in negotiations is FALSE?
- A. Negotiators with more power in the relationship sometimes apply time pressure through an "exploding offer."
 - B. Negotiators become less committed to reaching an agreement as they devote more time to it.
 - C. Negotiators make more concessions as the negotiations approach an inflexible deadline.
 - D. As negotiators become more committed to reaching an agreement the tendency to make unwarranted . concessions to ensure negotiations do not fail increases.
 - E. As the amount of time invested in a negotiation increases, negotiators tend to become more motivated to settle the negotiations.
70. Which of the following tends to make negotiators more competitive and less willing to give concessions?
- A. Representatives from both sides are interspersed around a circular table.
 - B. The parties spend time socializing and learning about each other before beginning negotiations.
 - C. The audiences of each party directly observe the negotiations.
 - D. All of these tend to make negotiators more competitive and less willing to give concessions.
 - E. None of these tend to make negotiators more competitive and less willing to give concessions.

71. You have a high BATNA when:
- A. your estimated cost of walking away from the relationship is high.
 - B. your estimated cost of walking away from the relationship is low.
 - C. you have a no concerns about losing face.
 - D. you have a high need to save face.
 - E. None of these statements are correct.
72. When negotiators have an audience watching their progress in the negotiations, the audience's negotiator:
- A. is more likely to give in to the other party's demands.
 - B. pays more attention to saving face.
 - C. tends to feel more cooperative towards the other party.
 - D. tends to be more willing to make concessions to the other party.
 - E. tends to feel more cooperative AND are more willing to make concessions to the other party.
73. Negotiators tend to be more successful when:
- A. they carefully think through their three key positions in the bargaining zone model.
 - B. they ask probing questions and listen intently to the answers.
 - C. they tell the other party how lucky the other party is to have such a generous deal.
 - D. they do all of these things.
 - E. "A" and "B" only.
74. Effective negotiators:
- A. prepare and set negotiation goals for themselves
 - B. talk more than listen
 - C. rarely make any concessions
 - D. do all of these things.
 - E. set negotiation goals for themselves AND rarely make any concessions.
75. Which of the following is a skill to effectively create value in negotiations?
- A. Know your BATNA.
 - B. Manage your time wisely.
 - C. Prepare and set goals.
 - D. All of the above.
 - E. None of the above creating value in negotiations.
76. All of the following are ways that skilled negotiators can reap the benefits of value creation in negotiations EXCEPT by:
- A. gathering information.
 - B. discovering priorities through offers and concessions.
 - C. building relationships.
 - D. stalling for more time to evaluate proposals more fully.
 - E. All of the above are ways to reap the benefits of value creation.
77. What effect does making concessions have on negotiations?
- A. Concessions enable the parties to move towards the area of potential agreement.
 - B. Concessions symbolize each party's motivation to bargain in good faith.
 - C. Concessions communicate to the other party the relative importance of negotiating items.
 - D. Concessions have all of these effects on negotiations.
 - E. Concessions have none of these effects on negotiations.
78. Conflict begins whenever both parties realize that they have opposing interests.
True False
79. Conflict occurs when one party perceives that its interests are being opposed or negatively affected by another party.
True False

80. Conflict begins when two parties experience manifest conflict.
True False
81. Conflict perceptions and emotions lead to conflict sources.
True False
82. The view that all conflict in organizations is bad is over simplistic and incorrect.
True False
83. In one survey more than 50 percent of employees in Germany complained that conflict was consuming their workday.
True False
84. It wasn't until the 1950s that conflict management experts such as Elton Mayo began to embrace the "optimal conflict" perspective.
True False
85. Moderate levels of conflict produce improved decision-making.
True False
86. If conflict was eliminated, organizations would be more productive.
True False
87. The modern perspective on conflict is that an optimal level exist which is beneficial to the organization.
True False
88. Deconstructive conflict is one of the more serious forms of relationship conflict.
True False
89. Constructive conflict helps people to recognize problems, identify a variety of solutions and better understand the issues involved.
True False
90. Constructive conflict is also called task-related conflict.
True False
91. Relationship conflict refers to conflict between individuals, whereas constructive conflict refers to conflict between departments and organizations.
True False
92. When people experience relationship conflict, they tend to increase their reliance on communication with the other party.
True False
93. Relationship conflict is also known as psychoemotional conflict.
True False
94. Most people can avoid experiencing relationship conflict if they focus on constructive debate instead.
True False
95. Although constructive conflict can degenerate into relationship conflict, it is easy to prevent this from happening.
True False
96. Most of us experience some degree of relationship conflict whenever we are engaged in constructive debate.
True False

97. The more an issue is tied to our self-concept the higher the chances that constructive conflict will degenerated into relationship conflict.
True False
98. Emotional intelligence helps employees to avoid transforming constructive conflict into relationship conflict.
True False
99. Constructive conflict is more likely to escalate into relationship conflict among employees in highly cohesive teams
True False
100. Some team norms encourage tactics that diffuse relationship conflict when it first appears.
True False
101. Conflict is sometimes apparent by the style each side uses to resolve the conflict.
True False
102. Two employees with incompatible goals are less likely to experience conflict.
True False
103. The conflict process is really a series of episodes that potentially cycle into conflict escalation.
True False
104. Two employees from different departments who are evaluated on different performance criteria and receive different reward systems are likely to experience conflict due to goal incompatibility.
True False
105. Mergers and acquisitions tend to increase conflict due to different values and beliefs.
True False
106. The poor work ethic of Generation-X employees is one of the main sources of conflict in work organizations.
True False
107. It is possible to agree on a common goal yet still experience conflict due to differentiation.
True False
108. Conflict is more likely to occur between two departments with pooled interdependence than reciprocal interdependence.
True False
109. Conflict is more likely to occur when two people or departments share a resource that is strictly dictated by programmed decision rules.
True False
110. Conflict may occur because the conflicting parties lack the opportunity, ability and/or motivation to communicate with each other.
True False
111. Poor communication skills partly explain why conflict occurs in the workplace.
True False
112. Conflict tends to escalate more with a win-lose than with a win-win orientation.
True False
113. The problem-solving conflict management style involves a high degree of assertiveness and cooperativeness.
True False

114. The five interpersonal conflict management styles are distinguished by their level of animosity with the other party.
True False
115. The compromising conflict management style has the highest win-win orientation and should be applied wherever the parties seem to have mutual interests.
True False
116. Avoiding is usually the best interpersonal conflict management style when the issue is trivial to everyone involved.
True False
117. Although forcing is one of five interpersonal styles of conflict management, it should never be used to manage conflict.
True False
118. The yielding conflict management style is preferred when both parties have equal power and enough trust to share information.
True False
119. A person's preferred conflict management style tends to depend partly on the individual's cultural values.
True False
120. People from high collectivism cultures tend to apply a forcing style of conflict with colleagues more than do people from low collectivism cultures.
True False
121. The yielding conflict management style can produce more conflict rather than it resolves it.
True False
122. Gender has a weak influence on conflict management style.
True False
123. Focusing employees on superordinate goals is particularly useful where conflict is caused by goal incompatibility and differentiation.
True False
124. A logical strategy for minimizing conflict due to different values and beliefs is to have employees move through different departments, regions and occupations of the company throughout their careers.
True False
125. Reducing conflict by reducing differentiation should occur only after communication and understanding have improved.
True False
126. Resolving differences with the opposing party through direct communication is not as comfortably applied in collectivist cultures.
True False
127. Communication and understanding interventions should be applied only after differentiation between the parties has been reduced.
True False
128. Buffers tend to resolve conflict by reducing the level of interdependence between the conflicting parties.
True False
129. Integrators reduce conflicts by reducing the frequency of direct interaction among work units with diverse goals and perspectives.
True False

130. Increasing resources and creating more precise rules for the allocation of those resources represent two ways to increase conflict.
True False
131. Arbitration has a high level of process control but a low level of decision control.
True False
132. Mediation has a high level of process control but a low level of decision control.
True False
133. Research suggests that managers tend to avoid the inquisitional approach to third-party conflict resolution.
True False
134. The preference for arbitration or mediation in work disputes partly depends on cross-cultural values.
True False
135. Managers should arbitrate decisions when employees cannot resolve their differences alone.
True False
136. Conflicts can be minimized by negotiating a collective agreement between union and management which both parties must follow.
True False
137. Negotiation occurs whenever two or more conflicting parties try to redefine the terms of their interdependence.
True False
138. The bargaining zone model of negotiations describes the best physical zone in which negotiations should occur.
True False
139. According to the bargaining zone model, the parties should begin negotiations by describing their target points to each other.
True False
140. According to the bargaining zone model, the target point is the team's realistic goal or expectation for a final agreement.
True False
141. Claiming value during negotiations involves trying to obtain the best possible outcome for yourself and your constituents.
True False
142. When negotiators get closer to their time deadline, they have a tendency to make fewer concessions.
True False
143. The best alternative to a negotiated agreement (BATNA) helps estimate your opponent's power in the negotiations because it represents the estimated cost if you walk away from the relationship.
True False
144. Creating value during the negotiation process involves convincing the other party that reaching an agreement is in their best interest.
True False
145. An important rule in negotiations is to make several major concessions early in the proceedings to communicate your willingness to resolve the conflict.
True False
146. Making concessions symbolizes a negotiator's motivation to bargain in good faith.
True False

147. Skilled negotiators tend to adopt a cautious problem-solving style at the outset.
True False
148. Negotiating in teams is not advisable because some team members will hear information that should be kept confidential.
True False
149. Negotiators tend to be more competitive and less willing to give concessions when their audience directly observes the negotiations.
True False
150. Negotiators tend to avoid "hardline" behaviours when they know an audience is watching them.
True False
151. The president of Creative Toys, Inc. read about cooperation in Japanese companies and has vowed to bring this same philosophy to the company. The goal is to avoid all conflict, so that employees would work cooperatively and be happier at Creative Toys. Discuss the merits and limitations of the president's policy.
152. The newly hired CEO of an advertising agency noticed that employees were constantly arguing and debating with each other over design and ad copy. This cantankerous behaviour was quite different from the more reserved and polite interactions that occurred in the CEO's previous organization in the consumer products industry. To correct this problem, the CEO established a new motto ('Serving Clients in Harmony') and actively discouraged employees from the spirited debates that occurred in the past. Some key staff members left the company over the next few months, saying that the company was losing its creative edge. However, the CEO was able to bring in new employees who were more discreet and subtle in their discussions with colleagues. Discuss the merits of the CEO's actions.
153. Organizational behaviour research is discovering that it is difficult to separate constructive conflict from relationship conflict. However, it is possible to minimize relationship conflict during constructive conflict episodes. Describe two strategies that would help a team of employees to reduce the level of relationship conflict while the team is engaging in constructive conflict. Your answer should also briefly explain why each strategy may be effective.

154. Canuck Airlines International (CAI) is the result of five airlines that merged over six years. These airlines had energetic leaders who established distinct operating procedures and demanded absolute loyalty from their employees. When the airlines merged into CAI, employees continued their allegiance to their former airline by identifying themselves with its colour—blue for Pacific Airlines, orange for Northern Air, green for EastAir, and so on. Coffee break groups began to form around colour codes rather than work groups. Employees who transferred to different work units were routinely asked what colour they came from. In some areas, colour heritage decided a promotion, explained a botch-up, or was offered as a reason why things couldn't change. Discuss this incident in terms of the sources and consequences of conflict in organizational settings.
155. A few years ago, a clothing manufacturer was expanding rapidly, so the CEO hired several executives from large corporations. Unfortunately, the new executives clashed with the current executives regarding business strategy. The CEO explained: 'We ended up with an old team and a new team and they weren't on the same wavelength.' Identify the source(s) of conflict in this situation and identify two strategies to minimize this conflict in the future.
156. Why should leaders of culturally diverse teams be more mindful about which conflict handling style they use?
157. Employees at a specialty steel company are divided into the 'hot end' and the 'cold end' of the production process. The hot end forms the steel rods that make their way down the line to the cold end, where they are packed for shipment to clients. Employees at the cold end are primarily responsible for quality control because they are the last ones to see the product before it leaves the plant. Their performance is measured by an index of customer complaints and returns, so they are motivated to reject any rods that don't meet quality standards. But employees at the hot end of the production line earn bonuses based on their output and rejection rate. The fewer rods rejected by employees at the cold end, the fatter the bonuses of employees at the hot end. This creates conflict between the hot-end and cold-end employees. Hot-end employees complain that their cold-end colleagues are too fussy about product quality. Cold-end employees don't like the hot-end employees questioning their quality control decisions. Discuss the source(s) of conflict in this situation and recommend a solution to this conflict.

158. Two business units operate out of different buildings in a large city. They offer distinct products to customers and have their own budgets. However, they must share training facilities located at headquarters, also located in the city. This often creates conflict because both business units tend to want the training facilities at the same time. Describe the source(s) of conflict that are apparent in this situation and describe two potential solutions that would minimize this conflict.
159. NewTel is a telephone company with a policy of filling positions through promotions rather than hiring from outside. Until recently, the company had a strong engineering focus and tended to promote people into senior executive positions from the engineering areas. Consequently, almost all of the company's 14 senior executives joined the company over 20 years ago in junior engineering positions. There is increasing pressure on NewTel to become more marketing and service oriented, so four people were hired one year ago from consumer products and retail firms to fill new senior executive positions in marketing and service management. The external hires were necessary because employees were not sufficiently qualified. Now there are signs of tension among senior executives, particularly during budget deliberations where there is limited discretionary spending on new corporate activities. The four new hires have been frustrated in their attempts to have the company put more money into marketing and customer services instead of technology investment. Explain why conflict has occurred among senior executives at NewTel.
160. Jane has just been appointed as purchasing manager of Tacoma Technologies Corp. The previous purchasing manager, who recently retired, was known for his "winner-take-all" approach to suppliers. He continually fought for more discounts and was skeptical about any special deals that suppliers would propose. A few suppliers refused to do business with Tacoma Technologies, but senior management was confident that the former purchasing manager's approach minimized the company's costs. Jane wants to try a more problem-solving approach to working with suppliers. Contrast Jane's and her predecessor's approach to negotiations in terms of the dimensions of interpersonal conflict management style. Then explain whether Jane's approach will be effective or not.

161. NewTel is a telephone company with a policy of filling positions through promotions rather than hiring from outside. Until recently, the company had a strong engineering focus and tended to promote people into senior executive positions from the engineering areas. Consequently, almost all of the company's 14 senior executives joined the company over 20 years ago in junior engineering positions. There is increasing pressure on NewTel to become more marketing and service oriented, so four people were hired one year ago from consumer products and retail firms to fill new senior executive positions in marketing and service management. The external hires were necessary because employees were not sufficiently qualified. Now there are signs of tension among senior executives, particularly during budget deliberations where there is limited discretionary spending on new corporate activities. The four new hires have been frustrated in their attempts to have the company put more money into marketing and customer services instead of technology investment. What conflict management strategies could be applied at NewTel to minimize dysfunctional conflict among these senior executives?
162. Almost every day, supervisors must help employees resolve conflicts with other employees. Which third-party conflict resolution strategy do supervisors use most often, and why do they tend to prefer this style? Also identify one third-party intervention that managers should apply in everyday disputes and explain why that strategy should be used most often.
163. The union and management teams are under a deadline to conclude negotiations. Discuss two effects that time will have on the negotiation process.
164. Comment on the accuracy of the following statement: 'Negotiators tend to bargain more effectively if they don't make concessions.'

11 Key

1. Conflict is defined as:
(p. 298) A. any event where two parties demonstrate their dislike of each other.
B. any occasion where both parties perceive each other as a threat to achieving the other party's goals.
C. a process in which one party perceives that its interests are being opposed or negatively affected by another party.
D. any event where one party acts in a way that prevents another party from achieving its goals.
E. a process in which each party tries to learn the resistance point of the other party.
2. The process in which one party perceives that its interests are being opposed or negatively affected by another party is called:
(p. 298) A. politics
B. conflict
C. negotiation
D. dialogue
E. negative delusion
3. The current perspective on organizational conflict is that:
(p. 299) A. conflict should be minimized.
B. conflict is the result of poor communication
C. conflict is an inevitable result of increased technology and globalization.
D. All of the above are correct.
E. moderate levels of conflict are necessary and produce favourable outcomes.
4. Which of the following is NOT a benefit of moderate conflict in organizations?
(p. 299) A. It prevents stagnation and nonresponsiveness to the external environment.
B. It improves decision making.
C. Conflict with people outside the team can potentially increase cohesion with the team.
D. It energizes people to debate issues more thoroughly.
E. It helps regenerate employee ranks, since those who cannot manage conflict effectively tend to leave the organization and are replaced with more effective staff.
5. Constructive conflict exists:
(p. 300) A. when the conflict is viewed as a personal attack on each person in the relationship.
B. when an employee disagrees with, and loses respect for, his or her supervisor.
C. when the conflict is emotionally charged.
D. when all of these exist.
E. when none of these exists.

Chapter - Chapter 11 #1
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

Chapter - Chapter 11 #2
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

Chapter - Chapter 11 #3
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

Chapter - Chapter 11 #4
Difficulty: Difficult
Gradable: automatic
Learning Objective: 1

Chapter - Chapter 11 #5
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

6. According to the literature on organizational conflict, constructive conflict:
(p. 300) **A.** is a positive form of conflict in organizations.
B. is one of the most common outcomes of conflict.
C. is the only conflict management style that has high assertiveness and low cooperativeness.
D. is the main source of conflict in organizations.
E. should never be used as a conflict management strategy.

Chapter - Chapter 11 #6
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

7. Constructive conflict:
(p. 300) **A.** is the same as relationship conflict.
B. encourages people to think about different points of view.
C. is a source of conflict based on the physical layout of the office.
D. is the main source of groupthink and denial of external problems.
E. is none of these.

Chapter - Chapter 11 #7
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

8. Constructive conflict:
(p. 300) **A.** is the opposite of task-related conflict.
B. encourages participants to re-examine their basic assumptions about a problem and its possible solution.
C. is one of the dysfunctional outcomes of conflict.
D. is the most common outcome of arbitration.
E. sometimes replaces manifest conflict in the conflict process.

Chapter - Chapter 11 #8
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

9. A large computer company was well known for the frequent debate among employees regarding various issues. Employees weren't afraid to disagree with their colleagues and to clearly argue their point. Although the discussions would sometimes get loud, employees never spoke angrily at each other and the discussions would always end the meeting in friendship. This computer company has many instances of:
(p. 300) **A.** constructive conflict
B. debating conflict
C. avoiding conflict management style
D. relationship conflict
E. positional conflict

Chapter - Chapter 11 #9
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

10. Which of the following best describes relationship conflict?
(p. 300) **A.** One party perceives that another party might oppose its interests.
B. The conflict is between two individuals rather than departments or organizations.
C. The conflict episodes are viewed as personal attacks rather than attempts to resolve the problem.
D. Two people adopt a win-win rather than a win-lose orientation.
E. None of these describes relationship conflict.

Chapter - Chapter 11 #10
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

11. The two main forms of conflict are:

(p. 300)

- A. structural and personal
- B. constructive and relationship**
- C. pooled and sequential
- D. problem-solving and forcing
- E. superordinate and supraordinate

Chapter - Chapter 11 #11
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2

12. Relationship conflict usually causes people to:

(p. 300)

- A. use logical analysis to resolve the conflict.
- B. reduce communication and information sharing with the other party.**
- C. rethink their assumptions and beliefs about the issue that is the source of conflict.
- D. do all of these things.
- E. do none of these things.

Chapter - Chapter 11 #12
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

13. To be more effective, managers should:

(p. 300-301)

- A. try to increase the amount of conflict among employees.
- B. successfully remove conflict from the organization, because it saps productivity.
- C. remove manifest conflict as well as negative conflict outcomes even though the sources of conflict remain in place.
- D. convince employees that conflict should be avoided.
- E. encourage constructive conflict for better decision making and minimize relationship conflict.**

Chapter - Chapter 11 #13
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

14. Emotional intelligence and team cohesiveness are two ways to:

(p. 301)

- A. minimize constructive conflict
- B. engage in third-party conflict resolution
- C. increase relationship conflict
- D. minimize relationship conflict**
- E. add more cycles to the conflict escalation cycle

Chapter - Chapter 11 #14
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

15. Constructive conflict is less likely to turn into relationship conflict when team members:

(p. 301)

- A. learn how to argue more forcefully with each other.
- B. have higher emotional intelligence.**
- C. have high differentiation.
- D. have competitive team norms.
- E. use a forcing style of conflict resolution.

Chapter - Chapter 11 #15
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

16. The conflict escalation cycle:
(p. 302) A. rarely occurs in organizational settings.
B. helps employees to move from socioemotional to constructive conflict.
C. helps the conflicting parties to remove the sources of conflict.
D. includes the situation where behaviours during manifest conflict communicate the perception of conflict to the other party.
E. is all of these.

Chapter - Chapter 11 #16
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

17. The conflict process begins:
(p. 301) A. when one party intends to interfere with the other's goals.
B. when one party does something that actually interferes with the other party's goals.
C. after the first party does something that causes the second party to take a similar hostile action.
D. when some source of conflict lead one or both parties to perceive that conflict exists.
E. when both parties are informed by a third party that they have a potential conflict.

Chapter - Chapter 11 #17
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

18. In the conflict process, what immediately precedes conflict outcomes?
(p. 302) **A.** Manifest conflict
B. Conflict emotions
C. Sources of conflict
D. Conflict perceptions
E. Both conflict emotions and perceptions immediately precede conflict outcomes

Chapter - Chapter 11 #18
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

19. In the conflict process, what immediately follows conflict perceptions and emotions?
(p. 302) A. Sources of conflict
B. Manifest conflict
C. Conflict outcomes
D. Conflict management
E. Both conflict outcomes and conflict management immediately follow conflict perceptions and emotions

Chapter - Chapter 11 #19
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

20. Which of the following is NOT explicitly labeled in the conflict process model?
(p. 302) A. Manifest conflict
B. Conflict perceptions
C. Conflict emotions
D. Conflict sources
E. Conflict tolerance

Chapter - Chapter 11 #20
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

21. The conflict process model includes:
(p. 302) A. conflict outcomes.
B. sources of conflict.
C. conflict emotions.
D. conflict outcomes and conflict emotions, but not sources of conflict.
E. conflict outcomes, conflict emotions, and sources of conflict.

Chapter - Chapter 11 #21
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

22. Salespeople at Widget Ltd. complain that they lose sales bonuses when the production department is out of stock of a particular item. This sometimes causes customers to buy elsewhere rather than wait for the next production run. Meanwhile, production employees complain that salespeople don't appreciate the need to minimize inventory costs, for which production staff are rewarded. This is mainly an example of conflict due to:
(p. 302) A. ambiguity
B. communication problems
C. pooled task interdependence
D. differentiation
E. goal incompatibility

Chapter - Chapter 11 #22
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

23. Which of the following statements about the structural sources of conflict in organizations is FALSE?
(p. 302) **A. Members of the organization are the ultimately the source of all conflicts in organizations.**
B. Poor communication can be a source of conflict.
C. Scarce resources is a condition that can cause conflict.
D. Decision ambiguity can increase the potential for conflict.
E. Conflict tends to increase with high levels of task interdependence

Chapter - Chapter 11 #23
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

24. Ambiguous rules, scarce resources and task interdependence are:
(p. 303-305) **A. structural sources of potential conflict**
B. strategies used in the inquisition approach to third-party conflict resolution
C. interpersonal sources of potential conflict.
D. indicators of effectiveness in third-party conflict resolution
E. situational influences on negotiations

Chapter - Chapter 11 #24
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

25. Incompatible goals, differentiation and ambiguous rules are:
(p. 302-305) A. indicators of effectiveness in third-party conflict resolution.
B. situational influences on negotiations.
C. sources of potential conflict.
D. strategies used in the inquisition approach to third-party conflict resolution.
E. none of these.

Chapter - Chapter 11 #25
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

26. Which of the following sources of conflict is typically associated with mergers and acquisitions?
(p. 303)
- A. Task interdependence
 - B. Differentiation**
 - C. Goal incompatibility
 - D. Scarce resources
 - E. Ambiguity

Chapter - Chapter 11 #26
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

27. Which of the following most likely produces the highest risk of conflict?
(p. 303-305)
- A. Ambiguous rules and low task interdependence.
 - B. Precise rules and resource scarcity.
 - C. Plentiful resources and high goal compatibility.
 - D. Scarce resources and high task interdependence.**
 - E. None of these has any effect on the risk of conflict.

Chapter - Chapter 11 #27
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

28. Employees in engineering and marketing often disagree with each other, mainly because they hold divergent beliefs and attitudes due to their unique backgrounds, experiences, and training. The most apparent source of conflict here is:
(p. 303)
- A. task interdependence.
 - B. differentiation.**
 - C. goal incompatibility.
 - D. scarce resources.
 - E. ambiguity.

Chapter - Chapter 11 #28
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

29. GlobalCo formed a task force consisting of eight employees from four culturally diverse countries who have not previously met. The task force must work closely together for a month to solve a troublesome customer problem. These employees have similar technical training, but they have different religious beliefs, different languages, and different standards of living. If these employees experience conflict, this conflict might be caused by:
(p. 303-305)
- A. task interdependence.
 - B. differentiation.
 - C. communication problems.
 - D. all of these factors.**
 - E. differentiation and communication problems, but not task interdependence

Chapter - Chapter 11 #29
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

30. Two departmental managers are most likely to experience conflict with each other when they _____ communicate with each other and their two departments have _____ interdependence.
(p. 304-305)
- A. frequently; high
 - B. seldom; low
 - C. seldom; high**
 - D. frequently; low
 - E. Communication and interdependence do not affect conflict between departments.

Chapter - Chapter 11 #30
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

31. The potential for conflict between two employees would be highest under conditions of:

(p. 304)

- A. pooled interdependence
- B. total independence
- C. reciprocal interdependence**
- D. anticipatory interdependence
- E. sequential interdependence

Chapter - Chapter 11 #31
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

32. In organizational conflict, scarce resources are typically identified as:

(p. 305)

- A. a source of conflict**
- B. a form of task interdependence
- C. a third-party conflict resolution strategy
- D. a form of differentiation
- E. scarce resources are unrelated to any part of organizational conflict

Chapter - Chapter 11 #32
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

33. Communication is a potential source of conflict because:

(p. 305)

- A. communication leads to misunderstanding.
- B. ineffective communication often leads to an escalation in the conflict cycle.
- C. perceptions of conflict reduce a person's motivation to communicate in the future.
- D. All of the above.
- E. 'B' and 'C' only.**

Chapter - Chapter 11 #33
Difficulty: Difficult
Gradable: automatic
Learning Objective: 3

34. A win-win orientation exists when a person or team believes that:

(p. 306)

- A. one party necessarily loses if the other gains, so a forcing style should be applied.
- B. a combination of all interpersonal styles of conflict management must be applied to reach a mutually beneficial solution.
- C. a mutually beneficial solution may be found if both parties apply a collaborative orientation.**
- D. both parties must apply a yielding interpersonal style to resolve the conflict effectively.
- E. None of these statements apply to a win-win orientation.

Chapter - Chapter 11 #34
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

35. Which of the following interpersonal conflict management styles has some degree of win-lose orientation?

(p. 306)

- A. Forcing
- B. Yielding
- C. Avoiding
- D. All of these have some degree of win-lose orientation.**
- E. None of these has any degree of win-lose orientation.

Chapter - Chapter 11 #35
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

36. The problem-solving interpersonal style of conflict has:

- (p. 306)
- A. high assertiveness and low cooperativeness
 - B. high assertiveness and high cooperativeness**
 - C. low assertiveness and high cooperativeness
 - D. low assertiveness and low cooperativeness
 - E. medium assertiveness and medium cooperativeness

Chapter - Chapter 11 #36
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

37. Which of the following interpersonal conflict management styles has mostly or completely a win-win orientation?

- (p. 306)
- A. Forcing
 - B. Yielding
 - C. Problem-solving**
 - D. Avoiding
 - E. Both yielding and problem solving have mostly or completely a win-win orientation.

Chapter - Chapter 11 #37
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

38. Which conflict management style has low cooperativeness and low assertiveness?

- (p. 306)
- A. Forcing
 - B. Inquisition
 - C. Compromising
 - D. Arbitration
 - E. Avoiding**

Chapter - Chapter 11 #38
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

39. Conflict management styles are defined in terms of their:

- (p. 306)
- A. consequences for the organization.
 - B. arbitrariness and firmness.
 - C. assertiveness and cooperativeness.**
 - D. differentiation and interdependence.
 - E. animosity and tolerance.

Chapter - Chapter 11 #39
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

40. Compared to those with an individualist value, employees with a strong collectivist values tend to manage disagreements through:

- (p. 308)
- A. forcing.
 - B. third-party conflict resolution.
 - C. arbitration.
 - D. avoidance or problem solving.**
 - E. compromising and forcing.

Chapter - Chapter 11 #40
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

41. According to some writers, women tend to adopt the _____ style, whereas men are more likely to use the _____ style.
(p. 308)
- A. forcing; collaborative
 - B. avoiding; compromising
 - C. yielding; forcing
 - D. compromising; forcing**
 - E. yielding; avoiding

Chapter - Chapter 11 #41
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

42. Which conflict management style is most appropriate when the parties do not have perfectly opposing interests and have enough trust to share information?
(p. 307)
- A. Forcing
 - B. Yielding
 - C. Avoiding
 - D. Problem-solving**
 - E. Compromising

Chapter - Chapter 11 #42
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

43. Which conflict management style may be necessary when it is apparent that the other party will take advantage of information sharing and other cooperative strategies?
(p. 307)
- A. Forcing**
 - B. Passive-aggressive
 - C. Avoiding
 - D. Problem-solving
 - E. Compromising

Chapter - Chapter 11 #43
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

44. The yielding conflict management style should be used:
(p. 307)
- A. never.
 - B. when the issue is much less important to you than to the other party.**
 - C. when the other party has much less power than you do.
 - D. when the issue is important to both parties.
 - E. under almost all circumstances.

Chapter - Chapter 11 #44
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

45. Which of the following actions does NOT emphasize superordinate goals to reduce conflict?
(p. 309)
- A. Representatives from the two departments must jointly visit a client to hear about its concerns.
 - B. Hiring employees with a technical specialty and developing their career paths within that specialty.**
 - C. Keeping all employees informed of the company's successes and difficulties in the marketplace.
 - D. Introducing profit sharing or other organizationally based rewards for all employees.
 - E. The CEO speaks with employees from several departments together about current challenges from competitors.

Chapter - Chapter 11 #45
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

46. Maintenance employees and drivers at ABC Bus Company were constantly bickering with each other. However, the conflict subsided when another bus company opened for business to compete with ABC and ABC executives warned employees that the competitor could force lay-offs at ABC if productivity and customer service didn't improve. Which of the following conflict management strategies was operating here?
- (p. 309)
- A. The company clarified rules and procedures.
 - B. The company reduced interdependence between the parties.
 - C. The company reduced differentiation between the parties.
 - D.** The company introduced superordinate goals for both parties.
 - E. The company helped the parties to understand each other better.

Chapter - Chapter 11 #46
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

47. Which of the following actions does NOT reduce conflict between employees and work teams?
- (p. 309)
- A. Reducing the amount of task interdependence.
 - B. Increasing the resources available.
 - C. Clarifying the responsibilities and authority of each employee.
 - D.** Encouraging employees to emphasize departmental rather than organizational goals.
 - E. Requiring employees to learn more about each other in special sessions.

Chapter - Chapter 11 #47
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

48. Direct communication minimizes conflict by:
- (p. 310)
- A. reducing task interdependence.
 - B. reducing reliance on stereotypes about the other party.
 - C. improving understanding of the other party's circumstances.
 - D. doing all of these things.
 - E.** reducing reliance on stereotypes AND improving understanding of the other party's circumstances.

Chapter - Chapter 11 #48
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

49. Improving communication and understanding should occur:
- (p. 310)
- A.** only after differentiation between the two sides has been reduced.
 - B. before differentiation between the two sides has been reduced.
 - C. only when the conflicting parties use the compromising conflict resolution style.
 - D. when task interdependence is low.
 - E. only when both parties have a win-lose orientation.

Chapter - Chapter 11 #49
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

50. According to your text, compared to those with individualist cultures, employees in collectivist and high power distance cultures tend to be:
- (p. 310)
- A. more comfortable with the practice of resolving differences through direct and open communication.
 - B.** less comfortable with the practice of resolving differences through direct and open communication.
 - C. no more comfortable or uncomfortable with any particular practice of resolving differences.
 - D. All of the above are correct.
 - E. there is no evidence to support a cultural dimension with respect to any differences.

Chapter - Chapter 11 #50
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

51. (p. 311) A major game software firm experienced conflict between the young Internet-savvy employees who designed the games and the older computer-illiterate executives who ran the company. The company hired coordinators who could work with the executives but were computer literate and therefore respected by the development staff members. By hiring these coordinators as liaisons between the executives and employees, the company would:
- A. increase conflict between developers and executives by reducing communication.
 - B. reduce conflict by clarifying rules and procedures.
 - C. increase conflict by increasing task interdependence.
 - D. reduce conflict by creating superordinate goals.
 - E. reduce conflict by using integrators.**

Chapter - Chapter 11 #51
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

52. (p. 310) Increasing inventories between sequential work units tends to reduce potential conflict by:
- A. reducing resource scarcity
 - B. reducing differentiation
 - C. increasing the required level of communication between employees in sequential units
 - D. reducing ambiguity in resource allocation
 - E. creating a buffer that decouples the relationship between work units**

Chapter - Chapter 11 #52
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

53. (p. 311) Combining two jobs to reduce conflict is a:
- A. way to reduce task interdependence.
 - B. form of job enrichment.
 - C. strategy of avoidance.
 - D. downsizing strategy
 - E. 'A' and 'B' only.**

Chapter - Chapter 11 #53
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

54. (p. 312) Which of the following is a third-party conflict resolution strategy with high process control and high outcome control?
- A. Inquisition**
 - B. Arbitration
 - C. Mediation
 - D. Imposition
 - E. All third-party conflict resolution strategies have high process and outcome control

Chapter - Chapter 11 #54
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

55. (p. 312) Third-party interventions are defined in terms of their:
- A. arbitrariness and firmness.
 - B. level of process control and level of decision control.**
 - C. assertiveness and cooperativeness.
 - D. differentiation and interdependence
 - E. consequences for the organization.

Chapter - Chapter 11 #55
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

56. Which of the following is a third-party conflict resolution strategy with low process control and low outcome control?
(p. 312)
- A. Inquisition
 - B. Arbitration
 - C. Mediation
 - D. All of these have low process control and low outcome control.
 - E. None of these has low process control and low outcome control.**

Chapter - Chapter 11 #56
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

57. Which third-party conflict resolution strategy manages the process and context of interaction between the disputing parties but does not impose a solution on the parties?
(p. 312)
- A. Inquisition
 - B. Arbitration
 - C. Mediation**
 - D. All of these
 - E. None of these

Chapter - Chapter 11 #57
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

58. Managers tend to rely on which of the following types of third-party intervention?
(p. 312)
- A. Inquisitor**
 - B. Competitor
 - C. Mediator
 - D. Arbitrator
 - E. Dictatorial

Chapter - Chapter 11 #58
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

59. A Dean tells a faculty member, "I don't care what the collective agreement states about your right to negotiate a workload with me, I'm the Dean, and I make the decisions about who is assigned what work and how much." According to your text, this is an example of which approach for resolving conflict?
(p. 312)
- A. Managerial.
 - B. Inquisition.**
 - C. Confrontational.
 - D. Fuedal.
 - E. Imperious.

Chapter - Chapter 11 #59
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

60. Two team members who disagree over their work schedule approach their team leader to help resolve the conflict. Based on your knowledge of third-party conflict resolution, to avoid feelings of unfairness by the team member, the team leader should:
(p. 312-313)
- A. help the employees resolve their own conflict, with the team leader serving as a mediator to help them clarify their differences and common interests in the dispute.**
 - B. ask the employees to avoid the conflict and move on.
 - C. tell each employee to present a solution, then the team leader would randomly choose one of them.
 - D. refuse to allow the conflict and ignore both employees.
 - E. tell the employees that their personal leave has been cancelled this year because they couldn't agree on such a trivial issue.

Chapter - Chapter 11 #60
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

61. For everyday disputes between two employees, managers should use _____ as a third-party intervention:
(p. 313)
- A. inquisition
 - B. mediation**
 - C. arbitration
 - D. retaliation
 - E. negotiation

Chapter - Chapter 11 #61
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

62. If the parties cannot resolve their differences through direct dialogue and negotiation, the process that seems to work best is to:
(p. 313)
- A. go to court seeking damages.
 - B. arbitrate the dispute.**
 - C. involve a mediator.
 - D. rely on inquisition.
 - E. try to bury the problem.

Chapter - Chapter 11 #62
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

63. The bargaining zone model states that:
(p. 314)
- A. the physical space around the negotiations affects the negotiation outcome.
 - B. the negotiation process moves each party along a continuum with an area of potential overlap.**
 - C. the best negotiations occur in a neutral territory.
 - D. negotiators must try to move the other party from a win-lose orientation towards a win-win orientation.
 - E. win-lose negotiations typically begin by each party communicating its resistance point.

Chapter - Chapter 11 #63
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

64. The bargaining zone model illustrates:
(p. 314)
- A. the best zoning for negotiations.
 - B. the conditions under which the other party will hold out for a better offer.
 - C. the various bargaining positions between the parties.**
 - D. all of these.
 - E. none of these.

Chapter - Chapter 11 #64
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

65. Initial, target, and resistance represent three elements in:
(p. 314)
- A. the conflict process model.
 - B. the bargaining zone model.**
 - C. the types of third-party conflict resolution.
 - D. the sources of conflict.
 - E. the conflict escalation cycle.

Chapter - Chapter 11 #65
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

66. Negotiators implicitly or explicitly consider three bargaining positions, including:

- (p. 314)
- A. win-win, win-lose, lose-lose
 - B. resistance, concessions, time
 - C. win-win, timely, target
 - D. initial, concessions, final
 - E. initial, target, resistance**

Chapter - Chapter 11 #66
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

67. In a purely win-lose situation, the bargaining zone states that the opposing parties:

- (p. 314)
- A. usually apply a collaborative approach to resolving their differences.
 - B. begin negotiations by describing their resistance point for each item on the agenda.
 - C. rarely know each other's initial point.
 - D. tend to move from their target point to their initial point very quickly.
 - E. try to discover the other side's resistance point so they can determine how much they can gain without breaking off negotiations.**

Chapter - Chapter 11 #67
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

68. Creating value in negotiations involves:

- (p. 314-315)
- A. trying to obtain the best possible outcome for yourself and your constituents.
 - B. minimizing the time required to reach a settlement so that all parties can get back to doing productive work.
 - C. cooperating to help both negotiators obtain the best possible outcomes.**
 - D. reducing the costs associated with bargaining to maximize value.
 - E. try to inflate positive aspects of what you are offering the other party.

Chapter - Chapter 11 #68
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

69. Which of the following statements about time deadlines and passage in negotiations is FALSE?

- (p. 315)
- A. Negotiators with more power in the relationship sometimes apply time pressure through an "exploding offer."
 - B. Negotiators become less committed to reaching an agreement as they devote more time to it.**
 - C. Negotiators make more concessions as the negotiations approach an inflexible deadline.
 - D. As negotiators become more committed to reaching an agreement the tendency to make unwarranted concessions to ensure negotiations do not fail increases.
 - E. As the amount of time invested in a negotiation increases, negotiators tend to become more motivated to settle the negotiations.

Chapter - Chapter 11 #69
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

70. Which of the following tends to make negotiators more competitive and less willing to give concessions?

- (p. 317)
- A. Representatives from both sides are interspersed around a circular table.
 - B. The parties spend time socializing and learning about each other before beginning negotiations.
 - C. The audiences of each party directly observe the negotiations.**
 - D. All of these tend to make negotiators more competitive and less willing to give concessions.
 - E. None of these tend to make negotiators more competitive and less willing to give concessions.

Chapter - Chapter 11 #70
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

71. You have a high BATNA when:
(p. 315) A. your estimated cost of walking away from the relationship is high.
B. your estimated cost of walking away from the relationship is low.
C. you have a no concerns about losing face.
D. you have a high need to save face.
E. None of these statements are correct.

Chapter - Chapter 11 #71
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

72. When negotiators have an audience watching their progress in the negotiations, the audience's negotiator:
(p. 317) A. is more likely to give in to the other party's demands.
B. pays more attention to saving face.
C. tends to feel more cooperative towards the other party.
D. tends to be more willing to make concessions to the other party.
E. tends to feel more cooperative AND are more willing to make concessions to the other party.

Chapter - Chapter 11 #72
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

73. Negotiators tend to be more successful when:
(p. 315-316) A. they carefully think through their three key positions in the bargaining zone model.
B. they ask probing questions and listen intently to the answers.
C. they tell the other party how lucky the other party is to have such a generous deal.
D. they do all of these things.
E. "A" and "B" only.

Chapter - Chapter 11 #73
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

74. Effective negotiators:
(p. 315) **A.** prepare and set negotiation goals for themselves
B. talk more than listen
C. rarely make any concessions
D. do all of these things.
E. set negotiation goals for themselves AND rarely make any concessions.

Chapter - Chapter 11 #74
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

75. Which of the following is a skill to effectively create value in negotiations?
(p. 315) A. Know your BATNA.
B. Manage your time wisely.
C. Prepare and set goals.
D. All of the above.
E. None of the above creating value in negotiations.

Chapter - Chapter 11 #75
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

76. All of the following are ways that skilled negotiators can reap the benefits of value creation in negotiations EXCEPT by:
(p. 316)
- A. gathering information.
 - B. discovering priorities through offers and concessions.
 - C. building relationships.
 - D. stalling for more time to evaluate proposals more fully.
 - E.** All of the above are ways to reap the benefits of value creation.

Chapter - Chapter 11 #76
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

77. What effect does making concessions have on negotiations?
(p. 315)
- A. Concessions enable the parties to move towards the area of potential agreement.
 - B. Concessions symbolize each party's motivation to bargain in good faith.
 - C. Concessions communicate to the other party the relative importance of negotiating items.
 - D.** Concessions have all of these effects on negotiations.
 - E. Concessions have none of these effects on negotiations.

Chapter - Chapter 11 #77
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

78. Conflict begins whenever both parties realize that they have opposing interests.
(p. 298)
- FALSE**

Chapter - Chapter 11 #78
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

79. Conflict occurs when one party perceives that its interests are being opposed or negatively affected by another party.
(p. 298)
- TRUE**

Chapter - Chapter 11 #79
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

80. Conflict begins when two parties experience manifest conflict.
(p. 298)
- FALSE**

Chapter - Chapter 11 #80
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

81. Conflict perceptions and emotions lead to conflict sources.
(p. 298)
- FALSE**

Chapter - Chapter 11 #81
Difficulty: Easy
Gradable: automatic
Learning Objective: 1

82. The view that all conflict in organizations is bad is over simplistic and incorrect.
(p. 299)
- TRUE**

Chapter - Chapter 11 #82
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

83. In one survey more than 50 percent of employees in Germany complained that conflict was consuming their workday.
(p. 299)
- TRUE**

Chapter - Chapter 11 #83
Difficulty: Medium
Gradable: automatic
Learning Objective: 1

84. It wasn't until the 1950s that conflict management experts such as Elton Mayo began to embrace the "optimal conflict" perspective.
(p. 299) **FALSE**
- Chapter - Chapter 11 #84
Difficulty: Easy
Gradable: automatic
Learning Objective: 1
85. Moderate levels of conflict produce improved decision-making.
(p. 299) **TRUE**
- Chapter - Chapter 11 #85
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
86. If conflict was eliminated, organizations would be more productive.
(p. 299) **FALSE**
- Chapter - Chapter 11 #86
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
87. The modern perspective on conflict is that an optimal level exist which is beneficial to the organization.
(p. 299-300) **TRUE**
- Chapter - Chapter 11 #87
Difficulty: Medium
Gradable: automatic
Learning Objective: 1
88. Deconstructive conflict is one of the more serious forms of relationship conflict.
(p. 300) **FALSE**
- Chapter - Chapter 11 #88
Difficulty: Difficult
Gradable: automatic
Learning Objective: 2
89. Constructive conflict helps people to recognize problems, identify a variety of solutions and better understand the issues involved.
(p. 300) **TRUE**
- Chapter - Chapter 11 #89
Difficulty: Medium
Gradable: automatic
Learning Objective: 2
90. Constructive conflict is also called task-related conflict.
(p. 300) **TRUE**
- Chapter - Chapter 11 #90
Difficulty: Easy
Gradable: automatic
Learning Objective: 2
91. Relationship conflict refers to conflict between individuals, whereas constructive conflict refers to conflict between departments and organizations.
(p. 300) **FALSE**
- Chapter - Chapter 11 #91
Difficulty: Easy
Gradable: automatic
Learning Objective: 2
92. When people experience relationship conflict, they tend to increase their reliance on communication with the other party.
(p. 300) **FALSE**
- Chapter - Chapter 11 #92
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

93. Relationship conflict is also known as psychoemotional conflict.

(p. 300) **FALSE**

Chapter - Chapter 11 #93
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

94. Most people can avoid experiencing relationship conflict if they focus on constructive debate instead.

(p. 300) **FALSE**

Chapter - Chapter 11 #94
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

95. Although constructive conflict can degenerate into relationship conflict, it is easy to prevent this from happening.

(p. 301) **FALSE**

Chapter - Chapter 11 #95
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

96. Most of us experience some degree of relationship conflict whenever we are engaged in constructive debate.

(p. 301) **TRUE**

Chapter - Chapter 11 #96
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

97. The more an issue is tied to our self-concept the higher the chances that constructive conflict will degenerated into relationship conflict.

(p. 301) **TRUE**

Chapter - Chapter 11 #97
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

98. Emotional intelligence helps employees to avoid transforming constructive conflict into relationship conflict.

(p. 301) **TRUE**

Chapter - Chapter 11 #98
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

99. Constructive conflict is more likely to escalate into relationship conflict among employees in highly cohesive teams

(p. 301) **FALSE**

Chapter - Chapter 11 #99
Difficulty: Medium
Gradable: automatic
Learning Objective: 2

100. Some team norms encourage tactics that diffuse relationship conflict when it first appears.

(p. 301) **TRUE**

Chapter - Chapter 11 #100
Difficulty: Easy
Gradable: automatic
Learning Objective: 2

101. Conflict is sometimes apparent by the style each side uses to resolve the conflict.

(p. 302) **TRUE**

Chapter - Chapter 11 #101
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

102. Two employees with incompatible goals are less likely to experience conflict.

(p. 302) **FALSE**

Chapter - Chapter 11 #102
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

103. The conflict process is really a series of episodes that potentially cycle into conflict escalation.

(p. 302) **TRUE**

Chapter - Chapter 11 #103
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

104. Two employees from different departments who are evaluated on different performance criteria and receive different reward systems are likely to experience conflict due to goal incompatibility.

(p. 302-303) **TRUE**

Chapter - Chapter 11 #104
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

105. Mergers and acquisitions tend to increase conflict due to different values and beliefs.

(p. 303) **TRUE**

Chapter - Chapter 11 #105
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

106. The poor work ethic of Generation-X employees is one of the main sources of conflict in work organizations.

(p. 303) **FALSE**

Chapter - Chapter 11 #106
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

107. It is possible to agree on a common goal yet still experience conflict due to differentiation.

(p. 303) **TRUE**

Chapter - Chapter 11 #107
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

108. Conflict is more likely to occur between two departments with pooled interdependence than reciprocal interdependence.

(p. 304) **FALSE**

Chapter - Chapter 11 #108
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

109. Conflict is more likely to occur when two people or departments share a resource that is strictly dictated by programmed decision rules.

(p. 305) **FALSE**

Chapter - Chapter 11 #109
Difficulty: Medium
Gradable: automatic
Learning Objective: 3

110. Conflict may occur because the conflicting parties lack the opportunity, ability and/or motivation to communicate with each other.

(p. 305) **TRUE**

Chapter - Chapter 11 #110
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

111. Poor communication skills partly explain why conflict occurs in the workplace.
(p. 305) **TRUE**

Chapter - Chapter 11 #111
Difficulty: Easy
Gradable: automatic
Learning Objective: 3

112. Conflict tends to escalate more with a win-lose than with a win-win orientation.
(p. 306) **TRUE**

Chapter - Chapter 11 #112
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

113. The problem-solving conflict management style involves a high degree of assertiveness and cooperativeness.
(p. 306) **TRUE**

Chapter - Chapter 11 #113
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

114. The five interpersonal conflict management styles are distinguished by their level of animosity with the other party.
(p. 306) **FALSE**

Chapter - Chapter 11 #114
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

115. The compromising conflict management style has the highest win-win orientation and should be applied wherever the parties seem to have mutual interests.
(p. 306) **FALSE**

Chapter - Chapter 11 #115
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

116. Avoiding is usually the best interpersonal conflict management style when the issue is trivial to everyone involved.
(p. 307) **TRUE**

Chapter - Chapter 11 #116
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

117. Although forcing is one of five interpersonal styles of conflict management, it should never be used to manage conflict.
(p. 307) **FALSE**

Chapter - Chapter 11 #117
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

118. The yielding conflict management style is preferred when both parties have equal power and enough trust to share information.
(p. 307) **FALSE**

Chapter - Chapter 11 #118
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

119. A person's preferred conflict management style tends to depend partly on the individual's cultural values.
(p. 308) **TRUE**

Chapter - Chapter 11 #119
Difficulty: Easy
Gradable: automatic
Learning Objective: 4

120. People from high collectivism cultures tend to apply a forcing style of conflict with colleagues more than do people from low collectivism cultures.

FALSE

Chapter - Chapter 11 #120
Difficulty: Difficult
Gradable: automatic
Learning Objective: 4

121. The yielding conflict management style can produce more conflict rather than it resolves it.

TRUE

Chapter - Chapter 11 #121
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

122. Gender has a weak influence on conflict management style.

TRUE

Chapter - Chapter 11 #122
Difficulty: Medium
Gradable: automatic
Learning Objective: 4

123. Focusing employees on superordinate goals is particularly useful where conflict is caused by goal incompatibility and differentiation.

TRUE

Chapter - Chapter 11 #123
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

124. A logical strategy for minimizing conflict due to different values and beliefs is to have employees move through different departments, regions and occupations of the company throughout their careers.

TRUE

Chapter - Chapter 11 #124
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

125. Reducing conflict by reducing differentiation should occur only after communication and understanding have improved.

FALSE

Chapter - Chapter 11 #125
Difficulty: Difficult
Gradable: automatic
Learning Objective: 5

126. Resolving differences with the opposing party through direct communication is not as comfortably applied in collectivist cultures.

TRUE

Chapter - Chapter 11 #126
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

127. Communication and understanding interventions should be applied only after differentiation between the parties has been reduced.

TRUE

Chapter - Chapter 11 #127
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

128. Buffers tend to resolve conflict by reducing the level of interdependence between the conflicting parties.

TRUE

Chapter - Chapter 11 #128
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

129. Integrators reduce conflicts by reducing the frequency of direct interaction among work units with
(p. 310) diverse goals and perspectives.

TRUE

Chapter - Chapter 11 #129
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

130. Increasing resources and creating more precise rules for the allocation of those resources represent
(p. 310) two ways to increase conflict.

FALSE

Chapter - Chapter 11 #130
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

131. Arbitration has a high level of process control but a low level of decision control.
(p. 311)

FALSE

Chapter - Chapter 11 #131
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

132. Mediation has a high level of process control but a low level of decision control.
(p. 312)

TRUE

Chapter - Chapter 11 #132
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

133. Research suggests that managers tend to avoid the inquisitional approach to third-party conflict
(p. 312) resolution.

FALSE

Chapter - Chapter 11 #133
Difficulty: Medium
Gradable: automatic
Learning Objective: 5

134. The preference for arbitration or mediation in work disputes partly depends on cross-cultural
(p. 313) values.

TRUE

Chapter - Chapter 11 #134
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

135. Managers should arbitrate decisions when employees cannot resolve their differences alone.
(p. 313)

TRUE

Chapter - Chapter 11 #135
Difficulty: Easy
Gradable: automatic
Learning Objective: 5

136. Conflicts can be minimized by negotiating a collective agreement between union and management
(p. 313) which both parties must follow.

TRUE

Chapter - Chapter 11 #136
Difficulty: Difficult
Gradable: automatic
Learning Objective: 6

137. Negotiation occurs whenever two or more conflicting parties try to redefine the terms of their
(p. 313) interdependence.

TRUE

Chapter - Chapter 11 #137
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

138. The bargaining zone model of negotiations describes the best physical zone in which negotiations should occur.

FALSE

Chapter - Chapter 11 #138
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

139. According to the bargaining zone model, the parties should begin negotiations by describing their target points to each other.

FALSE

Chapter - Chapter 11 #139
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

140. According to the bargaining zone model, the target point is the team's realistic goal or expectation for a final agreement.

TRUE

Chapter - Chapter 11 #140
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

141. Claiming value during negotiations involves trying to obtain the best possible outcome for yourself and your constituents.

TRUE

Chapter - Chapter 11 #141
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

142. When negotiators get closer to their time deadline, they have a tendency to make fewer concessions.

FALSE

Chapter - Chapter 11 #142
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

143. The best alternative to a negotiated agreement (BATNA) helps estimate your opponent's power in the negotiations because it represents the estimated cost if you walk away from the relationship.

FALSE

Chapter - Chapter 11 #143
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

144. Creating value during the negotiation process involves convincing the other party that reaching an agreement is in their best interest.

FALSE

Chapter - Chapter 11 #144
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

145. An important rule in negotiations is to make several major concessions early in the proceedings to communicate your willingness to resolve the conflict.

FALSE

Chapter - Chapter 11 #145
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

146. Making concessions symbolizes a negotiator's motivation to bargain in good faith.

TRUE

Chapter - Chapter 11 #146
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

147. Skilled negotiators tend to adopt a cautious problem-solving style at the outset.

(p. 316) **TRUE**

Chapter - Chapter 11 #147
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

148. Negotiating in teams is not advisable because some team members will hear information that should be kept confidential.

(p. 316) **FALSE**

Chapter - Chapter 11 #148
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

149. Negotiators tend to be more competitive and less willing to give concessions when their audience directly observes the negotiations.

(p. 317) **TRUE**

Chapter - Chapter 11 #149
Difficulty: Easy
Gradable: automatic
Learning Objective: 6

150. Negotiators tend to avoid "hardline" behaviours when they know an audience is watching them.

(p. 317) **FALSE**

Chapter - Chapter 11 #150
Difficulty: Medium
Gradable: automatic
Learning Objective: 6

151. The president of Creative Toys, Inc. read about cooperation in Japanese companies and has vowed to bring this same philosophy to the company. The goal is to avoid all conflict, so that employees would work cooperatively and be happier at Creative Toys. Discuss the merits and limitations of the president's policy.

(p. 298-300)

This question addresses the idea that conflict can be both good and bad for organizations. To effectively manage conflict, organizational leaders must find interventions that alter the level and form of conflict in ways that maximize its benefits and minimize its dysfunctional consequences.

Constructive conflict is a form of conflict that benefits decision making. This constructive conflict helps people to recognize problems, to identify a variety of solutions, and to better understand the issues involved. Conflict is also a catalyst for change and improved decision making. It occurs when people raise new perspectives of issues and these emerging views are debated. Under certain conditions, conflict between work teams is beneficial to the extent that it builds commitment to the team.

Of course, not all conflict is beneficial. When managed poorly, conflict encourages organizational politics by motivating people to attack or undermine the activities of their adversaries. This relationship conflict results in frustration, job dissatisfaction, and stress. Unbridled conflict may cause employees to escape from the situation through turnover or absenteeism.

Chapter - Chapter 11 #151
Difficulty: Medium
Gradable: manual
Learning Objective: 1

152. (p. 300-301) The newly hired CEO of an advertising agency noticed that employees were constantly arguing and debating with each other over design and ad copy. This cantankerous behaviour was quite different from the more reserved and polite interactions that occurred in the CEO's previous organization in the consumer products industry. To correct this problem, the CEO established a new motto ('Serving Clients in Harmony') and actively discouraged employees from the spirited debates that occurred in the past. Some key staff members left the company over the next few months, saying that the company was losing its creative edge. However, the CEO was able to bring in new employees who were more discreet and subtle in their discussions with colleagues. Discuss the merits of the CEO's actions.

The first issue that students should consider is whether the previous conflicts were constructive or relationship based. Some key staff members left the company soon after, saying that the company was losing its creative edge. This suggests that the conflict was constructive and not relationship based. In other words, the design employees were engaging more in constructive conflict than in destructive conflict.

When answering this question, students should also explain that conflict management does not always involve reducing conflict, as was done by this CEO. The answer should explain that constructive conflict is beneficial. It helps people to recognize problems, to identify a variety of solutions and to better understand the issues involved. It enables people to offer new perspectives of reality.

153. Organizational behaviour research is discovering that it is difficult to separate constructive conflict from relationship conflict. However, it is possible to minimize relationship conflict during constructive conflict episodes. Describe two strategies that would help a team of employees to reduce the level of relationship conflict while the team is engaging in constructive conflict. Your answer should also briefly explain why each strategy may be effective.
- (p. 301)

The textbook describes three strategies. Students need to describe any two of these. Note that students might identify other plausible solutions (these three do not necessarily represent all possible ways to minimize relationship conflict). Therefore, the marker needs to carefully consider other answers.

Emotional Intelligence. Relationship conflict is less likely to occur, or is less likely to escalate, when team members have high levels of emotional intelligence. Emotionally intelligent employees are better able to regulate their emotions during debate, which reduces the risk of escalating perceptions of interpersonal hostility. People with high emotional intelligence are also more likely to view a co-worker's emotional reaction as valuable information about that person's needs and expectations, rather than as a personal attack.

Cohesive Team. Relationship conflict is suppressed when the conflict occurs within a highly cohesive team. The longer people work together, get to know each other, and develop mutual trust with each other, the more latitude they give to each other to show emotions without being personally offended. Strong cohesion also allows each person to know about and anticipate the behaviours and emotions of their teammates. Another benefit is that cohesion produces a stronger social identity with the group, so team members are motivated to avoid escalating relationship conflict during otherwise emotionally turbulent discussions.

Supportive Team Norms. Various team norms can hold relationship conflict at bay during constructive debate. When team norms encourage openness, for instance, team members learn to appreciate honest dialogue without personally reacting to any emotional display during the disagreements. Other norms might discourage team members from displaying negative emotions toward co-workers. Team norms also encourage tactics that diffuse relationship conflict when it first appears. For instance, research has found that teams with low relationship conflict use humour to maintain positive group emotions, which offsets negative feelings team members might develop toward some co-workers during debate.

154. (p. 302-303) Canuck Airlines International (CAI) is the result of five airlines that merged over six years. These airlines had energetic leaders who established distinct operating procedures and demanded absolute loyalty from their employees. When the airlines merged into CAI, employees continued their allegiance to their former airline by identifying themselves with its colour—blue for Pacific Airlines, orange for Northern Air, green for EastAir, and so on. Coffee break groups began to form around colour codes rather than work groups. Employees who transferred to different work units were routinely asked what colour they came from. In some areas, colour heritage decided a promotion, explained a botch-up, or was offered as a reason why things couldn't change. Discuss this incident in terms of the sources and consequences of conflict in organizational settings.

This question is a condensed description of what actually happened at Canadian Airlines International (since acquired by Air Canada). It illustrates how mergers lead to conflict. Specifically, conflict occurred at the airline because of differing values and beliefs among employees. They had learned different operating procedures and developed unique corporate values from their pre-merger airlines. Employees in each airline probably had worked together, so they felt more comfortable interacting with each other than with employees from different airlines.

There are not many details about the consequences of the colour-coded conflict at Canuck Airlines International. However, we can see how conflicting parties feel an antagonism towards each other that can escalate into serious conflict episodes. Opponents develop negative stereotypes of each other, further reinforcing a competitive orientation towards resolving their differences. Conflict among employees can undermine the company's ability to serve customers and operate effectively. Conflict may lead to more absenteeism and higher turnover. In this incident, it is evident that conflict also resulted in biased decisions (e.g. promotions) and possibly lack of information sharing.

*Chapter - Chapter 11 #154
Difficulty: Medium
Gradable: manual
Learning Objective: 3*

155. (p. 302-305) A few years ago, a clothing manufacturer was expanding rapidly, so the CEO hired several executives from large corporations. Unfortunately, the new executives clashed with the current executives regarding business strategy. The CEO explained: 'We ended up with an old team and a new team and they weren't on the same wavelength.' Identify the source(s) of conflict in this situation and identify two strategies to minimize this conflict in the future.

This question is a condensed version of actual events at a clothing manufacturer. The quotation was an actual statement from the CEO. This incident illustrates how conflict can occur through differentiation. The brief incident does not provide detail, but it is evident that the old and new team members had different points of view on issues. They had distinct backgrounds—big business versus long-term experience with the smaller clothing firm. Students might also note that the old and new teams experienced conflict due to high task interdependence (they probably worked reciprocally) and resource scarcity (they probably fought over how to invest or make market decisions with a limited budget). Ambiguous rules probably also allow for conflict here. It is unlikely that they had different goals because all executives probably experience similar rewards and career objectives.

The most important solution to minimize this conflict in the future is to reduce differentiation. This might occur by hiring executives with more background similarities to the existing executives. (However, students who have read Chapters 7 through 9 should also note the problems with this in terms of team decision making.) If diverse executives are hired, the organization might consider team-building activities that generate a common bond among executives. With respect to resource scarcity and task interdependence, it is probably difficult to increase resources or separate the new from the older executives. Ambiguity is also inherent in top-level decisions, so there is no easy solution to this source of conflict.

*Chapter - Chapter 11 #155
Difficulty: Medium
Gradable: manual
Learning Objective: 3*

156. Why should leaders of culturally diverse teams be more mindful about which conflict handling style they use?
(p. 308)

An increasingly diverse workforce requires more effort to manage potential conflict resulting from the greater differentiation and communication problems that exist among employees in this type of workforce. Employees with different backgrounds have difficulty understanding or accepting each other's beliefs and values towards organizational decisions and events.

With respect to communication problems, people tend to feel uncomfortable or awkward interacting with colleagues with different beliefs, values and expectations. Consequently, they are less motivated to engage in dialogue with them. This is one reason why minorities are often excluded from key organizational information and are less willing to disclose their own ideas and opinions to others. With limited communication, people rely more on stereotypes to fill in missing information. They also tend to misunderstand each other's verbal and non-verbal signals, further escalating the conflict.

Chapter - Chapter 11 #156
Difficulty: Difficult
Gradable: manual
Learning Objective: 4

157. Employees at a specialty steel company are divided into the 'hot end' and the 'cold end' of the production process. The hot end forms the steel rods that make their way down the line to the cold end, where they are packed for shipment to clients. Employees at the cold end are primarily responsible for quality control because they are the last ones to see the product before it leaves the plant. Their performance is measured by an index of customer complaints and returns, so they are motivated to reject any rods that don't meet quality standards. But employees at the hot end of the production line earn bonuses based on their output and rejection rate. The fewer rods rejected by employees at the cold end, the fatter the bonuses of employees at the hot end. This creates conflict between the hot-end and cold-end employees. Hot-end employees complain that their cold-end colleagues are too fussy about product quality. Cold-end employees don't like the hot-end employees questioning their quality control decisions. Discuss the source(s) of conflict in this situation and recommend a solution to this conflict.

This incident illustrates the effects of goal incompatibility on conflict between work groups. The cold-end employees have clear goals to maintain quality and they receive feedback (and possibly rewards) based on customer complaints. Thus, they are motivated to reject as many steel rods as necessary to prevent customers from complaining. However, this conflict with the goals assigned to the hot-end employees. Their goal is to make the product faster and more efficiently and they are rewarded for the number of units produced. However, their output is reduced for each rod rejected by the cold-end employees. Thus, conflict occurs as one group's goals interfere with the other group's goals.

The incident may also suggest that there is poor communication and significantly different values and beliefs here. Each group seems to be located in a different location—at the hot and cold end of the process, respectively—so the lack of opportunity to communicate could lead to distorted perceptions of the other group. It also seems that the hot-end employees perform different tasks than the cold-end employees. The former are more involved in the manufacturing process whereas the latter are more involved in packaging and shipping activities. Differentiation could further contribute to the conflicts described here.

There are a variety of possible solutions to this conflict. Perhaps the best option is to reduce goal incompatibility. This can be done by having all production employees share a common reward determined by production output and quality. If the two groups lack interaction, then a secondary strategy would be to design the production process in a way that increases interaction. For example, the process could be designed in a U-shape rather than a straight line so that people at the end of the process see and talk to those at the beginning of the process. Lastly, some students might suggest that the hot-end and cold-end employees exchange jobs. If multi-skilling were possible, then this would also potentially reduce conflict in this situation.

158. Two business units operate out of different buildings in a large city. They offer distinct products to customers and have their own budgets. However, they must share training facilities located at headquarters, also located in the city. This often creates conflict because both business units tend to want the training facilities at the same time. Describe the source(s) of conflict that are apparent in this situation and describe two potential solutions that would minimize this conflict.
- (p. 302-305 & 305-311)

Students should immediately note that these business units have pooled interdependence with respect to the training facilities. This is a relatively low level of interdependence, but it does require interdependence just the same. Scarce resources are clearly a source of conflict here because both groups want the same resource at the same time. Conflict also seems to occur because of ambiguous rules regarding the allocation of this resource. Some students might suggest that the two business units have incompatible goals-each wants to train its own employees-but this is a somewhat weaker source of conflict here compared with scarce resources and task interdependence. Differentiation is also a weak factor here.

One solution to this conflict is to increase resources. Specifically, the organization might justify developing more space to accommodate both business units. Another solution is to clarify rules regarding use of the existing resource. In this situation, the organization might specify the times that each business unit may use the training facilities or it might develop a sign-up system with rules that prevent each unit from taking too much of the facility.

159. (p. 302-305) NewTel is a telephone company with a policy of filling positions through promotions rather than hiring from outside. Until recently, the company had a strong engineering focus and tended to promote people into senior executive positions from the engineering areas. Consequently, almost all of the company's 14 senior executives joined the company over 20 years ago in junior engineering positions. There is increasing pressure on NewTel to become more marketing and service oriented, so four people were hired one year ago from consumer products and retail firms to fill new senior executive positions in marketing and service management. The external hires were necessary because employees were not sufficiently qualified. Now there are signs of tension among senior executives, particularly during budget deliberations where there is limited discretionary spending on new corporate activities. The four new hires have been frustrated in their attempts to have the company put more money into marketing and customer services instead of technology investment. Explain why conflict has occurred among senior executives at NewTel.

This incident is an example of conflict due to differentiation. The newly hired senior managers have significantly different backgrounds, training and experiences than the current senior managers. The new hires apparently do not have any training in engineering, they have not worked in the telephone industry and they have a strong marketing and customer service orientation whereas existing senior managers apparently have more of a technological emphasis and value system.

Another source of conflict is scarce resources. The newly hired senior managers are in dispute with the long-term managers over how much money to put into marketing and customer services. With limited discretionary spending, putting more money into these new ventures would seem to limit the amount of funds available to make other capital investments. This also relates to a third source of conflict: goal incompatibility. The goals of the newly hired managers are quite distinct from those held by long-term senior managers at NewTel. Finally, the conflict occurs because both the new and the old senior managers have an interdependent relationship. They probably have a reciprocal level of interdependence in many work activities because information is passed back and forth. However, the budget conflict is primarily a pooled interdependence situation. Even though pooled interdependence creates the lowest conflict potential, conflict is likely to occur where resources are scarce.

160. Jane has just been appointed as purchasing manager of Tacoma Technologies Corp. The previous purchasing manager, who recently retired, was known for his "winner-take-all" approach to suppliers. He continually fought for more discounts and was skeptical about any special deals that suppliers would propose. A few suppliers refused to do business with Tacoma Technologies, but senior management was confident that the former purchasing manager's approach minimized the company's costs. Jane wants to try a more problem-solving approach to working with suppliers. Contrast Jane's and her predecessor's approach to negotiations in terms of the dimensions of interpersonal conflict management style. Then explain whether Jane's approach will be effective or not.

(p. 305-307)

This question begins by asking students to contrast Jane's style with her predecessor's style. Jane uses a problem-solving style, which means that she emphasizes high assertiveness (motivation to satisfy her own interests) as well as high cooperativeness (motivation to satisfy the other party's interests). In contrast, the former purchasing manager probably adopted a forcing style in which he focused on high assertiveness and low cooperativeness.

The best strategy when entering negotiations is to begin with a cautious win-win orientation. This means that Jane should enter the negotiations with a problem-solving style by sharing information slowly. However, she should carefully watch for evidence that the suppliers are responding with problem-solving behaviours.

If suppliers do not reciprocate with a problem-solving style, then Jane should retreat somewhat from the problem-solving approach, perhaps shifting to more of a compromising style. She should return to a more problem-solving approach later, again being cautious and watching for reciprocal behaviours from suppliers.

Chapter - Chapter 11 #160
Difficulty: Medium
Gradable: manual
Learning Objective: 4

161. NewTel is a telephone company with a policy of filling positions through promotions rather than hiring from outside. Until recently, the company had a strong engineering focus and tended to promote people into senior executive positions from the engineering areas. Consequently, almost all of the company's 14 senior executives joined the company over 20 years ago in junior engineering positions. There is increasing pressure on NewTel to become more marketing and service oriented, so four people were hired one year ago from consumer products and retail firms to fill new senior executive positions in marketing and service management. The external hires were necessary because employees were not sufficiently qualified. Now there are signs of tension among senior executives, particularly during budget deliberations where there is limited discretionary spending on new corporate activities. The four new hires have been frustrated in their attempts to have the company put more money into marketing and customer services instead of technology investment. What conflict management strategies could be applied at NewTel to minimize dysfunctional conflict among these senior executives?

(p. 309-311)

Some sources of conflict cannot be changed structurally. For example, it isn't possible to give every executive what he or she wants because the budget is limited. The level of interdependence for budget issues is already at the lowest level (pooled) and the strategic nature of senior management work would make the use of integrators inappropriate. The main strategy to reduce conflict in this case would be to reduce differentiation. In the short term, this might occur through special sessions such as team building, whereby each senior executive learns to appreciate the values and experiences of others more fully. In the long term, the organization should rotate employees through various departments before they reach senior management.

Chapter - Chapter 11 #161
Difficulty: Medium
Gradable: manual
Learning Objective: 5

162. Almost every day, supervisors must help employees resolve conflicts with other employees. Which third-party conflict resolution strategy do supervisors use most often, and why do they tend to prefer this style? Also identify one third-party intervention that managers should apply in everyday disputes and explain why that strategy should be used most often.

(p. 311-313)

Research suggests that people in positions of authority (e.g., managers) usually adopt an inquisitional approach whereby they dominate the intervention process as well as making a binding decision. Managers like the inquisition approach because it is consistent with the decision-oriented nature of managerial jobs, gives them control over the conflict process and outcome, and tends to resolve disputes efficiently.

For everyday disputes between two employees, the mediation approach is usually best because this gives employees more responsibility for resolving their own disputes. The third-party representative merely establishes an appropriate context for conflict resolution. Although not as efficient as other strategies, mediation potentially offers the highest level of employee satisfaction with the conflict process and outcomes.

Chapter - Chapter 11 #162
Difficulty: Medium
Gradable: manual
Learning Objective: 5

163. The union and management teams are under a deadline to conclude negotiations. Discuss two effects that time will have on the negotiation process.

(p. 315)

Time has two effects on negotiations. Time passage increases each party's investment in the process and may escalate commitment to the negotiations. For example, your likelihood of withdrawing from negotiations with a potential supplier reduces with the amount of time and energy put into bargaining with that organization. Also, investing more time in negotiations tends to increase the likelihood of making concessions to ensure that an agreement is reached.

The other effect of time relates to the time deadline. Negotiators with fixed time deadlines tend to make more concessions as the deadline approaches. This is particularly true where exceeding the deadline is costly (e.g. cost overruns, cancelling other meetings or expensive travel costs).

Chapter - Chapter 11 #163
Difficulty: Easy
Gradable: manual
Learning Objective: 6

164. Comment on the accuracy of the following statement: 'Negotiators tend to bargain more effectively if they don't make concessions.'
(p. 315)

In its extreme form, this statement is false. While there might be a rare situation where making no concessions is appropriate, the general rule is that effective negotiators give just enough concessions to communicate sincerity and motivation to resolve the conflict. It is usually important to give some concessions because they enable the parties to move towards the area of potential agreement. Second, they symbolize each party's motivation to bargain in good faith. Third, concessions communicate to the other party the relative importance to you of the negotiating items.

The challenge is to find the optimal level of concession-making in a particular negotiating session because perceptions of toughness or weakness in concession-making vary from one person to the next, particularly across cultures. Giving too few concessions may undermine relations between the parties, particularly when they will enter other negotiations in the future. Giving too many concessions, particularly early in the proceedings, implies weakness and encourages the other party to use power and resistance. Overall, negotiators need to carefully 'read' the situation and know when another concession must be given to move the parties towards agreement.

Chapter - Chapter 11 #164
Difficulty: Medium
Gradable: manual
Learning Objective: 6

11 Summary

<u>Category</u>	<u># of Questions</u>
Chapter - Chapter 11	164
Difficulty: Difficult	26
Difficulty: Easy	40
Difficulty: Medium	98
Gradable: automatic	150
Gradable: manual	14
Learning Objective: 1	15
Learning Objective: 2	26
Learning Objective: 3	34
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12

1. Which of these statements about leadership is TRUE?
 - A. Leadership includes the process of influencing others.
 - B Leadership includes actions that change the work environment so that employees are better able to . achieve team or organizational objectives.
 - C. Leadership applies to people in any position in the organization, not just those in executive positions.
 - D. All of these statements are true.
 - E. None of these statements is true.
2. Effective leaders:
 - A. help groups of people define their goals.
 - B. use persuasion and other influence tactics to ensure that followers have the motivation and role clarity to achieve specified goals.
 - C. arrange the work environment so that employees can achieve corporate objectives more easily.
 - D. do all of these.
 - E. do none of these.
3. Which of the following statements is most consistent with the view of shared leadership?
 - A. Anyone may be a leader if given the chance.
 - B. Leaders should share their power and responsibility to avoid self-serving bias.
 - C. Employees throughout the organization need to informally assume leadership responsibilities in various ways and at various times.
 - D. For organizations to move from autocratic to democratic institutions, shared leadership must be implemented.
 - E. Leadership is broadly distributed rather than assigned to one person, such that people within the team and organization lead each other.
4. The view that leadership is distributed, rather than assigned to one person, such that people within the team and organization lead each other is called:
 - A. Democratic leadership.
 - B. Distributed leadership.
 - C. Multi-source leadership.
 - D. Informal leadership.
 - E. Shared leadership.
5. Which of these statements about shared leadership is FALSE?
 - A. It suggests that leadership is plural, not singular.
 - B. Shared leadership lacks formal authority.
 - C. Shared leadership calls for a collaborative organizational culture.
 - D. Shared leadership is a concept rooted in socialism and the cooperative movement.
 - E. A US government leader who introduced Medicare and public broadcasting once wrote that . the "vitality" of large organizations depends on shared leadership.
6. Competency, behavioural, contingency, implicit, and transformational represent five of the main:
 - A. sources of organizational power.
 - B. perspectives of leadership.
 - C. perspectives of shared leadership.
 - D. anchors of organizational behaviour.
 - E. contingencies of influence.
7. Which of these is NOT explicitly identified in the textbook as a leadership perspective?
 - A. Attitudinal.
 - B. Contingency.
 - C. Transformational.
 - D. Implicit.
 - E. Competency.

8. Which of these statements about leadership is FALSE?
 - A. Anyone may be a leader at an appropriate time and place.
 - B. Leaders use power and persuasion to get others to achieve organizational objectives.
 - C. In the 1940s, leadership experts identified seven competencies that are consistently associated with effective leadership.
 - D. Effective leaders provide an environment for followers to achieve team or organizational objectives.
 - E. Organizational behaviour scholars have studied leadership from several different perspectives.
9. Which leadership perspective takes the view that leadership is a characteristic of the person?
 - A. Transactional perspective of leadership.
 - B. Competency perspective of leadership.
 - C. Behavioural perspective of leadership.
 - D. Path-goal leadership.
 - E. All of these take the view that leadership is a characteristic of the person.
10. The competency perspective takes the view that:
 - A. effective leadership involves being both task-oriented and people-oriented.
 - B. the best leadership style depends on the situation.
 - C. introducing specific environmental conditions can replace the need for leaders.
 - D. leadership is a characteristic of the person.
 - E. people tend to inflate the importance of leadership in explaining organizational events.
11. Unlike earlier research on leadership traits, recent writing on leadership competencies has:
 - A. focused on a broader range of personal characteristics, such as skills, knowledge and aptitudes.
 - B. concluded that leadership cannot be determined from an individual's competencies.
 - C. taken a contingency approach to leadership traits.
 - D. focused mainly on the personality traits and physical appearance of great leaders.
 - E. concluded that personal characteristics identify female leaders but not male leaders.
12. The competency perspective of leadership:
 - A. is one of the most popular perspectives of leadership.
 - B. is no longer accepted as an approach to understanding leadership in organizations.
 - C. takes a contingency approach by identifying the best leadership competencies under different conditions.
 - D. is both one of the most recently studied perspectives of leadership AND is no longer accepted as an approach to understanding leadership in organizations.
 - E. None of these statements accurately describes the competency perspective.
13. Drive, integrity, and emotional intelligence are identified in the textbook as:
 - A. substitutes for leadership.
 - B. the main elements of situational leadership theory.
 - C. competencies of effective leaders.
 - D. contingencies in path-goal theory.
 - E. the characteristics of female leaders that are not found in male leaders.
14. Which of the following best summarizes research on the competency perspective of leadership?
 - A. Effective leaders tend to have a few common aptitudes and personal characteristics, such as drive, intelligence and integrity.
 - B. Competencies have no importance in identifying effective leaders.
 - C. Leadership scholars have identified at least two dozen competencies that are clearly related to effective leadership.
 - D. The competency perspective of leadership has evolved into a sophisticated contingency-oriented model.
 - E. A few physical appearance traits (e.g. height) are good predictors of leadership effectiveness.

15. According to recent writing on the subject, which of the following competencies is characteristic of effective leaders?
 - A. High need for achievement.
 - B. Motivation to lead others.
 - C. Positive self-concept.
 - D. High integrity
 - E. All of these are leadership competencies.
16. Which of the following competencies is NOT a characteristic of effective leaders?
 - A. Effective leaders have a high need for social acceptance.
 - B. Effective leaders have a strong belief in their leadership abilities.
 - C. Effective leaders have a high level of emotional intelligence.
 - D. Effective leaders have a high degree of integrity.
 - E. Effective leaders have above average cognitive intelligence.
17. How does self-monitoring personality relate to leadership?
 - A. It is easier to be an effective leader when subordinates have low self-monitoring personalities.
 - B. Leaders are more likely to be effective if they have a low self-monitoring personality.
 - C. It is easier to be an effective leader when subordinates have high self-monitoring personalities.
 - D. High self-monitors are more likely to emerge as effective leaders.
 - E. None of these statements is accurate.
18. What is the relevance of emotional intelligence in leadership?
 - A Emotional intelligence is one of the most frequently identified contingencies of employees when . choosing the best leadership style.
 - B. Emotional intelligence is one of the competencies of effective leaders.
 - C. Emotional intelligence is the psychological condition that makes people want to believe that leaders make a difference.
 - D. Researchers who conduct leadership studies tend to have a higher level of emotional intelligence than . researchers who study other organizational behaviour topics.
 - E. Emotional intelligence is not relevant to the study of leadership.
19. Recent leadership writing suggests that emotional intelligence:
 - A. is the only trait that distinguishes effective from ineffective leaders.
 - B. is an important characteristic of effective leaders.
 - C. is less important than early writing on leadership traits had assumed.
 - D. is unrelated to effective leadership.
 - E. is currently unimportant, but will become an important leadership trait as the workforce ages and jobs . become less production-oriented.
20. The view that effective leaders need to be aware of, feel comfortable with, and act consistently with their values, personality, and self-concept is called:
 - A. values-based leadership.
 - B. competencies leadership perspective.
 - C. emotional intelligence.
 - D. authentic leadership.
 - E. consistency leadership.
21. One problem with the competency perspective of leadership is that:
 - A. research doesn't find any evidence that effective leaders have specific competencies.
 - B. competencies reflect the leader's performance rather than potential.
 - C. most leadership competencies are too specific, leaving no opportunity to interpret their meaning broadly.
 - D. it implies a universal rather than contingency approach to leadership.
 - E. researchers haven't yet considered physical appearance in the list of possible leadership traits.

22. Which leadership perspectives or theories explicitly consider the leader's task-oriented and people-oriented styles?
- A. Competency.
 - B. Behavioural.
 - C. Path-goal.
 - D. Competency, behavioural, and path-goal all consider task-oriented and people-oriented styles.
 - E. Both behavioural perspective and competency consider task-oriented and people-oriented styles.
23. According to the behavioural perspective of leadership:
- A. all great leaders are highly task-oriented and much lower in terms of people-oriented behaviours.
 - B. leadership behaviours are clustered into either participative or achievement-oriented groups.
 - C. leadership behaviours are clustered into people-oriented and task-oriented groups.
 - D. the best leadership style depends on the employee's behaviour at the time of interaction.
 - E. leadership style is related to the individual's personality, and, therefore, organizations should engineer the situation to fit the leader's dominant style.
24. The behavioural perspective of leadership identified which two clusters of leadership behaviours?
- A. Task-oriented and people-oriented.
 - B. Transformational and transactional.
 - C. Supportive and achievement-oriented.
 - D. Transformational and implicit.
 - E. Task-oriented and competency-based.
25. According to research on the behavioural perspective of leadership, task-oriented leaders tend to:
- A. set goals that are too challenging.
 - B. develop mutual trust and respect for subordinates.
 - C. listen to employee suggestions.
 - D. establish well-defined best work procedures.
 - E. do all of these things.
26. Which of these statements about people-oriented and task-oriented leadership styles is FALSE?
- A. The two dimensions of the Leadership Grid→ are similar to the people-oriented and task-oriented leadership styles.
 - B. People-oriented and task-oriented leadership styles are at opposite ends of a behavioural continuum.
 - C. Task-oriented leaders tend to devote more energy towards defining and structuring work roles.
 - D. Task-oriented leadership is associated with lower job satisfaction.
 - E. People-oriented leaders show more mutual trust and respect for subordinates than do task-oriented leaders.
27. Servant leadership is most closely associated with:
- A. path-goal leadership.
 - B. the implicit leadership perspective.
 - C. the competency perspective of leadership.
 - D. the people-oriented leadership style.
 - E. transformational leadership.
28. Servant leadership emphasizes the notion that:
- A. employees are paid to serve their leaders.
 - B. leaders should have servants to perform the work.
 - C. employees are servants in the organization, so they should place organizational objectives above their personal needs.
 - D. that servants can be leaders too.
 - E. Servant leadership emphasizes none of these.

29. Spiller Oil Ltd expects all of its executives and supervisors to act as coaches, stewards and facilitators to employees. Their main objective is to make it easier for employees to perform their jobs. Spiller Oil is mainly encouraging which of the following?
- A. Transformational leadership.
 - B. Implicit leadership.
 - C. Servant leadership.
 - D. Competency perspective of leadership.
 - E. Leadership substitutes.
30. Which of these statements about servant leadership is FALSE?
- A. They have a natural desire or 'calling' to serve others.
 - B. Servant leaders anchor their decisions and actions in ethical principles and practices.
 - C. They maintain a relationship with others that is humble egalitarian, and accepting.
 - D. Servant leaders tend to be highly spiritual.
 - E. All of the above statements about servant leadership are true.
31. Some leadership styles in path-goal theory are derived from:
- A. transformational leadership.
 - B. implicit leadership theory.
 - C. behavioural leadership theory.
 - D. leadership competencies.
 - E. Path-goal theory does not mention any leadership styles.
32. Which leadership style identified in the path-goal theory is the same as people-oriented leadership?
- A. Directive.
 - B. Participative.
 - C. Supportive.
 - D. Achievement-oriented.
 - E. none of the above.
33. Which of the following statements about path-goal theory is TRUE?
- A. Path-goal theory considers seven different leadership competencies.
 - B. Path-goal theory is based on the idea that leadership is a stable personality trait, so it is easier to change the situation to match the person's leadership style.
 - C. Path-goal theory considers the subordinate's ability and experience when determining the best leadership style for the situation.
 - D. Path-goal theory assumes that managers can apply only one leadership style in a given situation.
 - E. The main objective of path-goal theory is to encourage leaders to develop highly people-oriented and task-oriented behaviours whenever they interact with subordinates.
34. Path-goal theory argues that:
- A. leadership is relatively unimportant in organizations.
 - B. participative leadership is the most effective style of leadership.
 - C. supportive leadership is best where the employee's job is highly satisfying.
 - D. great leaders are born, not made.
 - E. the most effective leader behaviour depends on the situation.
35. According to the path-goal theory of leadership:
- A. great leaders are born, not made.
 - B. the best leaders possess high levels of emotional intelligence.
 - C. directive leadership is ineffective when employees are experienced and work in routine jobs.
 - D. leaders are considered effective by followers when they act and look consistently with the perceptions and stereotypes that followers hold of ideal leaders.
 - E. achievement-oriented leadership is the most effective style of leadership.

36. Which leadership theory or perspective explicitly includes the participative style?
- A. Competency perspective.
 - B. Transformational leadership theory.
 - C. Implicit leadership perspective.
 - D. Path-goal theory.
 - E. Behavioural perspective.
37. Which of the following is a leadership style identified in path-goal theory?
- A. Achievement-oriented leadership.
 - B. Selling style of leadership.
 - C. Transformational leadership style.
 - D. Task-oriented leadership style.
 - E. All of these are leadership styles identified in path-goal theory.
38. Which leadership style in path-goal theory is most closely associated with goal setting and positive self-fulfilling prophecy?
- A. Directive.
 - B. Supportive.
 - C. Participative.
 - D. Achievement-oriented.
 - E. None of these relates in any way to goal setting and positive self-fulfilling prophecy.
39. Which of the following is NOT identified as a contingency model of leadership?
- A. Fiedler's contingency theory.
 - B. Hersey-Blanchard's situational theory.
 - C. Path-goal theory.
 - D. Servant leadership theory.
 - E. Leadership substitutes theory.
40. According to path-goal theory, supportive leadership is most appropriate when:
- A. the job is routine.
 - B. the employee works in a highly cohesive team.
 - C. the employee lacks experience in the job.
 - D. the employee has an internal locus of control.
 - E. Leaders should always be supportive under all conditions.
41. Path-goal theory states that directive leadership is NOT an effective leadership style when:
- A. the employee's job is highly structured.
 - B. the employee likes to be told what to do.
 - C. the employee's job is highly complex.
 - D. the employee doesn't know what is expected of him or her.
 - E. Directive leadership is mostly dependent on the employee's experience and skills, not the task structure.
42. Path-goal theory states that leaders should apply the participative style when:
- A. the employee has an external locus of control.
 - B. the employee lacks job experience.
 - C. the task is routine.
 - D. all of these conditions exist.
 - E. none of these conditions exist.
43. According to path-goal theory, which leadership style would be most detrimental when people are skilled and experienced in the job?
- A. Task-oriented leadership.
 - B. Achievement-oriented leadership.
 - C. Directive leadership.
 - D. Participative leadership.
 - E. Supportive leadership.

44. Suppose Axel was the new supervisor of a unit of employees who work in non-routine jobs. These employees are highly experienced and confident in their work. According to path-goal theory, which leadership style would be most appropriate for Axel to use in this situation?
- A. Directive.
 - B. Participative.
 - C. Supportive.
 - D. Abusive.
 - E. None of these would be appropriate in this situation.
45. One problem with path-goal theory is that:
- A. it has very little research support.
 - B. a few contingencies have limited research support.
 - C. it ignores the possibility that the best leadership style depends on the situation.
 - D. it overlooks the two dimensions of leadership identified in the behavioural perspective of leadership.
 - E. it ignores team dynamics as a possible contingency of leadership.
46. Hersey and Blanchard's situational leadership model states that the best leadership style depends on:
- A. the cognitive abilities of followers.
 - B. the availability of leadership substitutes.
 - C. the leader's capacity to walk the talk.
 - D. the ability and motivation of followers.
 - E. none of these conditions.
47. Telling, selling, participating, and delegating represent the four leadership styles identified in:
- A. path-goal theory.
 - B. transformational leadership theory.
 - C. leadership competencies theory.
 - D. Hersey and Blanchard's situational leadership theory.
 - E. implicit leadership theory.
48. According to the textbook, which of these leadership concepts or theories has little or no research support?
- A. Hersey and Blanchard's situational leadership theory
 - B. Emotional intelligence and integrity as leadership competencies
 - C. Transformational leadership
 - D. Leadership substitutes theory
 - E. Path-goal leadership theory
49. According to Fiedler's contingency model of leadership:
- A. everyone has the same capacity to become an effective leader.
 - B. effective leaders are able to change their style to fit the situation.
 - C. the best leadership style depends on the availability of leadership substitutes.
 - D. Fiedler's theory states all of these.
 - E. Fiedler's theory states none of these.
50. Fiedler's contingency model of leadership states that the best leadership style depends on:
- A. the leader's emotional intelligence.
 - B. the level of situational control.
 - C. the leader's level of servant leadership.
 - D. the leader's knowledge of the employee's job
 - E. all of these conditions.
51. Which leadership theory explicitly argues that people have a preferred leadership style based on their personality, so organizations should move leaders into situations that fit their preferred style?
- A. Path-goal theory.
 - B. Transformational leadership.
 - C. Implicit leadership perspective.
 - D. Leadership competencies perspective.
 - E. Fiedler's contingency model of leadership.

52. Fiedler's contingency model of leadership has made an important and lasting contribution to the study of leadership because it:
- A. is the only leadership theory to adopt a contingency approach.
 - B. was the first theory to recognize the existence of leadership substitutes.
 - C. suggests that leaders tend to rely mainly on one style that is most consistent with their personality and values.
 - D. discovered that effective leaders do not have a common set of competencies.
 - E. is the only theory to adopt the implicit leadership perspective.
53. Which of the following statements about the leadership substitutes model is FALSE?
- A. Some situational conditions substitute for task-oriented or people-oriented leadership styles.
 - B. Some leadership substitutes are incorporated into the path-goal leadership theory.
 - C. Leadership substitutes neutralize or replace transformational rather than transactional leadership.
 - D. Leadership substitutes include characteristics of the employee, task or organization that either limit the leader's influence or make it unnecessary.
 - E. Leadership substitutes take a contingency-oriented view of leadership.
54. Which of the following would be a leadership substitute?
- A. Skilled employees.
 - B. Employees with strong self-leadership competencies.
 - C. Performance-based reward systems.
 - D. Supportive colleagues.
 - E. All of these are leadership substitutes.
55. Which of the following has become more important as organizations remove supervisors and shift toward team-based structures?
- A. Task-oriented behaviours.
 - B. Implicit leadership.
 - C. Leadership substitutes.
 - D. Hersey and Blanchard's situational leadership theory.
 - E. Fiedler's contingency model of leadership.
56. Which leadership theory or perspective adopts the view that leaders are agents of change?
- A. Transformational perspective.
 - B. Path-goal theory.
 - C. Implicit leadership perspective.
 - D. Behavioural perspective.
 - E. Leadership substitutes.
57. Managerial leadership involves:
- A. building a strategic vision to change the organization.
 - B. helping employees become more proficient and satisfied in the current situation
 - C. represent an unrealistic stereotype that followers have of great leaders.
 - D. possess all of the competencies of great leaders.
 - E. are/do none of these.
58. Managerial leadership is most closely related to:
- A. creating a vision.
 - B. performing daily activities.
 - C. inspiring employees using charisma.
 - D. "B" and 'C' only.
 - E. None of the above.
59. Charismatic leadership refers to:
- A. the same thing as transformational leadership.
 - B. the same features as transactional leadership.
 - C. personal traits that provide referent power over others.
 - D. an over-exaggerated estimation of a leader's competencies.
 - E. any situation where followers attribute positive things to leaders who do not really deserve this credit.

60. Transformational leadership states that effective leaders:
- A. alter mundane activities such as meeting agendas to move the organization in a new direction.
 - B. create a vision of where the company should be going.
 - C. establish new goals and expectations for the organization.
 - D. mobilize commitment for organizational change by acting as role models.
 - E. do all of these things.
61. Which of the following would NOT be considered transformational leadership?
- A. Do things that are consistent with the new corporate vision.
 - B. Show employees how to perform the job more efficiently.
 - C. Use metaphors and unique language to symbolize the new vision.
 - D. Create a new setting or arrangement to mark a change in direction for the organization.
 - E. Work with employees to develop a common mental model of the organization's desired future.
62. Transformational leaders 'frame' their vision by:
- A. encouraging employees to participate in the search for a new corporate strategy.
 - B. describing the strategic vision in the form of a quantitative formula.
 - C. behaving in ways large and small that symbolize the values that he or she is articulating.
 - D. acting persistently and consistently towards the strategic vision.
 - E. None of these things refer to how transformational leaders 'frame' their vision.
63. 'Walking the talk' refers to which of the following?
- A. The leader uses metaphors to symbolize the vision.
 - B. The leader frames the vision around a grand purpose.
 - C. The leader provides specific instructions to help employees understand the task requirements.
 - D. The leader behaves in ways that symbolize the vision.
 - E. None of these refers to 'walking the talk'.
64. Which of the following is a limitation of the transformational perspective of leadership?
- A. It focuses too much on how leaders improve organizational efficiency.
 - B. It is typically presented as a contingency rather than universal perspective.
 - C. Researchers tend to define transformational leaders in terms of their success, rather than by whether . they engage in specific behaviours.
 - D. All of these are limitations of the transformational perspective.
 - E. The transformational perspective does not yet have any known limitations.
65. The concept of leadership prototypes is a main part in which leadership theory?
- A. Competency theory.
 - B. Implicit leadership theory.
 - C. Fiedler's contingency perspective.
 - D. Transformational perspective.
 - E. Path-Goal theory of leadership.
66. Leadership prototypes refer to:
- A. preconceived beliefs about the features and behaviours of effective leaders.
 - B. factors that substitute for ideal leadership.
 - C. a theoretical construct that encompasses all the qualities of leadership.
 - D. leadership stereotypes.
 - E. an amalgam of the least effective leadership characteristics we should avoid.
67. When people have leadership prototypes, they:
- A. attribute the actions of leaders to external causes.
 - B. give leaders more credit or blame than they are due because of our need to believe that life's events are . caused mainly by human agents.
 - C. believe that effective leaders are infallible.
 - D. believe that leaders are effective only if they behave consistently with their own preconceptions of how . an effective leader should act.
 - E. tend to observe the leader's performance rather than physical features and other traits.

68. Attribution theory is a major component of which of these leadership perspectives?
- A. Trait perspective.
 - B. Implicit leadership theory.
 - C. Contingency perspective.
 - D. Transformational perspective.
 - E. Behaviour perspective.
69. The implicit theory of leadership states that:
- A. everyone is capable of being an effective leader.
 - B. the best leadership style depends on both the characteristics of employees and the environment in which they work.
 - C. leadership is a perception of followers, not just actual behaviours and competencies of people called leaders.
 - D. there is no such thing as leadership.
 - E. leaders are people who change organizations.
70. Which of the following is an example of the effect of culture on leadership?
- A. In some cultures leadership is discouraged.
 - B. Cultural values shape the expectations that followers have of their leaders.
 - C. Culture shapes the leader's values and norms, which in turn influence his or her decisions and actions.
 - D. All of above are examples of the effect of culture on leadership.
 - E. 'B' and 'C' only.
71. Which of the following statements about leadership and gender is TRUE?
- A. Male leaders tend to use the participative style more often than do female leaders.
 - B. Male and female leaders generally do not differ in their use of task-oriented and people-oriented leadership.
 - C. Male and female leaders generally do not differ in their levels of participative leadership.
 - D. Sex stereotypes influence the evaluations that subordinates assign to their leaders.
 - E. All of these statements are true.
72. How do women differ from men in their use of leadership styles?
- A. Women tend to use more of the people-oriented leadership style than do men
 - B. Women tend to use more of the participative leadership style than do men.
 - C. Women tend to use more of the task-oriented leadership style than do men.
 - D. Women and men use all leadership styles to about the same extent.
 - E. Organizational behaviour research has not studied the relative tendency of men and women to use certain leadership styles.
73. Compared to male leaders, female leaders tend to make relatively greater use of the:
- A. task-oriented style.
 - B. people-oriented style.
 - C. participative style.
 - D. people-oriented style AND participative style.
 - E. Male and female leaders do not differ in their leadership styles.
74. Research on gender and leadership suggests that:
- A. female leaders are less task-oriented than male leaders.
 - B. male and female leaders adopt equal degrees of task-oriented, people-oriented and participative leadership.
 - C. male leaders are less people-oriented than are female leaders.
 - D. female leaders are less participative than are male leaders.
 - E. all of these statements are false.

75. People tend to evaluate female leaders slightly less favourably than male leaders because:
- A. women aren't as skilled at leading people.
 - B. they tend to rely on gender stereotypes and prototypes of leaders.
 - C. people don't have many examples of women in leadership roles.
 - D. women tend to use one leadership style whereas effective leaders use many styles.
 - E. of all of these reasons.
76. Which of these statements about gender and leadership is FALSE?
- A. The leadership ratings of women have decreased relative to the ratings men receive.
 - B. Scholars suggest that women are possibly more participative because their upbringing has made them . more egalitarian and less status oriented.
 - C. Popular opinion among leaders and employees is that men and women lead differently.
 - D. Early OB research concluded that female leaders are evaluated less favourably than equivalent male . leaders due to sex stereotype bias.
 - E. Recent surveys report that women are rated higher than men on coaching, teamwork and empowering employees.
77. Leadership is the ability to influence, motivate, and enable others to contribute to organizational effectiveness.
True False
78. Organizational behaviour takes the view that leaders are people in management and other 'leadership' positions in the organization.
True False
79. Shared leadership is the view that anyone in the organization may be a leader in various ways and at various times.
True False
80. Shared leadership calls for a collaborative rather than internally competitive culture.
True False
81. Unlike the traditional view of leadership, shared leadership lacks formal authority.
True False
82. Shared leadership roles are formally assigned by the team.
True False
83. Leadership competencies or traits have been discussed since the earliest times of recorded civilization.
True False
84. A major review in the late 1940s concluded that a consistent list of traits could not be distilled to identify effective leaders.
True False
85. Recent studies have identified socio-economic factors as one of the most important leadership competencies.
True False
86. Several large-scale studies have identified integrity and honesty as the most important leadership characteristics of effective leaders.
True False
87. Effective leaders have "leadership motivation." In other words, they are motivated to be leaders.
True False
88. Self-confidence is one of the eight competencies of effective leaders.
True False

89. Self-concept, integrity, knowledge of the business, and emotional intelligence are important leadership competencies.
True False
90. Research on the competency perspective of leadership has concluded that four traits are consistently strong predictors of effective leadership across most situations and industries.
True False
91. Effective leaders are good at perceiving and expressing emotions, as well as regulating emotions in themselves and others.
True False
92. Authentic leadership refers to how well leaders are aware of, feel comfortable with, and act consistently fair with their followers.
True False
93. According to experts, authentic leaders demonstrate self-discipline by remaining anchored to their values.
True False
94. Leadership competencies identify leadership potential, not leadership performance.
True False
95. One implication of the leadership competency approach is that leadership is found among senior executives rather than people in lower-level positions.
True False
96. The behavioural perspective of leadership focuses on the effectiveness of participative and achievement-oriented leadership styles.
True False
97. The behavioural perspective of leadership says that task-oriented leaders clarify duties and procedures, ensure that employees follow company rules, and push them to reach their performance capacity.
True False
98. Research indicates that university students value task-oriented instructors over people-oriented instructors.
True False
99. According to the behavioural perspective of leadership, reducing of task-oriented leadership results in higher employee performance and better team dynamics.
True False
100. According to the behavioural perspective of leadership, task-oriented leadership is the opposite of people-oriented leadership.
True False
101. Servant leadership is an extension or variation of the people-oriented leadership style.
True False
102. Servant leaders do not view leadership as a position of power.
True False
103. The concept of servant leadership was first introduced about four decades ago.
True False
104. Path-goal theory has its roots in the expectancy theory of motivation.
True False

105. Path-goal theory states that effective leaders have high emotional intelligence, integrity and motivation to become a leader.
True False
106. The achievement-oriented leadership style applies the goal-setting and self-fulfilling prophecy concepts.
True False
107. Path-goal leadership theory includes directive, supervisory, and integrity leadership styles.
True False
108. According to path-goal theory, directive leadership should be applied where the task is complex and the employee has an external locus of control.
True False
109. According to path-goal theory, supportive leadership is desirable for employees who work in teams with low cohesiveness.
True False
110. According to path-goal leadership theory, directive leadership should never be applied to either experienced or inexperienced employees.
True False
111. One problem with path-goal theory is that it is an extremely simple model of leadership relative to other leadership theories.
True False
112. One limitation of path-goal theory of leadership is that it ignores the possibility that the best leadership style depends on the situation.
True False
113. The Hersey-Blanchard situational leadership model identifies the following four leadership styles: telling, selling, participating and delegating.
True False
114. The situational leadership model states that a person's leadership style does not change, so we must put leaders in situations that match their natural style.
True False
115. Fiedler's contingency model of leadership suggests that the best leadership style depends on the degree of power and influence the leader possesses in the situation.
True False
116. According to Fiedler's contingency model, rather than changing the leader's style to fit the situation, it may be necessary to change the situation to fit the leader's dominant style.
True False
117. The leadership substitutes model identifies ways to neutralize or replace transformational leaders in specific conditions.
True False
118. According to the leadership substitutes theory, characteristics of the employee, task, or organization limit the leader's influence or make it unnecessary.
True False
119. Self-leadership might be a substitute for tasks-oriented and achievement-oriented leadership.
True False
120. Reward systems and employees' skills are substitutes for task-oriented leadership.
True False

- 121.The concept of transactional leadership is plagued with a confusing and sometimes conflicting array of definitions and measures.
True False
- 122.The behavioural and contingency leadership theories refer to managerial leadership and not transformational leadership.
True False
- 123.Scholars recommend that organizations should use transformational leadership instead of managerial leadership.
True False
- 124.Transformational leaders are change agents.
True False
- 125.According to the textbook, charismatic leadership differs from transformational leadership.
True False
- 126.Charismatic leadership is a characteristic found mainly in transformational leaders.
True False
- 127.Transformational leaders shape a strategic vision of the future that focuses employees on a superordinate organizational goal.
True False
- 128.Transformational leaders frame their vision by setting it aside until the time is right to introduce it again.
True False
- 129.Effective transformational leaders 'walk the talk' by making meeting agendas, work schedules and other executive symbols, patterns and settings more consistent with the strategic vision.
True False
- 130.Walking the talk assists organizational change by building trust in the leader.
True False
- 131.Effective transformational leaders build commitment towards the strategic vision by using words, symbols and stories that inspire and energize employees to adopt the vision as their own.
True False
- 132.One apparent problem with the transformational leadership perspective is that it is described as a universal rather than contingency-oriented model.
True False
- 133.One problem with the transformational leadership perspective is that there may be specific elements within it that are culture-bound.
True False
- 134.The implicit leadership theory states that everyone has beliefs about leadership prototypes.
True False
- 135.The implicit leadership perspective explains how perceptual processes cause people to inflate the importance of leadership in explaining organizational events.
True False
- 136.According to the implicit leadership perspective, leaders have a difficult time getting due credit for their efforts because attribution errors cause followers to attribute organizational outcomes to the environment rather than the leader.
True False

137. The implicit leadership perspective encourages potential leaders to act differently than what employees expect.
True False
138. Expectancy theory and goal setting are the two main concepts behind the implicit leadership perspective of leadership.
True False
139. According to the implicit leadership perspective, we are more likely to believe that a leader is effective if the leader looks and acts consistently with our prototype.
True False
140. Cultural values shape the expectations that followers have of their leaders.
True False
141. Recent studies reveal that the concept and features of leadership are similar around the world.
True False
142. Implicit leadership theory explains differences in leadership practices across cultures.
True False
143. An executive who acts consistently with cultural expectations is more likely to be perceived as an ineffective leader.
True False
144. Research indicates that male and female leaders do not differ in their levels of task-oriented and people-oriented leadership.
True False
145. Women tend to use the participative leadership style less readily than do men.
True False
146. According to OB researchers, the term "charismatic visionary" is a universally recognized concept.
True False
147. NewTech Ltd. is searching for a new vice-president of marketing and wants to find someone with excellent leadership qualities. Along with evaluating each job candidate's past experience, NewTech intends to assess each candidate's leadership competencies. Identify four competencies that NewTech should be examining in each candidate.
148. Southern Industrials Ltd. wants to develop a competency-based approach to executive selection. Which leadership perspective mainly applies to this practice? Also, based on leadership research, identify four 'competencies' that Southern Industrials will probably identify in effective executives.

149. The current CEO at Tuk Energy Ltd. believes that there is too little leadership talent in the organization. This is troublesome for the executive because over the next few years the company will require leaders who can bring about significant changes to the corporate culture and philosophy of doing business at Tuk. To address this challenge, Tuk's CEO wants to introduce a major leadership development program. This program would include hiring people with leadership capabilities and providing leadership development opportunities for those currently employed. You have been retained as a consultant to identify the leadership models that are most appropriate for Tuk's needs. Describe two leadership perspectives and specific models that would provide the best fit for Tuk's objectives and justify your decision.
150. What leadership styles does the behavioural perspective identify and what is the hypothesized relationship(s) between these styles?
151. The behavioural perspective of leadership identifies two leadership styles that have been adopted by other leadership theories. Describe the two leadership styles in the behavioural perspective and identify one other leadership theory that applies these styles.
152. An insurance adjuster is highly experienced but lacks confidence in her abilities, particularly on new assignments. She seems to believe that any new accomplishments are due more to luck than her own expertise. Moreover, her work involves interacting with clients who are sometimes aggressive or hostile. This is a stressful situation to most insurance adjusters, including this employee. Use path-goal theory to identify the best leadership style(s) that this employee's immediate supervisor should use to improve her effectiveness as an insurance adjuster.

153. Arnold Schwartz is a call centre team leader who is one of the best people in the organization for developing new employees in stressful call centre operations. Schwartz knows when to provide clear directions for new recruits and when to provide support and understanding when the workload seems overwhelming or customers are angry. However, Schwartz has trouble working with skilled and highly experienced staff members. Some complain that he looks over their shoulder too often and offers too much advice. Others suggest that he wants to listen with sympathy to their unfavourable customer calls even though they don't feel they need this support. The vice-president of call centre operations is concerned, based on this information, that Schwartz seems to be an ineffective leader overall even though he works very well with new recruits. Comment on the accuracy of the vice-president's conclusions about Arnold Schwartz.

154. Are transformational leaders charismatic leaders?

155. Why do people tend to give leaders too much credit or blame for organizational outcomes?

156. Some researchers suggest that leadership is due more to perceptual errors among followers than something real. Describe two perceptual errors that cause followers to exaggerate or distort their beliefs about the leader's influence on organizational events.

157. Discuss the accuracy of the following statement: 'Women are less effective than men in leadership positions because they tend to rely too much on the supportive style of leadership.'

12 Key

1. (p. 328-329) D
2. (p. 328) D
3. (p. 329) C
4. (p. 329) E
5. (p. 329) C
6. (p. 329) B
7. (p. 329) A
8. (p. 328-330) C
9. (p. 330) B
10. (p. 330) D
11. (p. 330) A
12. (p. 330) E
13. (p. 331) C
14. (p. 330-331) A
15. (p. 330-331) E
16. (p. 331) A
17. (p. 331) D
18. (p. 332) B
19. (p. 331-332) B
20. (p. 332) D
21. (p. 333) D
22. (p. 333) B
23. (p. 333) C
24. (p. 333) A
25. (p. 334) D
26. (p. 334) B
27. (p. 334) D
28. (p. 334) E
29. (p. 334) C
30. (p. 334-335) D
31. (p. 335) C
32. (p. 336) C
33. (p. 335-336) C
34. (p. 335) E
35. (p. 336-337) C
36. (p. 336) D

37. (p. 336) A

38. (p. 336) D

39. (p. 335-340) D

40. (p. 336) C

41. (p. 336) A

42. (p. 336-338) E

43. (p. 336) C

44. (p. 336-337) B

45. (p. 338) B

46. (p. 338) D

47. (p. 338) D

48. (p. 338) A

49. (p. 338) E

50. (p. 338) B

51. (p. 338) E

52. (p. 339) C

53. (p. 339) C

54. (p. 339-340) E

55. (p. 339) C

56. (p. 340) A

57. (p. 340) B

58. (p. 340-341) B

59. (p. 341) C

60. (p. 341-343) E

61. (p. 340-343) B

62. (p. 341-343) E

63. (p. 343) D

64. (p. 344) C

65. (p. 344) B

66. (p. 344) A

67. (p. 344) D

68. (p. 344) B

69. (p. 344) C

70. (p. 345) C

71. (p. 345) B

72. (p. 345-346) B

73. (p. 346) C

74. (p. 345-346) E

75. (p. 346) B

76. (p. 345-346) A

77. (p. 328) FALSE

78. (p. 328) FALSE

79. (p. 329) TRUE

80. (p. 329) TRUE

81. (p. 329) TRUE

82. (p. 329) FALSE

83. (p. 330) TRUE

84. (p. 330) TRUE

85. (p. 330-332) FALSE

86. (p. 331) TRUE

87. (p. 331) TRUE

88. (p. 331) FALSE

89. (p. 331) TRUE

90. (p. 331) FALSE

91. (p. 332) TRUE

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102. (p. 335) TRUE

103. (p. 335) TRUE

104. (p. 335) TRUE

105. (p. 335) FALSE

106. (p. 336) TRUE

107. (p. 336) FALSE

108. (p. 336) FALSE

109. (p. 337-338) TRUE

110. (p. 336-338) FALSE

111. (p. 338) FALSE

112. (p. 338) FALSE

- 113. (p. 338) TRUE
- 114. (p. 338) FALSE
- 115. (p. 338-339) TRUE
- 116. (p. 338-339) TRUE
- 117. (p. 339-340) FALSE
- 118. (p. 339-340) TRUE
- 119. (p. 340) TRUE
- 120. (p. 339) TRUE
- 121. (p. 340) TRUE
- 122. (p. 340) TRUE
- 123. (p. 340) FALSE
- 124. (p. 340) TRUE
- 125. (p. 341) TRUE
- 126. (p. 341) FALSE
- 127. (p. 341) TRUE
- 128. (p. 341-343) FALSE
- 129. (p. 343) TRUE
- 130. (p. 343) TRUE
- 131. (p. 343) TRUE
- 132. (p. 344) TRUE
- 133. (p. 344) TRUE
- 134. (p. 344) TRUE
- 135. (p. 344-345) TRUE
- 136. (p. 344-345) FALSE
- 137. (p. 344-345) FALSE
- 138. (p. 344-345) FALSE
- 139. (p. 344) TRUE
- 140. (p. 345) TRUE
- 141. (p. 345) FALSE
- 142. (p. 345) TRUE
- 143. (p. 345) FALSE
- 144. (p. 345) TRUE
- 145. (p. 345) FALSE
- 146. (p. 345) TRUE

Knowledge of the business. Leaders need to understand the environment in which they operate to make more intuitive decisions. This relates to the idea that intuition requires experience and intimate knowledge of the industry.

Cognitive and practical intelligence. Leaders have above average cognitive ability to process enormous amounts of information. Leaders aren't necessarily geniuses. Rather, they have superior ability to analyze alternate scenarios and identify potential opportunities.

Self-concept. Leaders believe in their leadership skills and ability to achieve objectives. They also use impression management tactics described in Chapter 12 to convince followers of their confidence.

Leadership motivation. Effective leaders have a strong need for socialized power. They want to use their power bases to influence their team or organization and make it successful.

Drive. This refers to the inner motivation that leaders possess to pursue their goals. In particular, leaders have a high need for achievement.

Integrity. Effective leaders are truthful and translate words into deeds. Leaders will only have followers when trust is maintained through the leader's integrity.

Emotional intelligence. Effective leaders are able to monitor their own and others' emotions, discriminate among them and use this information to guide their behaviour. This includes having a strong self-monitoring personality so that they are sensitive to situational cues and can readily adapt their own behaviour appropriately.

147. (p. 330-332) Students can identify any four of the seven leadership traits listed below:

Emotional intelligence Effective leaders monitor their own and others' emotions, discriminate among them, and use the information to guide their thoughts and actions. They have a strong self-monitoring personality to adapt their behaviour appropriately.

Knowledge of the business. Leaders need to understand the environment in which they operate to make more intuitive decisions. This relates to the idea that intuition requires experience and intimate knowledge of the industry.

Cognitive and practical intelligence. Leaders have above average cognitive ability to process enormous amounts of information. Leaders aren't necessarily geniuses. Rather, they have superior ability to analyze alternate scenarios and identify potential opportunities.

Self-confidence. Leaders believe in their leadership skills and ability to achieve objectives. They also use impression management tactics described in Chapter 12 to convince followers of their confidence.

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Leadership motivation. Effective leaders have a strong need for socialized power. They want to use their power bases to influence their team or organization and make it successful.

Drive. This refers to the inner motivation that leaders possess to pursue their goals. In particular, leaders have a high need for achievement.

148. (p. 330-332) The leadership perspective--competency perspective--should be obvious to all students. Students can identify any four of the seven leadership competencies listed below:

Some students might recommend path-goal theory or other contingency theories. These may have some benefit, but Tuk's primary needs are in change leadership. The contingency theories, on the other hand, mainly focus on transactional leadership — improving efficiency of current practices. The behavioural perspective of leadership is inappropriate for the same reason, as well as the fact that it lacks the added sophistication of a contingency approach.

Transformational leadership perspective. Tuk will experience considerable change over the next few years, and this suggests that the transformational leadership perspective should be considered. Transformational leaders are agents of change. They develop a vision for the organization or work unit, inspire and collectively bond employees to that vision, and give them a 'can do' attitude that makes the vision achievable. Transformational leadership is about changing the organization's strategies and culture so that they have a better fit with the surrounding environment. This is exactly what Tuk's CEO is seeking in leadership talent. Transformational leadership perspective is also relevant here because, to some extent, transformational behaviours can be learned. Thus, this perspective may provide a template or working model for leadership development. It identifies what leaders need to develop in order to bring about meaningful change in the organization.

Leadership competency perspective. Tuk's CEO wants to hire people with leadership capabilities. This strongly suggests that the competency perspective should be considered. The competency perspective recognizes that some people possess personal characteristics that offer them a higher potential to be great leaders. It focuses on several personal characteristics—such as knowledge, abilities and values—that indicate leadership potential. Specifically, Tuk should test applicants for their drive, leadership motivation, integrity, self-confidence, intelligence, knowledge of the business and emotional intelligence. Leadership talents are important throughout the organization, so this recommendation should extend to all levels of hiring, not just senior executives. The competency perspective considers leadership potential, so it is also consistent with the objective of developing leadership competencies through learning opportunities at Tuk. The competency perspective is also relevant here because it recognizes that leaders are change agents, not just efficiency experts.

149. (p. 330-332 & 341-344) A few pieces of information in this incident suggest that Tuk should consider both the competency and transformational perspectives to leadership.

The behavioural perspective proposes that the people-oriented and task-oriented styles are independent of each other, and that the most effective leaders exhibit high levels of both types of behaviour. Although several studies seem to support this hypothesis, scholars generally believe that effective leaders do not have consistently high levels of both people-oriented and task-oriented leadership in all situations.

150. (p. 333-334) The behavioural perspective identifies two fundamental leadership styles. One style is people-oriented. This includes showing mutual trust and respect for subordinates, a genuine concern for their needs and a desire to look out for their welfare. The other style is task-oriented. This includes assigning employees to specific tasks, clarifying their work duties and procedures, ensuring that they follow company rules and pushing them to reach their performance capacity.

Another leadership theory that adopts the people-oriented and task-oriented leadership styles is path-goal theory. In path-goal theory, directive leadership is based on the task-oriented leadership style, whereas supportive leadership is based on the people-oriented leadership style. Students should briefly describe these leadership styles in the context of path-goal theory, as well as outline the path-goal model.

The other behavioural leadership style is the task-oriented leadership style. This style includes behaviours that define and structure work roles. Leaders assign employees to specific tasks, clarify their work duties and procedures, ensure that they follow company rules and push them to reach their performance capacity.

151. (p. 330-335) The behavioural perspective of leadership identifies two leadership clusters or styles. One of these is the people-oriented style. This style includes showing mutual trust and respect for subordinates, a genuine concern for their needs and a desire to look out for their welfare. For example, a leader who has a strong people-oriented style would be willing to accept employee suggestions, do personal favours for employees, support their interests when required and treat employees as equals.

152. (p. 335-338) According to path-goal theory, the leader in this situation should apply a combination of styles. First, to relieve the stressful nature of the work, the supervisor should exhibit supportive behaviours. In other words, the leader should be friendly and approachable. He or she should show concern for the employee's well being and treat the person with respect. To correct for the employee's lack of self-confidence, the leader should apply a participative or achievement-oriented style. The employee has the knowledge, skills and experience to perform most tasks, so directive leadership is not required except for very complex or unique assignments.

Probably the best answer is one that recognizes that we need to consider all of these alternatives. In other words, Schwartz isn't perfect, but we should try to optimize his leadership talents for new employees by changing his job accordingly.

Fiedler's contingency theory. According to this theory, Schwartz is typical of most leaders. He has a preferred leadership style, but is placed in a situation where his preferred style does not fit the situation. Fiedler's theory argues that leadership style is a personality trait, not a flexible set of behaviour patterns that people can easily adjust. The solution, according to this model, is to change Schwartz's job to match his preferred style. In this case, this would involve putting him in charge of new employees, not skilled and experienced staff members. For example, perhaps he would be better suited as a trainer or coach for new staff members in call centres.

Path-goal theory. According to path-goal theory, Schwartz is ineffective because he does not adapt his leadership style to fit the situation. Specifically, he should be using participative and achievement-oriented leadership for skilled and experienced employees and not directive or supportive leadership. (The latter may be useful occasionally, but not as much as he seems to be applying this style.) The key concern is that Schwartz is not as contingency-oriented as he needs to be in this job.

Competency perspective. According to this perspective, Schwartz seems to lack the emotional intelligence (and self-monitoring personality), at least with respect to skilled and experienced employees. He has some of this competency because he adjusts his behaviour for new staff members. But he is less responsive to skilled and experienced people. This may also suggest that he lacks the potential to adopt styles other than directive and supportive leadership.

153. (p. 330-332 & 335-339) This question refers to the issue of whether effective leaders adjust their style to the situation. Students might provide one or more of the following answers to the question.

154. (p. 341) Some people equate charisma with transformational leadership. However, the textbook cites recent literature indicating that the two concepts are somewhat different. Transformational leadership is related to specific behaviours that bring about meaningful change, whereas charismatic leadership refers mainly to the follower's personal identification with the leader. Charisma is not linked to specific behaviours. Instead, it is typically discussed in terms of the leader's referent power over followers.

Illusion of control. People want to believe leaders make a difference. One reason is that leadership is a useful handle to simplify the causal meaning of organizational phenomena. Rather than trying to gain a detailed understanding of complex events, we prefer the more efficient explanation that they are the result of effective or ineffective leadership. Second, there is a strong tendency in Canada and other western societies to believe events are generated by people rather than from uncontrollable natural forces. This illusion of control is satisfied by believing that events result from the rational actions of leaders. In short, employees feel better believing that leaders make a difference, so they actively look for evidence that this is so.

Leadership prototypes. Employees have a shared set of expectations and preconceived beliefs of what constitutes an effective leader. These preconceived ideas of how leaders should behave are used to decide who has leadership qualities and whether they are effective. By relying on these stereotypes, employees basically evaluate leadership effectiveness more on the actions of leaders than on their outcomes. This is often necessary because the consequences of leadership may not be known for months or years. However, this perceptual bias also leads people to see organizational events as a result of leadership initiatives simply because the individual looks like an effective leader.

Fundamental attributing error. People have a strong need to understand why events occur so that they can feel more confident about how to control them in the future. The attribution process involves attributing the cause of these events either to characteristics of the person (internal attributions), such as ability and motivation, or to characteristics of the situation (external attributions), such as resources and luck. In the context of leadership, people are more likely to attribute organizational outcomes to leaders than to environmental conditions because the effects of external forces are not as apparent. Leaders are given credit or blame for many events that are primarily beyond their control because these external forces are not apparent to observers. Leaders reinforce this belief by taking credit for organizational successes.

155. (p. 344-345) There are basically three perceptual processes that affect the way that people view leaders and the effects of leaders on their environments.

Need for situational control. People want to believe leaders make a difference. One reason is that leadership is a useful handle to simplify the causal meaning of organizational phenomena. Rather than trying to gain a detailed understanding of complex events, we prefer the more efficient explanation that they are the result of effective or ineffective leadership. Second, there is a strong tendency in Canada and other Western societies to believe that life events are generated from people rather than from uncontrollable natural forces. This illusion of control is satisfied by believing that events result from the rational actions of leaders. In short, employees feel better believing that leaders make a difference, so they actively look for evidence that this is so.

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156. (p. 344-345) In this question, students may describe any two of the three perceptual errors discussed in the textbook. All three are described below.

With respect to the effectiveness of women as leaders, earlier OB research found that people tend to evaluate women slightly less favourably than men in leadership roles, but this is almost entirely due to gender-based stereotypes. Without this sex-stereotype, women and men are almost equally able to perform leadership roles. With respect to preferred leadership styles, the only significant difference between men and women is that women tend to use the participative leadership style more often than do men. Moreover, recent studies suggest that women are rated higher than men with increasing expectations that leaders should be empowering and facilitating.

157. (p. 345-346) This statement is definitely false. First, research indicates that women are just as effective as men in leadership roles, thereby making the first part of the statement incorrect. Second, women do not apply the supportive leadership style significantly more than male leaders, thereby making the second part of the statement incorrect.

12 Summary

<u>Category</u>	<u># of Questions</u>
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13

1. Dividing work into more specialized jobs tends to:
 - A. increase training costs.
 - B. reduce work efficiency.
 - C. reduce the opportunity to match people with appropriate jobs.
 - D. do all of these things.
 - E. do none of these things.
2. Coordination of work activities is required:
 - A. whenever there is division of labour.
 - B. only in team-based organizations.
 - C. whenever the organization has more than approximately 100 employees.
 - D. only when organizations operate in complex environments.
 - E. never; coordination of work activities is not found in organizations.
3. When people divide work among themselves, they need to:
 - A. centralize.
 - B. decentralize.
 - C. form a team-based organizational structure.
 - D. rely increasingly on a simple structure.
 - E. rely on one or more coordinating mechanisms.
4. As organizations grow, which of the following does NOT typically occur?
 - A. Informal communication becomes more prevalent as a coordinating mechanism.
 - B. There is increasing division of labour.
 - C. More coordination through standardization occurs.
 - D. The organization becomes more formalized.
 - E. There is increasing job specialization.
5. Integrator roles do which of the following?
 - A. They increase formalization and centralization.
 - B. They support informal communication as a coordinating mechanism.
 - C. They reduce the need for virtual corporations.
 - D. They increase the amount of formal hierarchy.
 - E. They do none of these things.
6. _____ involves organizing employees from several departments into a temporary team for the purpose of developing a product or service.
 - A. Formalization
 - B. Standardization
 - C. Synergizing
 - D. Team building
 - E. Concurrent engineering
7. Coordination through formal hierarchy relies mainly on:
 - A. informal communication.
 - B. job descriptions.
 - C. bureaucratic procedures and policies.
 - D. assigning legitimate power to individuals, who then use this power to direct the work of others.
 - E. none of these.

8. Standardizing work through job descriptions and procedures:
 - A. is a form of coordination.
 - B. is more common when the work is complex and ambiguous.
 - C. tends to reduce quality and consistency.
 - D. is unnecessary in large organizations.
 - E. is more common in organic rather than mechanistic structures.
9. When work activities are too complex to standardize through procedures or goals, companies often coordinate work effort:
 - A. through direct supervision.
 - B. by extensively training employees.
 - C. by giving one employee most of the tasks previously divided among many people.
 - D. through further division of labour.
 - E. through formal hierarchy.
10. A wider span of control is possible where:
 - A. employees manage themselves rather than being coordinated through close supervision.
 - B. the company has a high degree of formalization and operates in a complex environment.
 - C. the organization has few employees and a tall hierarchy.
 - D. all of these conditions exist.
 - E. none of these conditions exist.
11. Candoo Ltd. will soon flatten its hierarchy by removing two of the five layers of management. If the number of employees in the organization remains constant, which of the following must also occur?
 - A. It must adopt a matrix form of departmentalization.
 - B. It must widen the span of control.
 - C. It must rely more on direct supervision than standardization to coordinate the resulting structure.
 - D. It must centralize decision making.
 - E. All of these must occur.
12. Organizational and environmental complexity push organizations towards:
 - A. formalization.
 - B. a more mechanistic structure.
 - C. decentralization.
 - D. a simple structure.
 - E. all of these structural forms.
13. Decentralization is more likely to occur when:
 - A. an organization becomes so complex that senior executives cannot process all the decisions that significantly influence the business.
 - B. corporate leaders want more consistent decisions across all work units.
 - C. corporate leaders want to increase consistency and reduce costs across the organization.
 - D. all of these occur.
 - E. none of these occur.
14. As organizations grow older, they tend to:
 - A. become more formalized.
 - B. become more centralized.
 - C. move towards a simple form of departmentalization.
 - D. shift from a mechanistic to an organic structure.
 - E. do none of these things.
15. Formalization in organizational structures tends to:
 - A. reduce organizational flexibility.
 - B. undermine organizational learning and creativity.
 - C. make rules and procedures the focus of attention rather than serving stakeholders.
 - D. have all of these outcomes
 - E. reduce organizational flexibility AND make some employees feel alienated and powerless, but doesn't usually make rules and procedures the focus of attention.

16. Communication flows in all directions with little concern for the formal hierarchy in:
 - A. a mechanistic structure.
 - B. a centralized structure.
 - C. a formalized structure.
 - D. a functional structure.
 - E. an organic structure.
17. Organizations tend to form two clusters based on their span of control, centralization, and formalization. The two clusters represented by these organizational design features are called:
 - A. hierarchical versus delayed.
 - B. networked versus team-based.
 - C. biological versus synthetic.
 - D. organic versus mechanistic.
 - E. diverse versus integrated.
18. Departmentalization does all of the following EXCEPT:
 - A. Departmentalization establishes a system of common supervision.
 - B. Departmentalization discourages coordination through informal communication.
 - C. Departmentalization creates common measures of performance among employees in the unit.
 - D. Departmentalization typically determines which positions and units must share resources.
 - E. Departmentalization establishes interdependencies among employees and subunits.
19. Simple structures usually rely on which of the following to coordinate work activities?
 - A. Direct supervision
 - B. Standardization through formal instructions
 - C. Formal training (standardizing skills)
 - D. Standardization of product or service outputs
 - E. None; simple structures are so-called because they have no coordinating mechanism
20. One of the defining characteristics of a functional organizational structure is that it:
 - A. has a narrow span of control and high degree of formalization and centralization.
 - B. is the only structure that organizes employees around specific knowledge or other resources.
 - C. overlays two organizational structures in order to leverage the benefits of both types of structure.
 - D. uses self-directed work teams rather than individuals as the basic building block of organizations.
 - E. is an alliance of several organizations for the purpose of creating a product or serving a client.
21. Which of the following is NOT typically a problem with a functional structure?
 - A. It tends to increase dysfunctional conflict across work units.
 - B. It requires higher levels of interdependence than simple or divisionalized forms, thereby increasing . potentially dysfunctional conflict.
 - C. It is more difficult to directly supervise employees within each department.
 - D. Employees are less likely to develop a broader understanding of the business.
 - E. It puts more emphasis on subunit goals than on organizational goals.
22. Compared with divisionalized structures, functional structures are known to:
 - A. create better economies of scale.
 - B. be more responsive to local markets or clients.
 - C. encourage employees to focus on the organization's superordinate goals.
 - D. reduce conflict and coordination problems across work units.
 - E. do all of the these things.
23. The current trend is for companies to shift their divisionalized structures away from:
 - A. functional specializations (marketing, accounting, production, etc.)
 - B. clients.
 - C. geography.
 - D. products.
 - E. emerging forms of technology.

24. Freer trade, advances in information technology, and more global customers are pressuring many large global companies to:
- A. shift away from geographically based to more client-based divisionalized structures.
 - B. increase direct supervision as the main coordinating mechanism.
 - C. shift away from divisionalized structures into functional structures.
 - D. disband their team-based structures in favour of simple structures.
 - E. shift from functional structures to geographically based divisionalized structures.
25. A corporation that connects work processes around the world, rather than replicating them within each country or region is classified as a:
- A. trans-global.
 - B. trans-national.
 - C. multi-national.
 - D. globally integrated enterprise.
 - E. globally virtual enterprise.
26. Which form of departmentalization increases the risk of duplication and underutilization of resources?
- A. Divisional structure
 - B. Functional structure
 - C. Simple structure
 - D. Matrix structure
 - E. Network structure
27. Team-based organizations rely extensively on:
- A. hourly wages and generous employee benefits.
 - B. supervisors as the main source of direction and control.
 - C. a tall hierarchy.
 - D. communities of practice.
 - E. self-directed work teams.
28. Which of the following is NOT a feature of team-based organizations?
- A. Teams have a high degree of autonomy.
 - B. Team members replace supervisors as conduits to senior management.
 - C. Most teams are formed around functional departments rather than work processes.
 - D. Team-based structures have very few layers of hierarchy.
 - E. Employees within each unit are encouraged to talk to each other.
29. Which of these statements about team-based organizational structures is FALSE?
- A. Team-based structures have very little formalization.
 - B. Team-based structures make extensive use of formal hierarchy as a coordinating mechanism.
 - C. Team-based structures improve communication and cooperation across skills and areas of expertise.
 - D. Team-based structures are usually more responsive and flexible than functional structures.
 - E. Team-based structures are usually found within larger divisionalized structures.
30. One of the defining characteristics of a matrix organizational structure is that it:
- A. overlays two organizational structures in order to leverage the benefits of both types of structure.
 - B. has a narrow span of control and high degree of formalization and centralization.
 - C. is the only structure that organizes employees around specific knowledge or other resources.
 - D. uses self-directed work teams rather than individuals as the basic building block of organizations.
 - E. is an alliance of several organizations for the purpose of creating a product or serving a client.

31. Most employees at Quokka Systems are organized into project teams. Employees report to the project leader, but they also report to a leader responsible for their functional specialization (such as engineering or marketing). Quokka Systems likely has a:
- A. simple structure.
 - B. client-based divisionalized structure.
 - C. matrix structure.
 - D. product-based divisionalized structure.
 - E. functional structure.
32. Matrix structures tend to:
- A. focus technical specialists on their specialist knowledge rather than the goals of serving clients and creating marketable products.
 - B. prevent employees in a particular specialization from sharing knowledge with each other.
 - C. require less coordination than functional or pure divisional structures.
 - D. do all of these things.
 - E. do none of these things.
33. A matrix structure found mainly in large global firms combines which two forms of departmentalization?
- A. Divisional structure and simple structure
 - B. Network structure and cluster structure
 - C. Simple structure and hybrid structure
 - D. Geographic divisional structure and product divisional structure
 - E. Functional structure and network structure
34. Peterborough Plastics Ltd. markets a line of widgets designed and manufactured by other companies around the world. This is an example of which form of departmentalization?
- A. Functional
 - B. Globalized
 - C. Network
 - D. Matrix
 - E. Globally integrated enterprise
35. Companies are more likely to form network structures when:
- A. they want to minimize the effects of market forces for their resources.
 - B. they want to maximize control over manufacturing and other business processes.
 - C. they operate in an environment where technology is changing quickly.
 - D. they want to keep as many skills and core competencies in-house as possible.
 - E. they want to do all of these.
36. Network structures:
- A. are based on the divisionalized form of organizational structure.
 - B. are permanent businesses that rely mainly on the Internet to establish their marketing.
 - C. do not need to follow government laws when hiring and laying off employees.
 - D. are all of these.
 - E. are none of these.
37. Which organizational structure has the ability to reshape itself quickly to fit immediate client needs?
- A. network structure
 - B. Simple
 - C. Divisional
 - D. Matrix
 - E. None of these

38. For which type of environment should organizations adopt an organic structure?
- A. Munificent environments
 - B. Dynamic environments
 - C. Stable environments
 - D. Simple environments
 - E. Never; mechanistic structures are better than organic structures in all environments.
39. Organic structures are better than mechanistic structures for:
- A. hostile environments.
 - B. stable environments.
 - C. munificent environments.
 - D. Organic structures are better than mechanistic structures for all of these environments.
 - E. Organic structures are better than mechanistic structures for none of these environments.
40. Which of the following are contingencies of organizational design?
- A. Technology
 - B. Organizational size
 - C. Organizational environment
 - D. All of these are contingencies of organizational design
 - E. Only organizational size and environment are contingencies of organizational design.
41. Larger organizations tend to:
- A. make greater use of standardization than do smaller firms.
 - B. have similar structures to smaller organizations.
 - C. operate without any form of departmentalization for long periods of time.
 - D. have all of these characteristics.
 - E. have none of these characteristics.
42. Two technological contingencies that influence the best type of organizational structure to chose are:
- A. dynamism and hostility
 - B. organic and mechanistic
 - C. variability and analyzability
 - D. formalization and division of labour
 - E. coordination and formalization
43. Employees at a large call centre perform repetitive tasks (low variety) by documenting mailing addresses from customers who call the centre. The work process is the same for all inquiries to all call centre staff members (low analyzability). The best organizational structure for this work unit:
- A. is an organic structure.
 - B. would have low formalization.
 - C. would coordinate mainly through informal communication.
 - D. is a mechanistic structure.
 - E. would have none of these characteristics.
44. The idea that an organization interacts with its environment (rather than being totally determined by it) is summed up in the phrase:
- A. structure follows strategy.
 - B. feasibility breeds analyzability.
 - C. coordination through standardization.
 - D. strategy follows structure.
 - E. analyzability before feasibility.
45. Organizational structures are tools for change.
True False
46. Division of labour leads to increased job specialization.
True False

47. Informal communication is a coordination mechanism only in small and a few medium-sized organizations.
True False
48. Concurrent engineering can be used to encourage informal communication as a coordinating mechanism.
True False
49. Integrator roles increase informal communication as a coordinating mechanism.
True False
50. The formal hierarchy can be used to coordinate the work of front-line workers and executives through the division of organizational activities.
True False
51. Job descriptions and training are examples of coordination through standardization.
True False
52. Standardizing processes is less effective in nonroutine and complex work.
True False
53. An organization's structure is mainly its organizational chart.
True False
54. A narrower span of control is consistent with the trend towards employee involvement and teamwork.
True False
55. Span of control can be increased by introducing informal communication and other coordinating mechanisms.
True False
56. Organizations with fewer layers in the organizational hierarchy are described as having flat structures
True False
57. The main reasons why companies are moving toward flatter organizational structures is because it improves coordination through formal hierarchy.
True False
58. When companies delay the organizational hierarchy, they run the risk of increasing managerial workloads and stress.
True False
59. Organizations tend to centralize as their external environment becomes more complex.
True False
60. Organizations tend to become less formalized as they age and grow in number of employees.
True False
61. A mechanistic structure is decentralized, has a narrow span of control and little formalization.
True False
62. As external environments become more complex and dynamic, organizational structures should become more mechanistic and less organic.
True False
63. One problem with departmentalization is that it discourages coordination through informal communication.
True False

64. Functional structures foster professional identity and permit greater specialization than most other forms of departmentalization.
True False
65. Divisional structures may be formed around products, geography, or functional specializations.
True False
66. Companies with divisionalized structures are increasingly adopting the geographically-based structure.
True False
67. One problem with the divisional structure is that it increases the risk of duplication and underutilization of resources.
True False
68. Team-based organizational structures are usually found within the manufacturing or service operations of larger divisionalized structures.
True False
69. Some matrix structures typically overlay a divisional structure with a functional structure to gain the benefits of both.
True False
70. The matrix structure can increase conflict among managers who share power equally.
True False
71. One of the main forces pushing organizations towards a network structure is the recognition that an organization has only a few core competencies.
True False
72. Network structures come close to the perfect example of a mechanistic organizational structure.
True False
73. Organic structures are better suited to hostile environments.
True False
74. Larger firms tend to be more centralized and make greater use of direct supervision than do smaller firms.
True False
75. An organic structure works better than a mechanistic structure where tasks have high variety and low analyzability.
True False
76. Organizational strategy influences both the contingencies of structure and the structure itself.
True False
77. The textbook states that all organizational structures include the division of labour and coordination of that labour. What does this mean and how does departmentalization contribute to these fundamental requirements?

78. While preparing for a final examination in organizational behaviour, you and a student in another class review the important information regarding organizational structure and design. During the conversation, the other student suggests that just about everything you need to know about organizational structure can be based on knowing the different types of departmentalization. In other words, all of the key features of organizational structure, including a structure's fundamental requirements and elements, are found in descriptions of functional structure, divisionalized structure and other forms of departmentalization. Discuss the accuracy of this statement.
79. An entrepreneur employs 20 people in a simple structure. However, the company will likely employ over 200 people in production, sales, engineering and administration within a few years due to the growing success of the company's new products. The entrepreneur likes the simple structure and wants to avoid other forms of departmentalization. Explain to the entrepreneur why his company would be more effective through other forms of departmentalization as it grows larger.
80. Executives at CelCorp, a major telecommunications company, are concerned that its organizational structure is ineffective. The company currently has a functional structure in which employees are grouped by specialization: manufacturing, marketing, research, administration, etc. CelCorp has manufacturing plants in six countries throughout the globe, marketing operations in several dozen countries, and research and development centers in three countries. The company makes three distinct products with approximately equal revenue: mobile telephones, satellite communication systems and Internet routers. Recommend a new organizational structure for CelCorp and justify your decision.
81. What must senior executives, functional managers, and project leaders do to make a matrix structure more effective?

82. For many years, Quokka Consumer Ltd. has had a geographic divisionalized organizational structure. Now, the company is rethinking the appropriateness of this structure compared to other divisionalized structures. Describe the two other divisionalized structures that Quokka can consider adopting and give two explanations why Quokka might want to move away from the geographic structure.
83. What type of departmentalization should a large multinational organization adopt?
84. Diversified Technologies, Inc. (DTI) makes four types of products, each type to be sold to different types of clients. For example, one product is sold exclusively to automobile repair shops, whereas another is used mainly in hospitals. Customer expectations and needs are surprisingly similar throughout the world. However, the company has separate marketing, product design, and manufacturing facilities in North America, Europe, Asia, and South America because, until recently, each jurisdiction had unique regulations governing the production and sales of these products. However, several governments have begun the process of deregulating the products that DTI designs and manufactures, and trade agreements have opened several markets to foreign-made products. Which form of departmentalization might be best for DTI if deregulation and trade agreements occur?
85. Rather than producing a standard product or service for the marketplace, Protégé Engineering completes special projects for clients. These projects require between six months and two years to complete and demand highly specialized knowledge in engineering, production management and computer science. Most of the 600 employees working for Protégé Engineering have university degrees in these fields; a few have doctorates. Identify the best organizational structure for Protégé Engineering and justify your recommendation.

86. Several global organizations have tried implementing a matrix structure to balance the power of its functional and divisional groups. However, many of these firms experienced problems and eventually switched to a hybrid form of divisionalized structure. Identify some of the problems that these companies may have experienced with a matrix structure.
87. Many companies claim to have a team-based organization, yet relatively few have actually adopted this form of departmentalization. Describe three (3) structural features that would suggest that a company has adopted a team-based organizational structure.
88. What is a network structure? Why do some writers believe that a network structure is an effective design for global competition?
89. In which of the four external environments would a network structure be most effective?
90. What role does organizational strategy play in designing organizations?

13 Key

1. (p. 354-355) E
2. (p. 355) A
3. (p. 355) E
4. (p. 355-357) A
5. (p. 356) B
6. (p. 356) E
7. (p. 356) D
8. (p. 357) A
9. (p. 357) B
10. (p. 358) A
11. (p. 359-360) B
12. (p. 360-361) C
13. (p. 360-361) E
14. (p. 361) A
15. (p. 361) D
16. (p. 362) E
17. (p. 362) D
18. (p. 363-364) B
19. (p. 364) A
20. (p. 364) B
21. (p. 364-365) C
22. (p. 364) A
23. (p. 366) C
24. (p. 366) A
25. (p. 366) C
26. (p. 366-367) A
27. (p. 367) E
28. (p. 367) C
29. (p. 367) B
30. (p. 368) A
31. (p. 368-369) C
32. (p. 368-369) E
33. (p. 369) D
34. (p. 371) C
35. (p. 371) C
36. (p. 371) E

- 37. (p. 372) A
- 38. (p. 372) B
- 39. (p. 373) A
- 40. (p. 372) D
- 41. (p. 374) A
- 42. (p. 374) C
- 43. (p. 374) D
- 44. (p. 374) A
- 45. (p. 354) TRUE
- 46. (p. 354) TRUE
- 47. (p. 355) FALSE
- 48. (p. 356) TRUE
- 49. (p. 356) TRUE
- 50. (p. 356-357) TRUE
- 51. (p. 357) TRUE
- 52. (p. 357) TRUE
- 53. (p. 357) FALSE
- 54. (p. 357) FALSE
- 55. (p. 358) TRUE
- 56. (p. 359) TRUE
- 57. (p. 360) FALSE
- 58. (p. 360) TRUE
- 59. (p. 360-361) FALSE
- 60. (p. 361) FALSE
- 61. (p. 362) FALSE
- 62. (p. 362) FALSE
- 63. (p. 363) FALSE
- 64. (p. 363) TRUE
- 65. (p. 365) FALSE
- 66. (p. 366) FALSE
- 67. (p. 366) TRUE
- 68. (p. 367) TRUE
- 69. (p. 368) TRUE
- 70. (p. 370) TRUE
- 71. (p. 371) TRUE
- 72. (p. 372) FALSE
- 73. (p. 373) TRUE
- 74. (p. 374) FALSE

75. (p. 374) FALSE

76. (p. 374) TRUE

Departmentalization plays a significant role in the division of labour and coordination of that labour. With respect to division of labour, departmentalization organizes employees into groups based on some delineating factor, such as skill (functional structure), client or geographic focus (divisionalization), or work process (e.g. matrix or team-based structure). For example, a functional structure would necessarily divide employees into skills, so some employees manufacture the product whereas others market the product, manage the accounts, deliver the product, and so on. The categories of departments establish the division of labour. Departmentalization also provides some information about the coordination of work. For example, a team-based structure would rely more on informal communication than would a typical functional structure.

77. (p. 354-355 & 363-365) Division of labour refers to the subdivision of work into separate jobs assigned to different people. Subdivided work leads to job specialization, because each job now includes a narrow subset of the tasks necessary to complete the product or service. As soon as people divide work among themselves, coordinating mechanisms are needed to ensure that everyone works in concert.

Generally, departmentalization lays out the organizational chart for the organization. It determines how employees are grouped, how power is distributed, how work is organized and what interdependencies exist. Departmentalization also provides some information about the type of coordination. However, this element does not explicitly describe the other three elements of organizational design: span of control, centralization and formalization. For example, it is possible to have a matrix structure with low or high formalization and a wide or narrow span of control. Similarly, a functional structure might be highly centralized or decentralized. A certain level of centralization isn't inherent in a functional structure. The three types of coordinating mechanisms include informal communication, formal hierarchy and standardization.

78. (p. 357-362 & 363-364) It is generally FALSE to say that departmentalization covers all the topics and issues in organizational structure and design. To answer this question, students should describe departmentalization and what information this element provides, then identify organizational design elements that are not included in departmentalization.

Departmentalization into a functional or divisional form becomes necessary to better coordinate work activities as the number of employees increases. Most other forms of departmentalization (e.g. functional, divisional, matrix, hybrid) form departments that establish a system of common supervision among positions and units within the organization. Departmentalization typically determines which positions and units must share resources. Thus, it establishes interdependencies among employees and subunits. Departmentalization usually creates common measures of performance. Members of the same department, for example, share the same departmental or team goals. Common budgets and other resources also provide a means by which the performance of subunits may be compared. Departmentalization encourages coordination through informal communication among people and subunits. With common supervision and resources, members within each configuration typically work in close proximity. This encourages frequent, informal communication among employees so that they may coordinate work activities.

79. (p. 363-372) An organization with a simple structure does not group employees into subunits, although a hierarchy may still exist. Small businesses fall into this category, particularly when they employ only a few people and offer only one distinct product or service. Employees are grouped in undifferentiated roles because there are insufficient economies of scale to assign them to specialized roles. Simple structures are flexible designs, yet they usually depend on the owner's direct supervision to coordinate work activities. Consequently, this structure is very difficult to operate under complex conditions.

This leads to the option of a multinational matrix structure. CelCorp might consider restructuring equally around products and regions. This would be similar to ABB's matrix structure described in the textbook. Specifically, CelCorp might overlay a geographic with a product-based divisional structure. A global product executive would be responsible for a specific product group (manufacturing and possibly sales), whereas a country or regional executive would have responsibility for all activities (sales, manufacturing) in that country. Thus, someone who leads a production facility would have two bosses—the executive responsible for the product being manufactured there and the executive responsible for activities in that country. This structure would be most appropriate where geography and products are equally diverse. If product manufacturing and sales were similar around the world, however, then a product divisionalized structure would be preferred because matrix structures can be messy.

80. (p. 365-370) CelCorp's current situation clearly calls for some sort of divisionalized form (or possibly a multinational matrix structure, which we discuss below). It has most likely outgrown a functional structure because it is in diverse markets. The issue that students must try to justify is which type of divisionalized form to implement. The product divisionalized structure may be appropriate because the products seem quite diverse. (Mobile telephones have different technologies and clients than Internet routers, for instance.) At the same time, there may be considerable diversity by geography. Unfortunately, we are not told whether government restrictions or market behaviours are very different across countries for routers and other products. If so, then a geographic divisionalized structure may be justified. However, some students might reasonably argue that routers are global products, so geography is less important than products.

Functional managers coordinate the specialists assigned to the various projects. They are typically responsible for human resource planning and conducting performance appraisals of these specialists, even though the employees do not spend much time in the 'home' department. Functional managers must learn to be fair in the allocation of human resources, particularly where several project managers want the same person to work for them. This requires effective negotiation skills as well as decision-making skills.

Project leaders require a general management orientation because they are working with a diverse group of people on a semi-temporary basis. Thus, project managers must be able to keep the team focused on the task and resolve the conflicts that typically occur in heterogeneous work units.

81. (p. 369-370) The effectiveness of matrix structures is very much dependent on the abilities and motivation of senior executives, functional managers and project leaders. Top management must learn to maintain a proper balance of power between project leaders and functional managers. They must not play favourites, otherwise the delicate balance between the dual management structure leans too far in one direction or the other.

3. Global customers. Business customers are becoming more global, and they want one global point of purchase, not one in every country or region.

2. Freer trade. Geographical structures are also waning because freer trade has reduced government intervention in some products, and consumer preferences in many product and service areas are becoming more similar (converging) around the world.

1. Information technology. This reduces the need for local representation. Clients can purchase online and communicate with businesses from almost anywhere in the world, so local representation is less critical.

82. (p. 365-367) To answer this question, students first need to briefly describe both the product structure and client structure. A diagram or example of both types may be useful. Next, students need to provide two explanations why Quokka might want to shift to one of these structures rather than the geographic structure. In most cases, students would adapt one of the explanations in the textbook regarding why companies are moving away from geographic structures. However, keep in mind that students might develop other logical explanations. The three explanations from the textbook are:

The critical question—and one that many multinational organizations have difficulty resolving—is which form of divisional structure should dominate. As mentioned in the text, some companies such as Coca-Cola and Nestle are organized mainly around geographical regions, but others such as Philips are organized around products. While there is no definitive answer to this question, the general advice is that multinational organizations should develop structures and systems that maintain some balance of power and effectiveness across functional, product and geographic units. In other words, the structure should avoid allowing one grouping to dominate too much. There is invariably one form of unit—usually either product or geographic divisions—that will be emphasized over others because it represents the most diverse, complex or hostile environments. Nevertheless, there should be limits on this power.

Almost invariably, multinational organizations adopt a divisional structure as the dominant form of departmentalization because they have diverse geography as well as typically diverse products/services and/or clients. However, corporate headquarters may also have some purely functional departments (e.g. public relations, legal, corporate personnel) and some divisions may adopt matrix, network or cluster structures within the divisional form.

83. (p. 365-367) This question basically requires students to recognize that they require further information to properly answer the question. In other words, they need to state that this is a contingency issue that requires diagnosis of specific circumstances. At the same time, it is clear that multinational organizations would not adopt certain types of departmentalization, such as a simple structure.

Finally, if the production and sales processes are capable of further innovation, the company might have a team-based structure within its production and/or sales subunits. This means that employees would be divided into work teams around specific work processes, such as manufacturing or selling a particular type of product.

The decision whether to adopt a client or product form of divisional structure depends on whether production or clients are more complex. From the information presented, either form can be applied because they are identical. Each type of product is sold to a specific client.

The product or client form of divisional structure is recommended because either one represents the greatest type of differentiation. Geographic divisionalization is not needed because "customer expectations and needs are surprisingly similar throughout the world."

84. (p. 365-367) In this situation, the organization probably should adopt mainly a product-based or client-based divisionalized structure with some functional departments (e.g. finance, legal). The company is sufficiently large and complex that a simple or functional structure is inappropriate. In particular, DTI manufactures several products to different clients globally. A matrix structure is unnecessary because production is not project based and there is not enough complexity across more than one dimension (e.g. functional skills with clients).

A purely functional departmentalization would not be appropriate because this would isolate employees within specialties and thereby weaken any emphasis on the project and client. A divisional form would be inappropriate because the 'products' are custom-made, not mass-produced. Consequently, the optimal departmentalization must be able to form and reassign teams relatively quickly.

Of course, few organizations exist as a purely matrix departmentalization because some functions—personnel, marketing, legal, etc.—remain as separate departments that do not contribute employees to the projects. Rather, these departments focus on organizational activities. Thus, the preferred strategy is to have a hybrid structure with some functional units and a matrix structure drawing upon employees in specific functional departments.

The matrix structure is recommended here because it optimizes the use of resources and expertise, making it ideal for project-based organizations with fluctuating workloads. Specialists are housed within functional departments (e.g. engineering, production, etc.), yet the primary goal of functional managers is to see that these people are fully deployed in productive work. Whenever a project requires specific skills, functional managers make the necessary assignments, and when the project is completed, they quickly assign their employees to other projects requiring similar expertise. By forming teams of people from different specialties who work in physical proximity to each other, matrix structures improve communication efficiency, project flexibility and innovation compared to purely functional designs. They focus technical specialists on the goals of serving clients and creating marketable products. Yet by maintaining a link to their functional unit, employees are able to interact and coordinate with others in their technical specialty.

85. (p. 368-370) From the fact that Protégé is a project-based organization requiring diverse skills, the best form of departmentalization would be the matrix structure. In a matrix structure, employees are temporarily assigned to a specific project team, usually for no longer than a couple of years. They also have a permanent functional unit, typically known as a 'home' department, to which they return when a project is completed.

86. (p. 372) Matrix structures have a number of limitations and problems. They require more coordination than functional or pure divisional structures. The existence of two bosses can also dilute accountability. Matrix structures also tend to generate conflict, organizational politics, and stress among executives who must share responsibility within the structure, as well as managers who are accountable to both a country and product executive.

d. The subunits with a team-based structure would have very little formalization. There would be relatively few rules about how to organize work and most day-to-day decisions would be made by team members.

c. The organization would have a very wide span of control—probably no more than three management levels.

b. Teams would work around processes rather than residing in functional departments. For example, the company might have a cross-functional team responsible for producing a particular product or serving one type of client.

a. The organization (or, more likely, specific parts of it) would have work assigned to teams rather than individual employees.

87. (p. 367-368) The textbook identifies four features of team-based organizational structures. Students can describe any three of these. Also note that students may describe other features of self-directed work teams that may also be correct.

Some writers advocate the network structure because it is relatively flexible and potentially makes efficient use of resources. The participating firms are theoretically selected based on the quality of service that each is able to bring to the alliance. When demand for a product or service drops, the core firm would not renew the contracts. The same would occur if one of the subcontractors failed to maintain quality standards. In contrast, a self-contained firm that fully invests in technology and human resources must face the difficult decision regarding future use of these resources when the environment changes. Network structures are also more globally based because the subcontracting firms may be located anywhere.

88. (p. 370-372) A network structure is an alliance of several organizations creating a product or service. It is usually formed by a core organization that subcontracts various functional activities (production, design, marketing, etc.) to independent firms with respect to a specific product or service.

It is less clear how well network structures would operate in the other environmental conditions. Since network alliances typically focus on a single product/service or related lines of output, it is reasonable to conclude that a particular network alliance would be more appropriate in an integrated environment rather than a diverse one. However, one could imagine each firm in the alliance having alliances with other firms on other products/services. Therefore, each firm could operate within a diverse environment, but each alliance would operate best in an integrated environment. With respect to hostile environments, a network structure would not be appropriate because it is more decentralized and has a weaker control relationship than a centralized and formalized traditional organization. Therefore, network structures are better suited to munificent environments. Finally, we might speculate that network structures are better in complex rather than simple environments because the expertise of each participating firm helps the alliance to manage complexity. After all, a network structure tends to be relatively decentralized around the participating firms in the network.

89. (p. 372-373) The four types of external environments are dynamism, complexity, diversity and hostility. A network structure is a form of departmentalization whereby the various functions of a traditional organization are spread among several firms in the form of an alliance to create a specific product or service. Network structures are relatively flexible and organic structures, so they would be well suited to dynamic environments where organizations must adapt quickly to rapid change. The textbook points specifically to network structures as the preferred departmentalization in dynamic environments.

The second role of strategy is that it may reshape the contingency factors which, in turn, influence organizational structure. For example, if leaders find their organization in a hostile or complex environment, they may decide to shift the organization's mandate and resources into areas where there is more munificence and simplicity. To the extent that the organization is able to move into different environments, organizational strategy shapes organizational structure.

90. (p. 374) Organizational strategy basically has two roles in designing organizations. First, organizational strategy has an intervening effect because the size, environment and technology contingencies shape management's thinking about the best structure for the organization.

Organizational size, environment and technology shape organizational structure only to the extent that they influence organizational strategy.

Organizational leaders change organizational structures only after they decide to do so. This happens through strategy, not automatically through the contingencies of design.

13 Summary

<u>Category</u>	<u># of Questions</u>
Chapter - Chapter 13	90
Difficulty: Difficult	7
Difficulty: Easy	36
Difficulty: Medium	47
Gradable: automatic	76
Gradable: manual	14
Learning Objective: 1	18
Learning Objective: 2	19
Learning Objective: 3	42
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14

1. Organizational culture is best described as the basic pattern of shared:
 - A. assumptions, beliefs and behaviours that subconsciously guide employee thoughts and actions.
 - B. behaviours that employees enact to demonstrate their support for corporate goals.
 - C. decisions routinely occurring throughout the organization that support corporate strategies.
 - D. values and assumptions that directs everyone in the organization toward the "right way" of doing things.
 - E. rituals and ceremonies that employees enact to consummate their relationship with the organization.
2. Organizational culture includes:
 - A. three universal values.
 - B. artifacts, values, and assets.
 - C. values, assumptions, and audits.
 - D. behaviours, beliefs, and budgets.
 - E. None of these statements is accurate.
3. The assumptions and values that direct everyone in the organization toward the "right way" of doing things are called
 - A. organizational culture.
 - B. organizational structure.
 - C. organizational socialization.
 - D. organizational politics.
 - E. transformational leadership.
4. The deepest element of organizational culture is:
 - A. shared values.
 - B. artifacts.
 - C. language.
 - D. symbols.
 - E. shared assumptions.
5. Which part of organizational culture is closest to the "surface" (i.e. observable indicators)?
 - A. Assumptions
 - B. Artifacts
 - C. Beliefs
 - D. Shared values
 - E. Stories
6. The hidden elements of an organization's culture include:
 - A. physical structures.
 - B. language used in the organization.
 - C. employee values and assumptions.
 - D. All of these are hidden elements of an organization's culture.
 - E. None of these are hidden elements of an organization's culture.
7. How do espoused values relate to the concept of organizational culture?
 - A. Espoused values represent the shared assumptions within an organization's culture.
 - B. Espoused values are what leaders and employees rely on to guide their decisions and behaviours.
 - C. Espoused values are mainly used to decipher an organization's culture.
 - D. Espoused values are the values that corporate leaders want others to believe guide the organization's decisions and actions.
 - E. Espoused values are articulated mental models.

8. Which of these statements about shared assumptions is FALSE?
 - A. Shared assumptions are unconscious taken-for granted perceptions or beliefs.
 - B. Shared assumptions are so deeply embedded they probably cannot be discovered by surveying employees.
 - C. Shared assumptions include shared enacted values.
 - D. Shared assumptions are revealed through corporate value statements.
 - E. All of the above are correct.
9. The best way to determine an organization's shared assumptions is to:
 - A. interview executives.
 - B. look for evidence of its corporate value statements.
 - C. observe employees, analyze their decisions, and debrief them on their actions.
 - D. read public relations statements produced by the organization.
 - E. ask customers to evaluate the company's effectiveness.
10. Tsunami Ltd. hired a consultant to assess the corporate culture of Wise Widgets, which Tsunami wanted to acquire. Executives at Wise Widgets were eager to be acquired by Tsunami, so were willing to have the senior executives interviewed by the consultant regarding the company's culture. The consultant also relied heavily on news releases and other public relations statements produced by executives at Wise Widgets to decipher the company's culture. In this situation, the consultant probably is measuring Wise Widgets':
 - A. counterculture.
 - B. socialization process.
 - C. espoused values.
 - D. assumptions.
 - E. The consultant is measuring none of these.
11. When estimating the content of an organization's culture, we should pay attention to:
 - A. the values employees actually apply.
 - B. the beliefs that customers have about the company's products.
 - C. the amount of reality shock newcomers experience when joining the company.
 - D. the values executives say employees should apply.
 - E. We should never pay attention to values or beliefs when estimating organizational culture.
12. The content of an organization's culture:
 - A. is usually apparent as soon as a visitor walks in the front door.
 - B. can be placed into one of five main types, such as a "mercenaries" or "communes".
 - C. represents the relative ordering of rewards and status symbols found throughout the organization.
 - D. is all of these things.
 - E. is none of these things.
13. An organization's dominant culture is:
 - A. the values dictated by an organization's new owners.
 - B. the assumptions, values and beliefs shared most widely by the organization's members.
 - C. the values held by the most vocal countercultural group in the organization.
 - D. the assumptions, values and beliefs that the company's top executives are trying to spread throughout the organization.
 - E. the values that senior executives want people outside the organization to believe are followed within the company.
14. The assumptions and values shared most widely by employees represent:
 - A. the organization's dominant culture.
 - B. the organization's deculturation process.
 - C. the organization's counterculture.
 - D. artifacts held mainly by senior executives in the organization.
 - E. organizational rituals.

15. Organizations that tolerate or encourage subcultures with dissenting values:
 - A. usually go quickly out of business.
 - B. usually build stronger cultures to counteract those dissenting values.
 - C. may eventually use those dissenting values to build a new set of dominant values in the future.
 - D. do not have any corporate culture.
 - E. None of these statements is accurate.
16. Which of these statements about organizational subcultures is FALSE?
 - A. Some subcultures support the organization's dominant culture.
 - B. Subcultures spawn emerging values that the company may eventually adopt.
 - C. Organizations should subdue subcultures that oppose the firm's dominant values.
 - D. Subcultures potentially maintain the organization's standards of performance and ethical behaviour.
 - E. Some subcultures directly oppose the organization's core values.
17. Which of the following is a spawning ground for emerging corporate culture values?
 - A. Subcultures
 - B. Bicultural audits
 - C. Artifacts
 - D. The actions of the company's founder
 - E. None of these
18. One advantage of countercultures is that they:
 - A. rarely exist in real organizations.
 - B. maintain the organization's standards of performance and ethical behaviour.
 - C. prevent organizations from developing a corporate culture.
 - D. ensure that corporate mergers occur without any culture clashes.
 - E. Countercultures never make organizations more effective.
19. The observable symbols and signs of an organization's values, and assumptions are called:
 - A. organizational culture
 - B. mental models
 - C. artifacts
 - D. values
 - E. organizational signposts
20. The observable symbols and signs of an organization's culture:
 - A. are called artifacts.
 - B. are found only in companies with very strong cultures.
 - C. are used to communicate culture only when more direct means are unavailable.
 - D. are very easy to interpret.
 - E. are all of these.
21. What is the significance of artifacts in organizational culture?
 - A. Artifacts are the same as organizational culture.
 - B. Artifacts are the leftover parts of the organization that cannot fit into its culture.
 - C. Artifacts represent the directly observable symbols and signs of an organization's culture.
 - D. Artifacts are the observable indicators that the organization does not have a culture.
 - E. Artifacts mainly reflect the subcultures that conflict with an organization's dominant culture.
22. The best way to measure an organization's culture is to:
 - A. interview executives.
 - B. look for evidence of its corporate value statements.
 - C. sample information from a variety of organizational artifacts.
 - D. read and analyze the various mission statements produced by the organization.
 - E. ask customers to evaluate the company's effectiveness.

23. To develop the most accurate estimate of an organization's culture, we should:
- A. survey employees.
 - B. observe workplace behaviour.
 - C. investigate physical elements in the workplace.
 - D. do all of these.
 - E. survey employees and observe behaviour, but NOT investigate physical elements in the workplace.
24. Which of the following is potentially an artifact of organizational culture?
- A. Artwork on office walls
 - B. The way visitors to the organization are greeted
 - C. The names employees give to conference rooms
 - D. All of these are potentially artifacts.
 - E. Artwork, greeting visitors, and conference room names are rarely, if ever, considered artifacts.
25. Which of the following would NOT be considered an artifact of an organization's culture?
- A. The shape, size and location of corporate headquarters.
 - B. How visitors are greeted when they first enter a company building.
 - C. The stories told by employees to newcomers about the founder's experiences when he or she started the company.
 - D. The unique metaphors and special vocabularies that employees use to share meaning.
 - E. All of these would be considered artifacts of an organization's culture.
26. Which of these statements about organizational stories is FALSE?
- A. Organizational stories are most effective at communicating organizational culture when employees believe the stories are true.
 - B. Stories communicate organizational culture if they describe positive events, whereas they undermine . organizational culture if they describe negative events.
 - C. Organizational stories provide human realism to individual performance standards.
 - D. Stories are most effective at communicating organizational culture when they describe real events with real people.
 - E. Organizational stories communicate culture because they provide role models to demonstrate that . organizational objectives are attainable.
27. Organizational stories are most effective at communicating organizational culture:
- A. never; organizational stories always overinflate the organization's true culture.
 - B. only when they are told by senior executives to the public.
 - C. when they describe real people, are assumed to be true, and are known by employees throughout the organizations.
 - D. when they are true and descriptive rather than prescriptive.
 - E. when they are known by all stakeholders.
28. Rituals are:
- A. programmed routines of daily organizational life that dramatize the organization's culture.
 - B. deliberate attempts to communicate the corporate culture to new employees.
 - C. events that suggest the organization's culture is about to change.
 - D. physical structures that convey the dominant values of an organization's culture.
 - E. games that people play to defy the dominant culture and, instead, support countercultural beliefs and values.
29. At meetings of a major consumer products firm, employees habitually stand up when the most senior executive at the meeting enters the room. This practice represents:
- A. evidence that the meeting has employees who hold countercultural values.
 - B. evidence that the company has an adaptive culture.
 - C. a ritual that probably symbolizes the organization's dominant culture.
 - D. a form of blind subservience to senior management.
 - E. evidence that the company's espoused values differ from its enacted values.

30. Whenever an advertising firm lands a new contract, the successful team rings a loud bell and breaks out a bottle of champagne. In organizational culture, this practice would be considered:
- A. a ritual.
 - B. a ceremony.
 - C. an idiosyncrasy.
 - D. a manifestation of a culture that likes to party but needs an excuse to do so.
 - E. a motivational tactic that masquerades as an espoused value.
31. Which of the following is an artifact rather than a cultural content?
- A. Values
 - B. Language
 - C. Assumptions
 - D. Beliefs
 - E. Both language and assumptions are artifacts.
32. The building in which employees work:
- A. often reflects the organization's culture.
 - B. can potentially influence the organization's culture.
 - C. is a possible artifact of organizational culture.
 - D. reflects and influences an organization's culture.
 - E. has little or no effect on an organization's culture.
33. A strong corporate culture potentially increases organizational performance by:
- A. helping employees across all subunits understand and embrace the dominant values.
 - B. ensuring that employees mindlessly perform their work in an obedient manner.
 - C. ensuring that no one holds countercultural values.
 - D. ensuring that employees do not adopt new and unapproved values.
 - E. doing all of these things.
34. An organization's culture is deemed to be strong if:
- A. it is intense but short-lived.
 - B. it is deeply held by most employees across the organization.
 - C. its values that are believed only by top management.
 - D. it is held by only a few key people but are well known to most people in the organization.
 - E. it consist of many values rather than only a few values.
35. Organizational culture does which of the following?
- A. It is a powerful form of social control that influences employee decisions and behaviour.
 - B. It is the social glue that bonds employees together and makes them feel part of the organization.
 - C. It assists the sense-making process
 - D. It does all of these things.
 - E. It has no effect on employees.
36. Organizational culture serves what purpose in organizations?
- A. It is a deeply embedded form of social control.
 - B. It bonds employees together and makes them feel part of the organizational experience.
 - C. It helps employees to understand organizational events.
 - D. It does all of these things.
 - E. It does none of these things.
37. Companies with strong organizational cultures are more effective than companies with weak cultures:
- A. because such organizations do not have subcultures.
 - B. if the cultural values emphasize customer service rather than cost efficiency.
 - C. if their cultural values are compatible with the organization's external environment.
 - D. if there is high turnover among production employees.
 - E. never; companies with weak cultures are almost always more effective than those with strong cultures.

38. Which of these statements about the strength of organizational culture and organizational performance is TRUE?
- A. Organizations with stronger cultures tend to perform better than those with weak cultures when that organization's culture content is aligned with its external environment.
 - B. There is no relationship between an organization's cultural strength and its performance.
 - C. Organizations with stronger cultures tend to perform better only when they acquire other organizations with distinct cultures.
 - D. Organizations with stronger cultures almost always perform poorly compared to those with weak cultures.
 - E. Organizations with stronger cultures perform poorly if they have subcultures.
39. What tends to happen when an organization's culture is misaligned with its external environment?
- A. The corporate culture gets stronger.
 - B. The organization's subcultures weaken.
 - C. The organization has more difficulty anticipating and responding to stakeholder needs.
 - D. The organization is unable to develop subcultures.
 - E. All of these occur.
40. According to your text, why do corporate cults undermine organizational effectiveness?
- A. They lock decision makers into mental models that prevent them from seeing new opportunities and unique problems.
 - B. They manipulate organizational members.
 - C. They create organizations where unethical behaviour is tolerated.
 - D. They prevent subcultures from existing within the organization.
 - E. All of these occur.
41. As an organization's culture becomes very strong, it:
- A. becomes more misaligned with its external environment.
 - B. becomes more effective in the marketplace.
 - C. makes employees less committed to the organization.
 - D. causes various subcultures in the organization to also become stronger.
 - E. tends to suppress dissenting subcultural values.
42. Organizations with an adaptive corporate culture:
- A. are unlikely to survive in the long run.
 - B. has a strong learning orientation.
 - C. tend to be less ethical than organizations with non-adaptive cultures.
 - D. have no artifacts to keep their culture in place.
 - E. are focused inward to employee needs.
43. Which of the following is a characteristic of an adaptive corporate culture?
- A. Employees hold a common mental model that the organization's success depends on their personal well-being.
 - B. Employees engage in continuous improvement of internal processes to serve external stakeholders.
 - C. Employees wait for opportunities to arrive.
 - D. Employees tend to take the view that any activity beyond their job description is not their job.
 - E. All of these are characteristic of adaptive cultures.
44. Employees at SuperTech Services seek out opportunities rather than wait for them to arrive. They also have a strong sense of responsibility for the organization's performance. SuperTech likely has:
- A. a weak organizational culture.
 - B. a strong counterculture.
 - C. relatively few artifacts representing the organization's culture.
 - D. a culture that is misaligned with its external environment.
 - E. an adaptive culture.

45. If an organization has an adaptive culture, it likely has:
- A. employees with a strong sense of ownership over the company's success.
 - B. a culture that emphasizes dozens of values at the same time.
 - C. an external focus on the needs of customers and other stakeholders.
 - D. all of these are characteristics of adaptive cultures.
 - E. employees with a strong sense of ownership AND an external focus on stakeholder needs.
46. Most employees at United FiberTech support the idea that the company's success depends on their willingness to continually change and improve customer service. United FiberTech probably has:
- A. an adaptive culture.
 - B. many countercultures.
 - C. more subcultures than employees.
 - D. a market-driven culture.
 - E. no corporate culture.
47. What is the relationship between organizational culture and business ethics?
- A. Companies with a strong organizational culture are more likely to have employees with higher ethical standards of behaviour.
 - B. When companies have a weak organizational culture, employees are more likely to rely on their ethical values to make decisions.
 - C. An organization's culture may strengthen ethical values.
 - D. Organizational culture can be a source of ethical problems.
 - E. An organization's culture may strengthen ethical values AND can be a source of ethical problems.
48. One of the first steps one should take before a merger in order to minimize cultural clashes is to:
- A. significantly reduce the strength of the culture in both organizations.
 - B. conduct a bicultural audit.
 - C. significantly increase the strength of the culture in both organizations.
 - D. replace the chief executives in both organizations before merger negotiations begin.
 - E. conduct a bicultural audit AND significantly reduce the strength of the culture in both organizations.
49. The main purpose of a bicultural audit is to:
- A. determine whether your company's organizational culture is sufficiently strong.
 - B. estimate the number of dominant and subcultural values that exist in an organization.
 - C. find out whether people from different countries have the same corporate cultures.
 - D. identify and diagnose differences in the corporate cultures of merging organizations.
 - E. teach new employees the organization's dominant cultural values.
50. In a merger, the process of diagnosing cultural relations between the companies and determining the extent to which cultural clashes will likely occur is called:
- A. organizational socialization.
 - B. a multicultural audit.
 - C. knowledge management.
 - D. a bicultural audit.
 - E. organizational diagnosis.
51. Which strategy for merging two distinct cultures is recommended when the two companies have relatively weak cultures with overlapping values?
- A. Deculturation
 - B. Assimilation
 - C. Separation
 - D. Integration
 - E. None of these strategies is recommended in this situation.

52. Which strategy for merging two distinct cultures tends to create high levels of confusion, conflict, resentment and stress?
- A. Deculturation
 - B. Assimilation
 - C. Separation
 - D. Integration
 - E. None of these strategies has this effect.
53. A deculturation strategy of merging two corporate cultures should be applied:
- A. never, because deculturation destroys both cultures.
 - B. when both firms operate successfully in different industries.
 - C. when employees in the acquired firm want to hold on to their firm's culture even though it does not fit the external environment.
 - D. when both firms have weak cultures.
 - E. whenever one firm has more power over another firm in a merger.
54. Which strategy for merging two distinct cultures is recommended when the two companies are in unrelated industries and have cultures that seem to work well for them?
- A. Deculturation
 - B. Assimilation
 - C. Separation
 - D. Integration
 - E. None of these strategies is recommended in this situation.
55. When merging two organizations, a separation strategy is most commonly applied when:
- A. both companies have relatively weak cultures that are generally ineffective.
 - B. one company has an effective culture and employees at the other company would embrace that culture if applied to them.
 - C. the two organizations operate in distinct industries.
 - D. the acquired firm's culture doesn't work, whereas the culture of the acquiring firm does work.
 - E. a bicultural audit reveals that both companies have very similar cultures.
56. In what way do founders influence their organization's culture?
- A. They are often visionaries who provide a powerful role model for others to follow.
 - B. They are instrumental in starting up the organization.
 - C. They typically avoid direct contact with lower-level employees.
 - D. They tend to be entrepreneurial rather than transformational.
 - E. They have little if any influence.
57. How do founders and corporate leaders affect corporate culture?
- A. Transformational leaders develop or change the organization's culture.
 - B. Founders and corporate leaders develop the systems and structures that support their personal values.
 - C. Founders and corporate leaders are often visionaries who provide powerful role models for others to follow.
 - D. Founders and corporate leaders strengthen or change corporate culture by applying change practices.
 - E. All of these statements are correct.
58. Moving the company or business unit into a new office that reflects a different culture is an application of which strategy to change and strengthen organizational culture?
- A. Aligning artifacts.
 - B. Transformational culture.
 - C. geographical transformation.
 - D. Situational transformation.
 - E. Transforming artifacts.

59. The process of strengthening organizational culture, by attracting and hiring people who already embrace the cultural values, and weeding out those who don't fit the cultures is explained by:
- A. corporate cult theory.
 - B. attracting-selecting-weeding-out theory.
 - C. corporate gardener metaphor theory.
 - D. attraction-selection-repulsion theory.
 - E. None of the above is correct.
60. According to the attraction-selection-attrition (ASA) theory, job applicants:
- A. are attracted to coworkers with similar values and assumptions.
 - B. avoid employment in companies whose values seem incompatible with their own values.
 - C. do not typically pay much heed to organizational values when applying for work.
 - D. avoid other applicants if they are competing for the same jobs.
 - E. are attracted to companies that are likely to provide them with the greatest rewards.
61. Which of the following statement is consistent with the attraction-selection-attrition (ASA) theory?
- A Job applicants who later become organizational members tend to be attracted to co-workers who share . their values and assumptions.
 - B Organizations have a natural tendency to attract, select and retain people with values that are consistent . with the organization's own culture.
 - C. Attraction, selection and attrition are part of the natural life-cycle of organizational members.
 - D. Employees get attached to organizations that meet their reward expectations.
 - E. Attraction followed by selection inevitably lead to attrition in the future.
62. Employees are organizationally socialized:
- A. beginning with the role management stage of organizational socialization.
 - B. long before their first day of work.
 - C. beginning with the company's orientation program on the first day of work.
 - D. only when they enter management positions.
 - E. beginning with the encounter stages of organizational socialization.
63. Organizational socialization is best described as a process of:
- A. cooperation and stability.
 - B. power and restructuring.
 - C. negotiation and concession-making.
 - D. learning and adaptation.
 - E. None of these describes the process of organizational socialization.
64. Employees usually learn which of the following through the process of organizational socialization?
- A. Company's history.
 - B. corporate culture.
 - C. Knowing who holds power in the work unit and organization.
 - D. Technical jargon.
 - E. All of the above.
65. In the context of organizational socialization, the adjustment process is better for:
- A. those who rebel against and reject the company's dominant values.
 - B. employees who experience significant levels of reality shock.
 - C. newcomers with diverse work experience.
 - D. people who are able to avoid the encounter stage of socialization.
 - E. individuals who retain their personal identity.

66. Which of these statements about psychological contracts is FALSE?
- A. Relational contracts are more open-ended and indefinite than transactional contracts.
 - B. Job security is one of the most important features of psychological contracts among younger employees.
 - C. The psychological contracts that Canadian employees have today are very similar to those formed 30 years ago.
 - D. The psychological contracts continues to develop and evolve after job applicants become employees.
 - E. Permanent employees are more likely to believe they have a relational contract.
67. Employees are willing to tolerate obligations that are not necessarily balance in the short-run when their psychological contract is:
- A. short term
 - B. relational
 - C. transactional
 - D. transformational
 - E. collective
68. Employees with a transactional psychological contract:
- A. do not expect immediate correction to any short-term imbalances.
 - B. are more likely to engage in organizational citizenship behaviours.
 - C. have a long-term attachment with a broad array of subjective expectations.
 - D. have all of the above.
 - E. have none of the above.
69. The pre-employment stage of organizational socialization would be more effective if:
- A. employers avoided forming a psychological contract.
 - B. employers and job applicants gave and received accurate information about each other.
 - C. employers and applicants experienced reality shock when meeting each other for the first time.
 - D. job applicants distorted their resumé in order to be offered employment.
 - E. all of these conditions existed.
70. The process of organizational socialization begins:
- A. as soon as the person is hired by the organization.
 - B. within the employee's first week on the job.
 - C. long before the first day of work for the organization.
 - D. when the employee finally reconciles pre-employment expectations with organizational reality.
 - E. when the employee receives his or her first performance appraisal.
71. Which of the following happens during the pre-employment stage of organizational socialization?
- A. Conflicts are resolved between work and nonwork activities.
 - B. Employees form expectations (psychological contract) about working at that organization.
 - C. Reality shock is experienced.
 - D. All of these occur.
 - E. None of these occur.
72. The three stages of organizational socialization, in order, are:
- A. prehire, pre-employment, post-hire.
 - B. newcomer, insider, outsider.
 - C. student, employee, retiree.
 - D. pre-employment, encounter, role management.
 - E. anticipation, encounter, disillusionment.
73. At what stage of socialization do people FIRST learn about the organization and job?
- A. Role management
 - B. Encounter
 - C. Pre-employment
 - D. Reality shock
 - E. Disillusionment

74. Reality shock is:
- A. based on expectancy theory.
 - B. an element in the model of individual behaviour.
 - C. common in lateral career development.
 - D. a unique feature of an adaptive culture.
 - E. a perceived discrepancy between employee expectations and reality.
75. When should organizations leverage the benefits of reality shock?
- A. When they want employees to develop better expectations of future work experiences.
 - B. When they want to ensure that employees develop a stronger loyalty to the organization.
 - C. When they want to help newcomers develop a stronger bond with coworkers and the organization.
 - D. Under all of these conditions.
 - E. Never; companies should minimize reality shock.
76. Reality shock among new employees typically occurs when:
- A. newcomers experience information overload as they enter the workplace.
 - B. employers are unable or unwilling to live up to their promises.
 - C. newcomers develop exaggerated expectations about the job.
 - D. All of these typically lead to reality shock.
 - E. They realize they will have to work in organizations until they retire.
77. Resolving conflicts between work and nonwork activities mainly occurs during what stage of socialization?
- A. Role management
 - B. Encounter
 - C. Pre-employment
 - D. Reality shock
 - E. Disillusionment
78. The main purpose of realistic job previews is to:
- A. increase the number of people applying for the job.
 - B. help supervisors empathize with their subordinates.
 - C. increase turnover of poor performers.
 - D. help current employees psychologically prepare for retirement.
 - E. help job applicants form accurate expectations of the organization and job.
79. A realistic job preview:
- A. builds a loyal work force by demonstrating respect for the psychological contract and concern for employee welfare.
 - B. creates more reality shock when employees move to the encounter stage of socialization.
 - C. helps employees to avoid forming a psychological contract.
 - D. has all of these effects.
 - E. builds a loyal work force AND helps employees to avoid forming a psychological contract, but does not create more reality shock.
80. Which of the following represents a type of vaccination by preparing job applicants for the more challenging and troublesome aspects of work life?
- A. Encounter stage of socialization
 - B. Realistic job previews
 - C. Anticipatory reality shock
 - D. Cultural acclimatization
 - E. Ritualistic job reviews

81. Which type of socialization agent usually provides new employees with technical information, performance feedback, and information about job duties?
- A. Coworkers
 - B. Supervisors
 - C. Senior executives
 - D. Subordinates
 - E. A one-day orientation session held within the first month of employment.
82. What effect do co-workers have on the socialization of new employees?
- A. Co-workers provide valuable support and information to newcomers.
 - B. Through social interaction, co-workers reduce the newcomer's stress during socialization.
 - C. By welcoming the newcomer to the team, co-workers tend to offer more job-related information to the newcomer.
 - D. Co-workers potentially do all of these things.
 - E. Co-workers have no benefit to the socialization process and should be separated from newcomers as much as possible.
83. Co-workers improve the socialization process by:
- A. serving as role models of appropriate behaviour and performance.
 - B. avoiding new hires.
 - C. increasing the intensity of reality shock.
 - D. helping newcomers to avoid the encounter stage of organizational socialization.
 - E. helping newcomers to avoid realistic job previews until after they have been hired.
84. Organizational culture consists of the values and assumptions shared within an organization.
True False
85. Organizational culture defines what is important and unimportant in the company and, consequently, directs everyone in the organization toward the "right way" of doing things.
True False
86. Values represent an important invisible part of an organization's culture.
True False
87. Values represent the deepest part of an organization's culture.
True False
88. Shared assumptions are easily uncovered by surveying employees.
True False
89. Organizational culture is not represented by espoused values.
True False
90. Organizational culture consists of shared enacted values, but not espoused values.
True False
91. The most accurate way to determine an organization's culture is by interviewing senior executives about their perceptions of that culture.
True False
92. organizational culture include of shared assumptions.
True False
93. Organizational culture models and surveys present a distorted view of organizational culture.
True False
94. Most organizational culture models oversimplify the diversity of cultural values in organizations.
True False

95. An organizations' culture is usually quite fuzzy and difficult to define using simple models and surveys.
True False
96. Popular organizational culture models and measures falsely presume that organizations have a fairly clear, unified culture.
True False
97. Subcultures are groups of employees whose values are opposed to the organization's dominant values.
True False
98. Organizational countercultures further strengthen the organization's dominant culture.
True False
99. Organizational countercultures can potentially create conflict and dissension among employees.
True False
100. Organizational countercultures can potentially help the organization maintain its ethical conduct.
True False
101. An organizational counterculture is a type of subculture.
True False
102. Artifacts of organizational culture may include the building's design, the way people are greeted and the food served in the company's cafeteria.
True False
103. Artifacts refer mainly to the paintings and other tangible objects that appear throughout the organization.
True False
104. Organizational culture is not directly observable, but it may be loosely interpreted through visible artifacts.
True False
105. Researchers have found that an organization's culture may be identified very easily and quickly by looking at one or two observable artifacts.
True False
106. Organizational stories support organizational culture by providing social prescriptions of the ways things should or should not be done around the organization.
True False
107. In order to be effective, organizational stories must describe real people and recount true past events.
True False
108. Organizational stories are most effective at communicating corporate culture when they describe real people and seem to represent true past events.
True False
109. Rituals represent the organization's deliberate and usually dramatic displays of its dominant culture.
True False
110. Ceremonies are more formal artifacts than rituals.
True False
111. A ritual would include how visitors are greeted as they enter the company's offices.
True False

112. Language reflects an organization's dominant values but not the values of its subcultures.
True False
113. The organization's physical structure and use of space often communicate its dominant cultural values.
True False
114. Office space and paintings hung on walls can be artifacts that symbolize the organization's culture.
True False
115. Organizational culture is a deeply embedded form of social control that influences the thoughts and actions of organizational members.
True False
116. A strong corporate culture bonds employees together and makes them feel part of the organization.
True False
117. The stronger the corporate culture, the more difficult it is for employees to embrace the dominant values.
True False
118. Companies with strong organizational cultures are potentially more effective.
True False
119. A strong organizational culture exists when most employees understand and accept the dominant values.
True False
120. A strong corporate culture exists when employees are forced to abide by a particular set of organizational values whether or not they believe in those values.
True False
121. Companies with strong corporate cultures invariably have much higher performance than companies with weak cultures.
True False
122. A strong organizational culture improves the firm's effectiveness, but only if the cultural values are aligned with its external environment.
True False
123. In corporate cults, the culture is so strong that it focuses employees so much on one mental model that they may fail to see issues from different perspectives.
True False
124. Organizations with very strong cultures may become dysfunctional because they suppress dissenting subcultural values.
True False
125. Most organizational behaviour writers suggest that organizations are more effective when they become corporate cults.
True False
126. Corporate cults are preferred, because they help suppress subcultures within organizations.
True False
127. Organizations with adaptive cultures are unable to maintain a stable value system and, consequently, tend to perform poorly in the long run.
True False

128. Adaptive cultures focus employees on the changing needs of customers and other stakeholders and support initiative and leadership to keep pace with these changes.
True False
129. An adaptive organizational culture is one where employees pay attention to organizational goals, not the processes to achieve those goals.
True False
130. An organization's culture can either support or undermine ethical conduct among employees.
True False
131. An adaptive culture has a strong learning orientation.
True False
132. Studies suggest that only 30 to 50 percent of corporate acquisitions produce any financial gains.
True False
133. Mergers and acquisitions fail partly because corporate leaders fail to conduct due diligence audits on their respective corporate cultures.
True False
134. One of the first steps in a bicultural audit is to identify cultural differences between the merging companies.
True False
135. The bicultural audit process consists of three steps.
True False
136. Two companies should not merge if a bicultural audit determines that they have substantially different cultures.
True False
137. Compared to other strategies for merging two organizations, assimilation is most likely to result in a culture clash.
True False
138. The assimilation strategy of merging corporate cultures should be applied when the acquired firm has a weak culture and is willing to embrace the acquiring company's culture.
True False
139. Deculturation is the best strategy for combining corporate cultures in most mergers.
True False
140. The integration strategy for combining corporate cultures usually creates conflict as employees from the acquired firm resist the cultural intrusions.
True False
141. The separation strategy is most appropriate when the merging companies are unrelated industries.
True False
142. A few experts argue that an organization's culture cannot be managed.
True False
143. Organizational culture can sometimes be reshaped by applying transformational leadership and organizational change practices.
True False
144. Reward systems are artifacts.
True False

145. Most studies have found that reward systems have little or no effect on strengthening corporate culture.
True False
146. The attraction-selection-attrition (ASA) theory explains why companies are able to attract, and select people who fit the culture, but later on have difficulty forcing them out.
True False
147. The attraction-selection-attrition (ASA) theory may explain why people who don't fit the culture are often weeded out.
True False
148. According to the attraction-selection-attrition (ASA) theory, alignment with the company's culture is often a factor when deciding which applicant to hire.
True False
149. Companies strengthen corporate culture by selecting applicants whose values are compatible with the company's dominant values.
True False
150. Employees are more likely to quit if values incongruence is sufficiently low.
True False
151. New employees learn corporate culture through the process of organizational socialization.
True False
152. Organizational socialization is the process of meeting other employees and spending more time with them throughout the work day.
True False
153. Organizational socialization is a process of both learning and adjustment.
True False
154. A psychological contract refers to the psychological effect after someone signs an employment contract.
True False
155. The psychological contract continues to develop and evolve even after a job applicant becomes an employee.
True False
156. The two types of psychological contracts are transactional and reciprocal.
True False
157. Organizational citizenship behaviours are more likely to prevail under relational than transactional psychological contracts.
True False
158. The transactional type of psychological contract is primarily a short-term economic exchange.
True False
159. Organizational socialization begins on the first day of employment and continues throughout one's career within the company.
True False
160. Organizational socialization does not occur until a person becomes a member of the organization.
True False
161. Nearly all of the socialization adjustment process occurs during and after the first day of work.
True False

162. The three stages of organizational socialization are psychological contract, confirmation, and role management.
True False
163. Reality shock improves the organizational socialization process by forcing newcomers to pay more attention to the realities of the workplace.
True False
164. Reality shock occurs when you perceive a discrepancy between your pre-employment expectations and on-the-job reality.
True False
165. Reality shock occurs on or before the first day of work then quickly subsides.
True False
166. During the role management stage of organizational socialization, employees are newcomers who test their pre-employment expectations with the perceived realities.
True False
167. Realistic job previews improve organizational socialization by ensuring that applicants develop more accurate pre-employment expectations.
True False
168. Co-workers are important organizational socialization agents.
True False
169. A major consulting firm is offering a special service whereby it is able to determine the organization's dominant culture and some of its subcultures. The firm says that it does this by statistically analyzing the words and phrases in the company's annual reports, news releases and public speeches by the company's senior executives. The consultancy claims that this is an effective way of identifying the organization's culture because it does not collect any information inside the organization and, consequently, doesn't take time from any employees. Discuss the merits and limitations of this consultancy's ability to determine an organization's culture.
170. Superb Consultants have submitted a proposal to analyze the cultural values of your organization. The proposal states that Superb has developed a revolutionary new survey to tap the company's true culture. The survey takes just ten minutes to complete and the consultants say results can be based on a small sample of employees. Discuss the merits and limitations of this proposal.

171. Comment on the accuracy of the following statement and explain your answer.

"Organizations are more effective when they operate without subcultures and countercultures."

172. A large transportation manufacturer is considering a proposal to acquire a company in a related industry. During due diligence, senior executives intend to conduct a bicultural audit. They already have good information that their own company is aggressive, risk-taking and entrepreneurial. Assuming that these executives will personally analyze the other firm's culture, what should these senior executives examine? Your answer should also briefly describe the bicultural audit process.

173. A friend is thinking about applying for a technical or managerial job opportunity at a large computer network firm. However, past experience has made your friend aware that it is important to ensure that the company's dominant values are aligned with his or her own. Identify three (3) different types of artifacts that your friend should consider when deciphering the culture of the computer network firm. Your friend is a job applicant, so your answer should relate to the experience of being recruited into an organization.

174. Senior executives in your organization want to strengthen teamwork as part of the company's culture. They have asked you to identify ways to communicate and reinforce this cultural value using artifacts as the primary means of communication. Describe three different types of artifacts that might be altered so they communicate this corporate value.

175. Comment on the accuracy of the following statement and explain your answer.

"Organizations with strong corporate cultures are more effective than organizations with weak corporate cultures."

176. The president of Advanced Systems Corp. wants the company to have a strong organizational culture around a specific set of values. As a vice-president, you are concerned that the president may be trying to strengthen the culture too much thereby creating a corporate cult. Describe three potential problems with having an organizational culture that is too strong.
177. The president of CJD Consulting would like to change his organization's culture to reflect new realities in the external environment. He has heard positive things about adaptive cultures and would like to know more about them.
Explain to the president what adaptable cultures are by describing the four characteristics of this type of culture.
178. Identify four (4) conditions or events that potentially weaken an organization's dominant culture.
179. Using attraction-selection-attrition (ASA) theory, explain how organizations tend to maintain and perpetuate their cultures.
180. Many organizations like to think that they integrate organizational cultures when merging or acquiring other companies. What does this mean and under what conditions is this strategy most likely to succeed?

181. Acme Corp. is planning to acquire Beta Corp., which operates in a different industry. Acme's culture is entrepreneurial and fast paced, whereas Beta employees value slow, deliberate decision making by consensus. Which merger strategy would you recommend to minimize culture shock when Acme acquires Beta? Explain your answer.
182. Some recently-graduated engineering students mentioned that they are disillusioned with their first full-time jobs following graduation. These students claim that this disillusionment mainly occurs because organizations aren't honest with job applicants. Use your knowledge of the pre-employment stages of organizational socialization to explain whether or not their allegations are true.
183. A recent meeting of human resources staff and sales managers was held to discuss new recruiting literature and other activities for job applicants. Human resources people suggested that some of the recruiting literature was overly positive and ignored some of the less desirable conditions of work, such as long work hours and extensive travel. They point out that exit interviews (meetings with employees who are about to leave the company) reveal that employees experience stress during these adjustments and are wary about company promises. The sales management team responded that they need the positive recruitment process because there aren't enough qualified applicants in the area and these brochures ensure that enough people apply for the job. Moreover, they doubt that new employees blame the company for failing to mention the negative conditions of work--they should have thought about asking these questions as applicants. Use your knowledge of realistic job previews to comment on the information presented in this meeting.

14 Key

1. (p. 381) D
2. (p. 381) E
3. (p. 381) A
4. (p. 381) E
5. (p. 382) B
6. (p. 382) C
7. (p. 381) D
8. (p. 381) D
9. (p. 381) C
10. (p. 381) C
11. (p. 381-382) A
12. (p. 382-383) E
13. (p. 384) B
14. (p. 384) A
15. (p. 385) C
16. (p. 385) C
17. (p. 385) A
18. (p. 385) B
19. (p. 385) C
20. (p. 385) A
21. (p. 385-386) C
22. (p. 386) C
23. (p. 386) D
24. (p. 386) D
25. (p. 386-387) E
26. (p. 386) B
27. (p. 386) C
28. (p. 387) A
29. (p. 387) C
30. (p. 387) B
31. (p. 386-387) B
32. (p. 387) D
33. (p. 388) A
34. (p. 388) B
35. (p. 388) D
36. (p. 388) D

37. (p. 389) C

38. (p. 389) A

39. (p. 389) C

40. (p. 389) A

41. (p. 389) E

42. (p. 390) B

43. (p. 390) B

44. (p. 390) E

45. (p. 390) E

46. (p. 390) A

47. (p. 390) E

48. (p. 391) B

49. (p. 391) D

50. (p. 391) D

51. (p. 392-393) D

52. (p. 392-393) A

53. (p. 392) C

54. (p. 392-393) C

55. (p. 392-393) C

56. (p. 394) A

57. (p. 393-394) E

58. (p. 394-395) A

59. (p. 395) E

60. (p. 395) B

61. (p. 395) B

62. (p. 397) B

63. (p. 396) D

64. (p. 396) E

65. (p. 396) C

66. (p. 397) C

67. (p. 397) B

68. (p. 397) E

69. (p. 397-398) B

70. (p. 397) C

71. (p. 397-398) B

72. (p. 397) D

73. (p. 397-398) C

74. (p. 398) E

75. (p. 398) E

76. (p. 398) D

77. (p. 398) A

78. (p. 399) E

79. (p. 399) A

80. (p. 399) B

81. (p. 399) B

82. (p. 399) D

83. (p. 399) A

84. (p. 381) TRUE

85. (p. 381) TRUE

86. (p. 381-382) TRUE

87. (p. 381) FALSE

88. (p. 381) FALSE

89. (p. 381) TRUE

90. (p. 381) TRUE

91. (p. 381) FALSE

92. (p. 381) TRUE

93. (p. 383) TRUE

94. (p. 383) TRUE

95. (p. 384) TRUE

96. (p. 384) TRUE

97. (p. 384) FALSE

98. (p. 384) FALSE

99. (p. 385) TRUE

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101. (p. 384-385) TRUE

102. (p. 385) TRUE

103. (p. 386) FALSE

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- 138. (p. 392) TRUE
- 139. (p. 392) FALSE
- 140. (p. 392-393) FALSE
- 141. (p. 393) TRUE
- 142. (p. 393) TRUE
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161. (p. 397-398) FALSE

162. (p. 397) FALSE

163. (p. 398) FALSE

164. (p. 398) TRUE

165. (p. 398) FALSE

166. (p. 398) FALSE

167. (p. 398-399) TRUE

168. (p. 399) TRUE

169. (p. 381-384) Understanding an organization's culture requires painstaking assessment of many artifacts because they are subtle and often ambiguous. Consequently, we should be skeptical about claims that a consultancy can assess an organization's culture quickly through an analysis of public statements. Moreover, public statements are more likely to express an organization's espoused values—the values people say they believe in—rather than its enacted values—the values that actually guide individual decisions and behaviour in the workplace. To effectively analyze an organization's culture, consultants need to investigate subtle artifacts, ranging from daily rituals to the physical workspace.

170. (p. 381-385) Understanding an organization's culture requires painstaking assessment of many artifacts because they are subtle and often ambiguous. Consequently, we should be skeptical about claims that a consultant can assess an organization's culture quickly through a survey. Moreover, a survey is more likely to determine an organization's espoused values--the values people say they believe in--rather than its enacted values--the values that actually guide individual decisions and behaviour in the workplace. To effectively analyze an organization's culture, consultants need to investigate subtle artifacts, ranging from daily rituals to the physical work space.

Second, corporate subcultures are the spawning grounds for emerging values that keep the firm aligned with the needs of customers, suppliers, society and other stakeholders. Companies eventually need to replace their dominant values with ones that are more appropriate for the changing environment. If subcultures are suppressed, the organization may take longer to discover and adopt values aligned with the emerging environment.

171. (p. 384-385) This statement is FALSE. Subcultures, particularly countercultures, potentially create conflict and dissension among employees, but they also serve two important functions. First, they maintain the organization's standards of performance and ethical behaviour. Employees who hold countercultural values are an important source of surveillance and critique over the dominant order. They encourage constructive controversy and more creative thinking about how the organization should interact with its environment. Subcultures prevent employees from blindly following one set of values and thereby help the organization to abide by society's ethical values.

Physical structures and space. The size, shape, location and age of buildings may symbolize the organization's culture. For example, a tall building with closed offices and senior executive offices on the top floor often reflects a hierarchical, bureaucratic organization. Along with the physical structure, executives should look at artifacts inside the building, such as paintings, office space, cafeteria food, and so on.

Organizational language. Language transmits and sustains shared values through metaphors and other special vocabularies that represent the employees' perspectives of reality. Senior executives should listen closely in their interviews with employees as well as when employees at the other firm talk with each other. For example, they might listen for language that reflects risk-taking and entrepreneurship rather than careful, bureaucratic decision making.

Rituals and ceremonies. Executives should pay attention to the programmed routines of daily organizational life (rituals) because they dramatize the organization's culture. For example, they should note how people (not just themselves) are greeted as visitors, how employees interact, how meetings begin, how decisions are made, and so on. The executives may not have the opportunity to observe ceremonies—planned activities conducted specifically for the benefit of an audience—but they can ask employees about them. For example, they might ask about events that celebrate a new product launch, employee awards and the like.

Organizational stories. Corporate culture can be deciphered from stories about past corporate incidents (good or bad ones). To apply this strategy, senior executives need to learn through interviews about critical events in the other firm's past, particularly heroic or bizarre events that capture attention and reflect effective (or ineffective—with negative consequences) events in the organization.

As mentioned, a bicultural audit includes carefully examining artifacts of each organization. In this question, students have been advised that the acquiring company's culture is known, so they should focus on what executives should look for in the acquiring company. The textbook describes four broad categories of corporate culture artifacts. Students can describe these in the context of the bicultural audit.

172. (p. 385-387 & 390-391) A bicultural audit diagnoses cultural relations between the companies and determines the extent to which cultural clashes will likely occur. The process begins with interviews, questionnaires, focus groups and observation of cultural artifacts to identify cultural differences between the merging companies. Next, the audit data are analyzed to determine which differences between the two firms will result in conflict and which cultural values provide common ground on which to build a cultural foundation in the merged organization. The final stage of the bicultural audit involves identifying strategies and preparing action plans to bridge the two organizations' cultures.

Physical structures and space. The size, shape, location and age of buildings may symbolize the organization's culture. For example, a tall building with closed offices and senior executive offices on the top floor often reflects a hierarchical, bureaucratic organization. Along with the physical structure, your friend should look at artifacts inside the building, such as paintings, office space, cafeteria food, and so on.

Organizational language. Language transmits and sustains shared values through metaphors and other special vocabularies that represent the employees' perspectives of reality. Your friend should listen closely in interviews as well as when employees at the firm talk with each other. For example, he or she might hear employees address a manager in a formal way, suggesting a status-oriented culture.

Rituals and ceremonies. Your friend should pay attention to the programmed routines of daily organizational life (rituals) because they dramatize the organization's culture. For example, he or she should note how people are greeted as visitors, how employees interact, how meetings begin, how decisions are made, and so on. The friend may not have the opportunity to observe ceremonies—planned activities conducted specifically for the benefit of an audience—but he or she can ask employees about them. For example, your friend might ask about events that celebrate a new product launch, employee awards and the like.

Organizational stories. Corporate culture can be deciphered from stories about past corporate incidents (good or bad ones). To apply this strategy, job applicants need to learn about critical events in the company's past, particularly heroic or bizarre events that capture attention and reflect effective (or ineffective—with negative consequences) events in the organization. For example, your friend might ask for past copies of the company newsletter. Some stories are found there. The friend might also ask during the interviews about the founder and other stories.

173. (p. 385-387) The textbook describes four distinct types of artifacts for deciphering organizational culture. Students should briefly describe any three to answer this question. However, their answer should specifically identify ways to apply these strategies.

Physical structures and space. The size, shape, location and age of buildings may symbolize the organization's culture. For example, a low-rise, open-space building communicates and supports teamwork more than a tall office tower with closed offices.

Organizational language. Language transmits and sustains shared values through metaphors and other special vocabularies that represent the employees' perspectives of reality. Senior executives can communicate teamwork values by encouraging language that supports this value. They might consistently use phrases that assume teamwork as a norm throughout the firm.

Rituals and ceremonies. Rituals are the programmed routines of daily organizational life that dramatize the organization's culture. This can communicate a teamwork culture through everyday activities, such as having group information sessions or having employees work together on many activities. Ceremonies are planned activities conducted specifically for the benefit of an audience. Teamwork might be communicated by having team spirit awards or by having special events that celebrate the value of teams in the company.

Organizational stories. Corporate culture can be communicated by stories about past corporate incidents (good or bad ones). To apply this strategy, job applicants need to learn about critical events in the company's past, particularly heroic or bizarre events that capture attention and reflect effective (or ineffective—with negative consequences) events in the organization. For example, the company newsletter might feature an incident in which an employee solved a client's problem only after pulling together several people in the organization. This would illustrate through a story the value of teamwork.

174. (*p. 385-387*) Some students might answer this by describing the ways to strengthen corporate culture (e.g. actions of founders, reward systems, selecting employees, etc.). Although that information is not completely incorrect (e.g. rewards are artifacts), the question specifically asks students to identify three different types of artifacts to change. Thus, the best answer discusses any three of the four broad categories of artifacts described earlier in the chapter.

Third, the benefits of a strong corporate culture can diminish if it becomes so strong that dissenting values are suppressed. These dissenting values provide the foundation for more appropriate values in the long term and they help the organization to maintain ethical standards.

Second, the benefits of a strong corporate culture can diminish if it becomes so strong that employees are unable to break out of the dominant mental model. In other words, the stronger the culture, the more it blinds people to other perspectives.

First, the firm's dominant values must be compatible with the external environment. When an organization's culture does not fit its environment, employees have difficulty responding to and anticipating the needs of the company's stakeholders.

Next, students should explain that strong cultures are potentially effective because they provide a form of social control, create common bonds among employees and make it easier for employees to make sense of organizational events. However, strong cultures are only effective if the following conditions exist.

175. (*p. 387-389*) The accuracy of this statement depends on the situation. Students should briefly define what we mean by "strong" corporate culture. Specifically, they should state that the strength of an organization's culture refers to how many people accept the firm's dominant values; how strongly, deeply and intensely they believe in these values; and how long these values have dominated in the organization.

Lastly, some companies have a strong culture, but they do not have an adaptive culture. An adaptive culture focuses employees on the changing needs of customers and other stakeholders and supports initiative and leadership to keep pace with these changes. Without an adaptive culture, employees are resistant to change and, consequently, will not adapt to a changing environment.

Third, the stronger the culture, the more it suppresses dissenting values. In the long term, this prevents organizations from nurturing new cultural values that might emerge into dominant values as the environment changes. For this reason, corporate leaders need to recognize that healthy organizations have subcultures with dissenting values that may produce dominant values in the future.

Second, a company's culture might be so strong that employees blindly focus on the mental model shaped by that culture. Mental models produce a set of assumptions on which we base our decisions and actions. When an organization's culture intensely emphasizes customer service, for example, employees tend to see problems as customer service problems even though some are really problems about efficiency or technology. Thus, strong cultures might cause decision makers to overlook or incorrectly define subtle misalignments between the organization's activities and the changing environment.

First, a strong culture is ineffective if the values, beliefs and assumptions are incompatible with the external environment. For example, an organization with a strong technological efficiency culture will be more effective if this helps the organization to adapt better to the external environment and satisfy the needs of dominant stakeholders. In contrast, cultural values that are incompatible with the external environment will steer the organization away from the direction it should be headed and encourage employees to engage in behaviours that are dysfunctional in the long term.

176. (p. 387-389) Organizations with strong cultures are potentially more effective than those with weak cultures. However, strong cultures can create problems under four conditions. Students may identify any three of these for this question.

Fourth. Adaptive cultures are proactive and quick to respond to changes in their environment. Employees will seek out opportunities. They also act quickly to learn through discovery.

Third. Employees in organizations with adaptive cultures have a strong sense of ownership. They feel personally responsible for the organization's performance, and willingly accept that responsibility

Second. Employees pay as much attention to organizations processes as they do organizational goals. This means they are committed to continuously finding ways to improve internal processes.

First. Adaptive cultures have an external focus. The employees hold a common mental model that the organization's success depends on continuous change that supports all stakeholders.

177. (p. 390) Students might begin by defining what adaptive cultures are, in general terms, then describe the four specific characteristics mentioned in the text. Adaptive cultures have employees that focus on the changing needs of customers and other stakeholders, as well as support initiatives to keep pace with those changes.

d. An organization's culture is weakened when it does not carefully select and socialize new employees. Hiring people whose own beliefs and values are different from the corporate culture will likely lead to countercultural groups that overshadow the dominant values. Alternatively, these new employees may experience role conflict and leave the company more quickly. This would also hamper the company's ability to strengthen its culture. The lack of socialization of newcomers would lengthen the time required for them to understand and accept the dominant values.

c. Failing to align artifacts with the organization's culture can weaken the culture. Organizations have to manage artifacts carefully, because it is artifacts which keep the culture in place. Artifacts also send signals and clues to stakeholders about what the shared values and assumptions are in a given organization. Altering artifacts without considering the effects on the overall culture can potential harm or change the overall culture.

b. Introduce culturally inconsistent rewards. If the existing culture emphasizes efficiency, then shift the reward system so that employees who strive for efficiency (rather than, say, customer service) are not rewarded as well.

a. Organizational culture is weakened whenever top management acts inconsistently. This occurs when senior managers lack transformational leadership skills—they do not espouse a single vision and do not walk the talk—or there is high turnover of senior management. Under these conditions, employees receive mixed signals about the values and beliefs that they should hold.

178. (p. 393-395) Students should answer this by applying the opposite of the four strategies for strengthening organizational culture described in the textbook. A possible answer is presented below.

Attrition. If individuals are hired who do not share the values of the dominant culture, and value incongruence becomes is high enough, those employees will be motivated to seek out alternate employment elsewhere in order to minimize internal role conflict. This attrition process contributes to perpetuating a workforce that comprises mostly of individuals who share the same values as those found in the company's culture.

Selection. Even during the employment selection stage, companies factor-in the person's "fit" with the established culture. This focus on values congruence has the effect of weeding out those who hold differing values found in the established organizational culture. Rather than providing a mix of values, this practice tends to homogenize and perpetuate an organization's established culture.

Attraction. All organizations communicate their cultures (values) via artifacts which are visible to others in the community. These provide information to prospective job applicants about the organization's values. The resulting information leads applicants to a form of self-selection when they avoid companies that seem to have values which are incompatible with their own. Conversely, this same process encourages those who share the same values with the company to apply for jobs. The attraction component of the theory ensures the established culture is maintained.

179. (p. 395) This answer requires students to describe how each of the three parts of the theory contributes to maintaining an organization's culture.

180. (p. 392-393) The integration strategy involves combining the two cultures into a new composite culture that preserves the best features of the previous cultures. It is slow and potentially risky, because there are many forces preserving the existing cultures. Integration is most effective when the two companies have relatively weak cultures or when their cultures include several overlapping values. Integration also works best when people realize that their existing culture is ineffective and they are therefore motivated to adopt a new set of dominant values.

The main reason why this strategy should be applied is that the companies operate in different industries and, consequently, may have different environments requiring different cultures.

181. (p. 392-393) The most appropriate merger strategy in this situation is probably separation. The separation strategy involves leaving the merged companies as distinct entities with minimal exchange of culture or organizational practices. In other words, the two companies are sufficiently independent that the acquired firm can maintain its existing culture.

Finally, even if job applicants receive accurate information from employers, they might engage in postdecisional justification. After the decision to accept employment has been made, new hires subconsciously increase the importance of favourable elements of the job and justify or completely forget about some negative elements. At the same time, they reduce the quality of job offers that they turned down. The result is that they develop higher expectations of the job than they will actually experience during the encounter stage.

More indirectly, applicants may become disillusioned if their skills are poorly matched to the job, resulting in frustration and demoralization. Poor selection decisions may occur when applicants emphasize favourable employment experiences and leave out less favourable events in their career. This provides employers with inaccurate data, thereby weakening the quality of organizational selection decisions. Poor selection decisions also occur when employers avoid asking certain questions or using potentially valuable selection devices because they might put the organization in a bad light.

182. (p. 397-398) It is certainly possible that some organizations are dishonest with job applicants. This occurs because the employer's need to attract qualified applicants conflicts with the applicant's need for complete information to make accurate employment decisions. The psychological contract becomes distorted when employers provide only favourable information, causing applicants to accept job offers on the basis of incomplete or false expectations. However, some of the students' disillusionment may be due to other causes of information distortion between the employer and job applicant. One situation would be where applicants avoid asking important questions because they convey an unfavourable image. Yet, unless they ask these sensitive questions, applicants might form incorrect expectations based on ambiguous information.

Thus, the statements made by the sales management team are likely inaccurate. The company might attract more applicants with a recruitment process that emphasizes the positive and hides the negative. However, turnover will probably be higher, thereby resulting in higher costs. Those who stay with the firm will have lower trust because contrary to the opinion of sales managers, employees will believe that the company should have provided more complete and accurate information. The exit interviews seem to support this idea.

183. (p. 398-399) The human resources group is basically suggesting that the recruitment brochures and other job applicant activities provide a more realistic job preview. Realistic job previews (RJPs) occur when job applicants receive a realistic balance of positive and negative information from the employer about the nature of the job and work context. The basic premise of RJPs is that rather than 'selling' the job, organizations should provide all pertinent information without distortion to job applicants. RJPs improve organizational socialization by ensuring that applicants develop more accurate pre-employment expectations. This reduces reality shock and increases job satisfaction and organizational commitment. RJPs represent a type of vaccination by preparing employees for the more challenging and troublesome aspects of work life.

14 Summary

<u>Category</u>	<u># of Questions</u>
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Difficulty: Easy	56
Difficulty: Medium	107
Gradable: automatic	168
Gradable: manual	15
Learning Objective: 1	39
Learning Objective: 2	30
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15

1. The main objective of force field analysis is to help change agents to:
 - A. identify ways to force employees to change their behavior.
 - B. find ways to increase the driving forces for change.
 - C. diagnose the situation better by understanding the driving and restrain proposed organizational change.
 - D. determine whether change is necessary at all.
 - E. do none of these things.
2. The force field analysis model includes all of the following EXCEPT:
 - A. constraining forces.
 - B. driving forces.
 - C. unfreezing.
 - D. refreezing.
 - E. restraining forces.
3. Which model of organizational change explicitly refers to unfreezing the current situation and refreezing the desired state?
 - A. Parallel learning structures
 - B. Future search analysis
 - C. Appreciative inquiry
 - D. Thermal dynamics model
 - E. Force field analysis
4. The concepts of unfreezing and refreezing the system are mainly represented in:
 - A. Lewis's reaction research model.
 - B. Lewin's force field model.
 - C. appreciative inquiry.
 - D. customer-driven change.
 - E. the diffusion of change process.
5. Unfreezing refers to:
 - A. getting one's own way in organizational politics.
 - B. a management practice used to discourage newcomers from staying with the organization.
 - C. ensuring that the change effort is diffused to others within the organization.
 - D. improving organizational communication.
 - E. producing a disequilibrium between the driving and restraining forces of change.
6. In organizational change, unfreezing may occur by:
 - A. increasing the restraining forces.
 - B. increasing the driving forces.
 - C. reducing the urgency to change.
 - D. reducing the restraining forces.
 - E. both increasing the driving forces AND reducing the restraining forces.
7. Increasing the driving forces and reducing the restraining forces tends to:
 - A. reduce the need for change.
 - B. unfreeze the status quo.
 - C. refreeze the status quo.
 - D. increase environmental stability.
 - E. equilibrium.

8. Refreezing refers to:
 - A. getting one's own way in organizational politics.
 - B. a management practice used to discourage newcomers from staying with the organization.
 - C. aligning the organization's systems with the desired behaviours to support and reinforce the new role patterns.
 - D. repeating the change process a second time, because the first attempt to freeze the changes were unsuccessful.
 - E. producing a disequilibrium between the driving and restraining forces of change.
9. According to a recent study of employees at two Canadian banks _____ resistance is much more common than _____ resistance.
 - A. explicit; implied
 - B. subtle; overt
 - C. systemic; localized
 - D. overt; subtle
 - E. individual; organizational
10. The textbook suggests that resistance to change represents:
 - A. a resource rather than an impediment to change.
 - B. incidents in which employees are happy with the status quo and do not want any change in their organization.
 - C. the change agent's distorted perceptions of employee behavior based on their own doubts about the success of the change process.
 - D. indications that change is not required in the organization.
 - E. Resistance to change represents all of these statements.
11. One of the main problems with employee resistance is that:
 - A. it decreases environmental stability.
 - B. it undermines the authority of management.
 - C. it wastes valuable time and other precious organizational resources.
 - D. change agents view it as an unreasonable, dysfunctional, and irrational response.
 - E. All of the above apply.
12. The chief executive of a large telecommunications company wanted to restructure the organization so product leaders would have more power than the executives in charge of each region. The regional executives tried to prevent this restructuring because it would weaken their power and possibly reduce their salaries in the long term. This action by the regional executives is mainly an example of resistance due to:
 - A. fear of the unknown.
 - B. saving face.
 - C. direct costs.
 - D. breaking routines.
 - E. incongruent organizational systems.
13. Which of the following types of resistance to change is often a deliberate strategy to 'prove' that the decision is wrong or that the change agent is incompetent?
 - A. Direct costs
 - B. Saving face
 - C. Fear of the unknown
 - D. Breaking routines
 - E. Incongruent organizational systems

14. Resistance to organizational change may be caused by:
 - A. employee perceptions that the new conditions have higher costs and fewer benefits for them.
 - B. the psychological cost of uncertainty about the personal risks involved in the change.
 - C. employees wanting to prove that change effort won't work because they dislike the change agent or the action is contrary to their recommendations.
 - D. All of these may cause resistance to change.
 - E. None of these causes resistance to change.
15. Employees tend to resist change when:
 - A. they work in a place where rewards and other control systems are incongruent with the new state of affairs.
 - B. they perceive that the new state of affairs will have higher direct costs or lower benefits than the existing situation.
 - C. they perceive that they lack the necessary skills required in the new state of affairs.
 - D. All of these may cause resistance to change.
 - E. None of these causes resistance to change.
16. Increasing the restraining forces and reducing the driving forces tends to:
 - A. reduce the likelihood of change.
 - B. unfreeze the status quo.
 - C. create an urgency to change.
 - D. decrease environmental stability.
 - E. have none of these effects.
17. Increasing the restraining forces and reducing or removing the driving forces would:
 - A. remove any resistance to change.
 - B. make the change process more difficult to implement.
 - C. have no effect on the change process.
 - D. give the change agent more power in the change process.
 - E. make the change process easier to implement.
18. Decreasing the driving forces and increasing the restraining forces:
 - A. are the main recommendations of appreciative inquiry.
 - B. makes the change process easier to implement.
 - C. represents the first step in the change process.
 - D. give the change agent more power in the change process.
 - E. are related to none of these statements.
19. According to force field analysis, organizational change is more likely to occur by:
 - A. increasing the driving forces and decreasing the restraining forces
 - B. decreasing the process forces and increasing the driving forces.
 - C. increasing the driving forces and increasing the restraining forces.
 - D. increasing both the driving forces and the restraining forces.
 - E. Force field analysis says that none of these will assist organizational change.
20. According to force field analysis, the preferred strategy for unfreezing the status quo is to:
 - A. remove the driving forces for change.
 - B. introduce parallel learning structures.
 - C. increase the driving forces and reduce or remove the restraining forces.
 - D. increase the driving and restraining forces.
 - E. strengthen existing systems and team dynamics.
21. Which of these statements about driving forces is FALSE?
 - A. Many driving forces are unknown to employees beyond the top ranks of the organization.
 - B. Some driving forces, such as the existence of a competitor, are well known to employees.
 - C. Driving forces should be created by leaders if there are no reasons for change.
 - D. Customer expectations represent a powerful driver for change.
 - E. Organizational change is more likely to occur if employees experience reasonably strong driving forces.

22. Which of these statements about managing change is FALSE?
- A. Employees are less likely to resist change when change agents mainly increase the driving forces for change.
 - B. Employees who develop an urgency for change tend to increase their motivation to change.
 - C. Change is more successful when the restraining forces are reduced.
 - D. Unfreezing the status quo occurs when change agents create a disequilibrium between the driving and restraining forces.
 - E. Force field analysis includes the ideas of unfreezing the status quo and refreezing the desired conditions.
23. Creating an urgency to change is most closely associated with:
- A. the delivering stage of appreciative inquiry.
 - B. the final stage of a search conference.
 - C. the process of reducing the restraining forces.
 - D. the process of increasing the driving forces.
 - E. refreezing the desired conditions.
24. Senior executives at a large retail organization want employees to become more customer-friendly. Employees think they are serving customers well enough and the company is the dominant player in the market. What should the executives do in this situation?
- A. Stop trying to convince employees that they should change.
 - B. Keep pushing employees to change even though they don't see the need to change.
 - C. Threaten to fire employees who do not become more customer-friendly.
 - D. Find information in the external environment indicating that the company's dominant position will be threatened unless they become more customer-friendly.
 - E. Do none of these things.
25. The highest priority and first strategy required for any organizational change is to:
- A. fire several senior executives in the organization.
 - B. introduce stress management counseling.
 - C. train employees who do not possess the skills required under the new conditions.
 - D. communicate the need for change and keep employees informed about what they can expect from the change effort.
 - E. negotiate a new set of relations among those who will clearly lose out from the change.
26. Which of the following is NOT an effective strategy to unfreeze the status quo?
- A. Educating employees about the change effort.
 - B. Strengthening existing team norms and organizational systems.
 - C. Encouraging employees to participate in the change process.
 - D. Providing formal stress management programs to help employees to cope with the change.
 - E. Negotiating alternative benefits for employees who will clearly lose out by the change.
27. What change management strategy should be a priority when employees need to break old routines and adopt new role patterns?
- A. Coercion
 - B. Employee involvement
 - C. Learning
 - D. Stress management
 - E. Negotiation
28. When managing change, learning interventions should be used:
- A. to break routines that cause resistance to change.
 - B. when incongruent organizational systems reinforce past behaviors and cause resistance to new behaviors.
 - C. when employees resist change due to direct costs.
 - D. in all change management activities.
 - E. only when all other strategies have failed.

29. In organizational change, employee involvement should be used:
- A. when other strategies are ineffective and the company needs to change quickly.
 - B. when employees need to break old routines and learn new role patterns.
 - C. every time the organization needs to change.
 - D. when employees will clearly lose something of value and the company must change quickly.
 - E. when the company needs more employee commitment to the change and has sufficient time.
30. To reduce the restraining forces, which of the following should be applied in the most logical order presented?
- A. Negotiate, involve, communicate,
 - B. Coerce, negotiate, and manage stress
 - C. Learning, involve, communicate
 - D. Communicate, learning, involve
 - E. Coerce, involve, negotiate,
31. The textbook describes several strategies to initiate change. Which two of these strategies should be applied when every other strategy has failed?
- A. Communication and negotiation
 - B. Coercion and negotiation
 - C. Stress management and employee involvement
 - D. Coercion and stress management
 - E. Learning and communication
32. One problem that communication, learning, and employee involvement have in minimizing resistance to change is that:
- A. they tend to change people too quickly.
 - B. they are rarely effective at minimizing resistance to change.
 - C. they create compliance but not commitment to the change process.
 - D. they are time-consuming.
 - E. they change people too quickly.
33. Which of the following strategies for minimizing resistance to change should be used when all other strategies are ineffective?
- A. Coercion
 - B. Negotiation
 - C. Stress management
 - D. Abandonment of change
 - E. Indoctrination
34. BusCorp wants to introduce a new procedure for processing customer requests. If this change will require employees to break old routines and adopt new role patterns, the preferred strategy for dealing with resistance to this change is:
- A. communication.
 - B. learning.
 - C. stress management.
 - D. negotiation.
 - E. coercion.
35. Suppose that a coalition of employees will clearly lose out from the change and they have enough power to scuttle the change effort. Assuming that the change effort can proceed slowly, the preferred strategy for dealing with this type of resistance to change is:
- A. communication
 - B. employee involvement
 - C. stress management
 - D. negotiation
 - E. coercion

36. Which of the following organizational change strategies should be applied only when time is limited and other options are unlikely to succeed?
- A. Employee involvement
 - B. Stress management
 - C. Negotiation
 - D. Coercion
 - E. Communication
37. Which of the following helps to refreeze the desired change?
- A. Altering reward systems to reinforce the new behaviors and attitudes rather than previous practices.
 - B. Recalibrating feedback systems so that they focus on the new priorities and performance goals.
 - C. Providing information and support to reaffirm the new practices.
 - D. Establishing team norms that are compatible with the change.
 - E. All of these can refreeze the desired change.
38. Change agents are:
- A. management consultants.
 - B. transformational leaders.
 - C. employees who are committed to change.
 - D. anyone who possesses enough knowledge and power to guide and facilitate the change effort.
 - E. Anyone who is not opposed to change.
39. In the organizational change process, a strategic vision:
- A. tends to confuse employees and increase resistance to change.
 - B. should be applied only when all other change management approaches have failed.
 - C. minimizes fear of the unknown and clarifies which behaviours are required.
 - D. represents the second stage of action research.
 - E. Strategic vision is not relevant to the change process.
40. Change agents can be:
- A. someone who is a transformational leader.
 - B. someone who possesses enough knowledge about the change activity.
 - C. employees.
 - D. consultants.
 - E. All of these may be change agents.
41. In the context of organizational change, transformational leaders:
- A. prefer using coercion to reduce resistance to change.
 - B. rely on appreciative inquiry rather than action research as the blueprint for change.
 - C. are usually ineffective change agents.
 - D. are all of these.
 - E. are none of these.
42. Which of these conditions tends to aid the diffusion of change to other parts of the organization?
- A. The pilot project has received favourable media attention.
 - B. Top management is committed to the change.
 - C. Participants in the pilot project are able to explain the process easily enough to people in other parts of the organization.
 - D. Union leaders have been involved in the change effort.
 - E. All of these tend to aid the diffusion of change.
43. Which of these conditions LIMITS the diffusion of change to other parts of the organization?
- A. The pilot project is successful within the first couple of years.
 - B. Top management is committed to the change.
 - C. Every employee involved in the pilot project stays with the pilot project rather than being moved to other areas of the organization.
 - D. The union leadership supports the change effort.
 - E. All of these limit the diffusion of change.

44. The diffusion of change using a pilot project is more likely to succeed when:
- A. the pilot study was successful.
 - B. employees have the ability-required skills and knowledge to adopt the practices introduced in the pilot project.
 - C. pilot study managers are transferred to other areas of the organization.
 - D. all of these exist.
 - E. none of these exist.
45. Action research is a highly _____ process.
- A. dangerous
 - B. appreciative
 - C. participative
 - D. coercive
 - E. reflective
46. Action research is a _____ change process.
- A. a coercive
 - B. a problem-focused.
 - C. an autocratic
 - D. a parallel organization
 - E. a consultant-free
47. Which of the following practices tend to make it more difficult to bring about organizational change?
- A. Appreciative inquiry
 - B. Large group interventions
 - C. Action research
 - D. All of these make organizational change more difficult.
 - E. None of these makes organizational change more difficult.
48. The action research approach to organizational change states:
- A. that change interventions should be well-established rather than experimental.
 - B. that change is a combination of luck and past experience.
 - C. that the change process should focus on the positive by ignoring the problems.
 - D. that change is most effective when controlled and decided exclusively by top management.
 - E. The action research approach states none of these.
49. What do parallel learning structure and future search events have in common?
- A. Both focus on opportunities, not problems.
 - B. Both are unethical practices.
 - C. Both encourage employee involvement in the change process.
 - D. Both rely on technology to facilitate change through an external consultant.
 - E. Action research and search conferences have nothing in common because they are opposite practices.
50. Which change management practice encourages employee involvement?
- A. Appreciative inquiry
 - B. Action research
 - C. Parallel learning structures
 - D. All of these encourage employee involvement.
 - E. Future search and action research encourage employee involvement, whereas parallel learning structures do not rely on employee involvement.
51. Action research is:
- A. the theoretical foundation for appreciative inquiry.
 - B. a form of team building.
 - C. a highly participative process of planned change.
 - D. a social structure created alongside the formal organization for the purpose of refreezing the desired conditions.
 - E. None of these describes action research.

52. According to the action research model, what occurs before diagnosing the need for change?
- A. Agree on a fee for the consultant's services.
 - B. Evaluate the effectiveness of the change effort.
 - C. Establish the client-consultant relationship.
 - D. Stabilize the change effort so that employees do not revert to their old ways of working.
 - E. Apply the intervention.
53. Which of the following is NOT a feature of action research?
- A. The goal is to bring about change.
 - B. The change process tests theory.
 - C. The change process should involve employees.
 - D. The change process is most successful when people reveal their inner secrets.
 - E. The approach recognizes that organizations are open systems.
54. Which approach to organizational change explicitly embraces the dual philosophy that change is both applied change and theory testing?
- A. Appreciative inquiry
 - B. Search conferences
 - C. Parallel learning structures
 - D. All of these embrace this dual philosophy.
 - E. None of these embraces this dual philosophy.
55. The philosophy of positive organizational behaviour provided a deep grounding for:
- A. parallel learning structures.
 - B. action research.
 - C. appreciative inquiry.
 - D. force field analysis.
 - E. Positive organizational behaviour is deeply grounded in none of these practices.
56. Which organizational change intervention is best known for its problem-solving approach to change?
- A. Paralegal learning structures
 - B. Process consultation
 - C. Force field analysis
 - D. Action research
 - E. Appreciative inquiry
57. Which of the following is NOT a key principle of appreciative inquiry?
- A. Constructionist
 - B. Anticipatory
 - C. Poetic
 - D. Asynchronous
 - E. Positive
58. What key principle of appreciative inquiry states that organizations are open books, so we have choices in how they may be perceived, framed and described?
- A. Literal principle
 - B. Figurative principle
 - C. Poetic principle
 - D. Book principle
 - E. Open page principle
59. The four stages of appreciative inquiry, in order, are:
- A. problem identification, envisioning, choosing the best solution, appreciating.
 - B. dialoguing, innovating, creating, appreciating.
 - C. problem identification, causal analysis, recommended solutions, choosing the best solution.
 - D. discovery, dreaming, designing, delivering.
 - E. None of these states the four stages in order.

60. Appreciative inquiry begins by:
- A. determining the cause of the problem.
 - B. determining whether there is a problem that needs to be fixed.
 - C. involving employees in the process of refreezing.
 - D. identifying the positive elements of an organization or work unit that is performing well.
 - E. creating a common image among participants of what should be in their own organization.
61. Discovery, dreaming, designing and delivering are the four stages of:
- A. parallel learning structures.
 - B. force field analysis.
 - C. action research.
 - D. future search events.
 - E. None of these activities.
62. In organizational change, future search events mainly:
- A. coerce employees to accept the change.
 - B. involve employees and build commitment to the change process.
 - C. give executives the opportunity to negotiate with employees to accept the changes.
 - D. train employees in the skills required for the change process.
 - E. refreeze the desired conditions.
63. Which of the following organizational change activities is identified with "bringing the entire system into the room"?
- A. Future search conferences
 - B. Action research
 - C. Appreciative inquiry
 - D. Force field analysis
 - E. Parallel learning structures
64. Of what value are future search events in organizational change?
- A. They are an effective form of coercion so that employees agree to abide by the change process.
 - B. They mainly select the best person to serve as the change agent for the process.
 - C. They build commitment to the change process by involving as many employees as possible.
 - D. They interfere with the change process and therefore should be avoided whenever possible.
 - E. They are mainly a forum whereby senior executives can tell employees about their future corporate plans.
65. A parallel learning structure:
- A. is a feature of all organizational change interventions.
 - B. includes highly participative teams constructed alongside the formal organizational hierarchy.
 - C. exists in organizations where employees work in two or more buildings.
 - D. is mostly comprised of senior management and some professional staff members.
 - E. All of these statements describe a parallel learning structure.
66. A major consumer-products company wanted to create a more entrepreneurial and marketing-oriented culture. After failing to bring about the change through middle management, senior executives worked directly with selected teams of front-line employees. These teams, which represented each area of the organization, worked on special projects outside the normal organizational structure. This intervention is closest to which organizational change strategy?
- A. Appreciative inquiry
 - B. Process consultation
 - C. Parallel learning structures
 - D. Action research
 - E. Search conferences

67. ABC Corp. selected employees from across the organization to find new ways to serve customers. The team operated independently of the main organization and experimented with new service delivery approaches. This team is most similar to:
- A. the action research approach to organizational change.
 - B. a parallel learning structure.
 - C. the appreciative inquiry approach to organizational change.
 - D. the process of diffusing organizational change.
 - E. the process of creating an urgency to change.
68. Which of the following statements about organizational change interventions is FALSE?
- A. Ethical issues are rarely a concern with organizational change interventions.
 - B. Organizational change activities that work well in North America may not work as well in Asia.
 - C. Organizational change techniques in North America view change as linear, punctuated by tension and conflict.
 - D. Organizational change interventions that encourage open dialogue and conflict tend to work better in . cultures with low power distance and low collectivism.
 - E. Organizational change interventions that encourage open dialogue and conflict may threaten individual privacy rights.
69. Which of the following statements about the force field model is TRUE?
- A. It is equally applicable in any cultural setting.
 - B. It views change as linear.
 - C. It views change as continuous and cyclical by nature.
 - D. The model has no inherent cultural dimensions.
 - E. Both "A" and "D" are true.
70. What are some of the ethical issues associated with organizational change practices that are discussed in your text?
- A. They run the risk of violating individual privacy rights.
 - B. They could potentially increase management's power.
 - C. They could be discriminatory.
 - D. All of the above are ethical issues associated with organizational change practices.
 - E. Only "A" and "B" apply.
71. In force field analysis, stability occurs when the driving forces and restraining forces are roughly of equal strength in opposite directions.
True False
72. The force field analysis model states that stability is achieved only when the driving forces for change subside and are replaced by restraining forces acting in the same direction.
True False
73. In Lewin's force field analysis model, refreezing involves producing a disequilibrium between the current and unfrozen state.
True False
74. In Lewin's force field analysis model, refreezing occurs when the organization's systems and structures are aligned with the desired behaviors.
True False
75. Employee resistance to change most often takes the form of overt work behaviours.
True False
76. According to some experts, the subtle forms of resistance create the greatest obstacles to change because they are not as visible.
True False

77. Employee resistance to change is a dysfunctional and irrational response to a desirable initiative which should be eliminated in modern organizations.
True False
78. Resistance to change potentially engages people to think about the change strategy and process.
True False
79. Resistance to change is a form of dysfunctional conflict that must be nullified.
True False
80. When encountering resistance, change agents should view it as a resource, rather than an impediment to their change effort.
True False
81. If change agents adopted the view that resistance is a resource and harnessed its motivational force, they could strengthen commitment to change initiatives.
True False
82. In some situations, resistance to change occurs when employees are worried about the consequences of change.
True False
83. People sometimes resist change because they have concerns about the process of change itself.
True False
84. Direct costs, fear of the unknown, and incongruent organizational systems are all sources of resistance to change.
True False
85. Fear of the unknown usually motivates employees to support organizational change, because maintaining the status quo would be worse.
True False
86. One reason why employees resist change is that they dislike predictable role patterns.
True False
87. Organizational systems such as, rewards, patterns of authority, career paths, and selection criteria are not reasons why employees resist change, because the choice to resist is internal rather than externally-based.
True False
88. To minimize resistance to change, change agents need to reduce the restraining forces and increase the driving forces.
True False
89. Unfreezing occurs by making the driving forces stronger than the restraining forces.
True False
90. The preferred strategy for unfreezing the current situation is to increase the restraining forces and reduce or remove the driving forces.
True False
91. By creating a sense of urgency for change, change agents are motivating employees to change towards the new conditions.
True False
92. To bring about effective change, leaders must create an urgency to change internally rather than rely on forces outside the organization to create that urgency
True False

93. Customer feedback provides a human element that energizes employees to change their current behaviour patterns.
True False
94. The urgency for change must always be initiated from a problem-oriented perspective in order to be effective.
True False
95. Communication should be applied to reduce resistance to change where the change must occur quickly with little financial cost.
True False
96. A minimalist communication strategy should always be used to facilitate organizational change, because it minimizes the potential for misunderstandings.
True False
97. One drawback with increased communication during the change process is that it also increases the level and sources of resistance.
True False
98. Coaching and other forms of learning reduce resistance to change mainly by helping employees break previous routines and develop new role patterns.
True False
99. One problem with negotiation is that it tends to produce compliance rather than commitment to the change process.
True False
100. Negotiation is the highest priority and first strategy required for any organizational change.
True False
101. The best way to manage resistance to change among those who will clearly lose out from the change is to introduce coercion practices.
True False
102. Coercion should never be used to manage change in organizations.
True False
103. Firing people and other forms of coercion are sometimes necessary to achieve change.
True False
104. Refreezing requires the establishment of organizational systems that are compatible with the desired change.
True False
105. Information systems and reward systems can help to refreeze the desired conditions in organizational change.
True False
106. Successful change requires a well-articulated and appealing vision of the desired future state.
True False
107. In most situations transformational leaders are the primary agents of change.
True False
108. Transformational leaders are agents of change.
True False
109. Pilot projects are usually more flexible and less risky than centralized, organization-wide programs.
True False

110. Organizational change is more successful if the change agent prevents its diffusion from one part of the organization to other parts.
True False
111. Diffusion of change is more likely to succeed if some people who have worked under the new system are moved to other areas of the organization.
True False
112. Diffusion of change is more likely to occur when employees are confused about their roles.
True False
113. Action research is the process of determining whether the change process is ethical or not.
True False
114. Action research is a problem-focused process of organizational change.
True False
115. Action research takes the view that organizational change is all about bringing about real change, not testing theory.
True False
116. Action research is a highly participative process.
True False
117. Action research adopts the emerging philosophy of positive organizational behaviour.
True False
118. Organizational diagnosis involves collecting and interpreting data about an ongoing system and feeding this data back to the client.
True False
119. Quantum change is most commonly applied in conjunction with employee involvement.
True False
120. Change experts recommend introducing quantum change when the organization wants to overhaul the system quickly and decisively.
True False
121. Compared with quantum change, incremental change interventions involve less risk to the organization and tend to produce less resistance among affected employees.
True False
122. Change agents should apply the action research model if they want to help people to break out of a problem-solving mentality and, instead, reframe relationships around the positive and possible.
True False
123. One of the main advantages of quantum change is that it is less risky than incremental change.
True False
124. Appreciative inquiry is deeply grounded in the emerging philosophy of positive organizational behaviour.
True False
125. Appreciative inquiry typically examines unsuccessful events, organizations and work units, to determine what pitfalls to avoid.
True False
126. A unique feature of appreciative inquiry is that it breaks away from the problem-solving mentality by reframing relationships around what is positive and possible.
True False

127. The constructionist principle of appreciative inquiry takes the position that conversations don't describe reality.
True False
128. The fourth principle of appreciative inquiry is called the poetic principle.
True False
129. The simultaneity principle in appreciative inquiry states that inquiry and change are simultaneous.
True False
130. The first step in appreciative inquiry is dreaming, in which participants envision what might be possible in an ideal organization.
True False
131. Discovery, dreaming, and delivering are the first three stages of appreciative inquiry.
True False
132. Future search events minimize resistance to change with little or no involvement from employees.
True False
133. Future search conferences are meetings among a small task force of senior executives who have been given the mandate to look for a change agent on a particular corporate strategy.
True False
134. Future search conferences are large group sessions, usually lasting a few days, in which participants identify the environmental trends and establish strategic solutions for those conditions.
True False
135. Future search events minimize resistance to change mainly as a form of employee involvement.
True False
136. One of the concerns with future search meetings is that they generate high expectations about an ideal future state that are difficult to satisfy in practice.
True False
137. A parallel learning structure is an organizational change intervention in which a social structure is constructed alongside the formal hierarchy to increase the organization's learning.
True False
138. An important feature of parallel learning structures is that they are social structures developed alongside the formal hierarchy with the purpose of increasing the organization's learning.
True False
139. Parallel learning structures are structures that primarily help employees learn on the job rather than in the classroom.
True False
140. The parallel learning approach model, built on the idea of collecting information from organizational members, raises concerns about the risk of violating individual privacy rights.
True False
141. An ethical problem with many organizational change programs is that management tends to lose power in the process.
True False
142. One ethical concern with some organizational change programs is that they may threaten the employee's self-esteem.
True False
143. Some organizational change practices run the risk of violating individual privacy rights.
True False

144. Many organizational change practices are built around Western cultural assumptions and values.

True False

145. Western organizational change models assume that change is a cyclical phenomenon.

True False

146. According to the force field analysis model, what is the best strategy to move the status quo to a desired state?

147. ACME Building Supplies is about to introduce a new customer service program that will affect all of its 200 sales and service employees. Job duties will be changed and the employee reward system will be altered to fit this new customer focus. Moreover, the company wants to improve the efficiency of work processes, thereby removing some of the comfortable (and often leisurely) routines that employees have followed over the years. Describe three types of forces resisting change that the company will potentially experience during this change process.

148. Comment on the accuracy of the following statement and explain your answer.

"Rewards, information technology, and other organizational systems can both assist and impede organizational change."

149. Until recently, employees at a regional building of a large telephone company were throwing out nearly two tons of rubbish every day. To reduce the amount of waste at the 12-storey building, a special task force was set up consisting of respected employees representing most areas within the building. The task force reviewed practices in other organizations and developed action plans to implement the changes. Employees received weekly information via email during the two months before the program started about what changes they should expect. Employees attended special sessions that showed them how to reduce paper waste by using both sides of paper, using scrap paper as memo pads, reusing office envelopes and relying more on email and voice mail than written memos. A special telephone hotline was set up so that employees could get answers to questions about recycling and ease their concerns about the change. The program also created barriers to wasteful behavior. Paper towels were replaced with electric hand dryers in the washrooms. Styrofoam cups were replaced with reusable mugs at each employee's desk. Wastepaper baskets in each cubicle were removed. In their place, employees were given tiny reusable bags to carry non-recyclables to specially marked trash cans located elsewhere in the building. The task force monitored waste every week and displayed the results on a large graph in the building entrance. What strategies did this company use to minimize resistance to change?
150. The CEO of a small manufacturing company (120 employees) recently heard about a large group intervention called future search which can bring about organizational change. The CEO says he wants to "put the entire system in the room" and use future search to convince employees that they need to reduce costs to remain competitive. The CEO has invited you, as a future search expert, to discuss what the future search process is and how well it might work for the CEO.
151. Suppose that you are an external organizational change consultant who has just received an invitation to work with a medium-sized retail firm. Describe the issues that you need to consider regarding the client-consultant relationship.
152. Outline the organizational change process based on the action research approach.

153. A large hotel is experiencing conflict and organizational politics among its managers. The hotel's customer service ratings are suffering, so managers are pointing to other departments as the cause of the problem. The conflicts and politics are further contributing to the customer service problems. The CEO of this hotel wants to apply the appreciative inquiry process to improve this situation. Describe the four stages of appreciative inquiry and describe what should happen in each stage. Be sure that your answer describes the appreciative inquiry process in the context of this hotel.
154. Describe the stages of appreciative inquiry and explain how it differs from traditional organizational change interventions.
155. Describe three ethical problems that may arise from organizational change activities.

15 Key

1. (p. 408) C
2. (p. 408-409) A
3. (p. 408-409) E
4. (p. 408-409) B
5. (p. 409) E
6. (p. 409) E
7. (p. 409) B
8. (p. 409) C
9. (p. 410) B
10. (p. 411) A
11. (p. 411) D
12. (p. 412-413) C
13. (p. 412) B
14. (p. 412-413) D
15. (p. 412-413) D
16. (p. 413) A
17. (p. 413) B
18. (p. 413) E
19. (p. 413) A
20. (p. 413) C
21. (p. 414) C
22. (p. 414-417) A
23. (p. 413-414) D
24. (p. 414) D
25. (p. 415) D
26. (p. 415-416) B
27. (p. 416) C
28. (p. 416) A
29. (p. 416) E
30. (p. 415-417) D
31. (p. 417) B
32. (p. 415-417) D
33. (p. 417) A
34. (p. 416) B
35. (p. 416) D
36. (p. 417) D

37. (p. 417) E

38. (p. 417) C

39. (p. 418) C

40. (p. 417-418) D

41. (p. 417) E

42. (p. 418-419) E

43. (p. 418) C

44. (p. 418-419) D

45. (p. 419) C

46. (p. 419) B

47. (p. 419) E

48. (p. 420-421) E

49. (p. 419-424) C

50. (p. 419-424) D

51. (p. 420) C

52. (p. 420) C

53. (p. 420-421) D

54. (p. 420-424) E

55. (p. 421) C

56. (p. 419-424) D

57. (p. 422) D

58. (p. 422) C

59. (p. 422-423) D

60. (p. 422) D

61. (p. 422-423) E

62. (p. 424) B

63. (p. 424) A

64. (p. 424) C

65. (p. 424) B

66. (p. 424) C

67. (p. 424) B

68. (p. 424-425) A

69. (p. 425) B

70. (p. 425) E

71. (p. 408-409) TRUE

72. (p. 408-409) FALSE

73. (p. 409) FALSE

74. (p. 409) TRUE

75. (p. 410) FALSE

76. (p. 410) TRUE

77. (p. 411) FALSE

78. (p. 411) TRUE

79. (p. 411) FALSE

80. (p. 411) TRUE

81. (p. 412) TRUE

82. (p. 411) TRUE

83. (p. 411) TRUE

84. (p. 412-413) TRUE

85. (p. 412) FALSE

86. (p. 413) FALSE

87. (p. 412-413) FALSE

88. (p. 413) TRUE

89. (p. 413) TRUE

90. (p. 413) FALSE

91. (p. 413-414) TRUE

92. (p. 414) FALSE

93. (p. 414) TRUE

94. (p. 414) FALSE

95. (p. 415-416) FALSE

96. (p. 415-416) FALSE

97. (p. 415-416) FALSE

98. (p. 416) TRUE

99. (p. 416) TRUE

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101. (p. 417) FALSE

102. (p. 417) FALSE

103. (p. 417) TRUE

104. (p. 417) TRUE

105. (p. 417) TRUE

106. (p. 417-418) TRUE

107. (p. 417) TRUE

108. (p. 417) TRUE

109. (p. 418) TRUE

110. (p. 418) FALSE

111. (p. 419) TRUE

112. (p. 419) FALSE

113. (p. 419) FALSE

114. (p. 419) TRUE

115. (p. 420) FALSE

116. (p. 420) TRUE

117. (p. 420) FALSE

118. (p. 411) TRUE

119. (p. 420) FALSE

120. (p. 420) TRUE

121. (p. 420) TRUE

122. (p. 420) FALSE

123. (p. 420) FALSE

124. (p. 421) TRUE

125. (p. 421) FALSE

126. (p. 421) TRUE

127. (p. 422) TRUE

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131. (p. 423) FALSE

132. (p. 424) FALSE

133. (p. 424) FALSE

134. (p. 424) TRUE

135. (p. 424) TRUE

136. (p. 424) TRUE

137. (p. 424) TRUE

138. (p. 424) TRUE

139. (p. 424) FALSE

140. (p. 424) FALSE

141. (p. 425) FALSE

142. (p. 425) TRUE

143. (p. 425) TRUE

144. (p. 425) TRUE

145. (p. 425) FALSE

146. (p. 409-413) The best strategy is to reduce the restraining forces (the sources of resistance to change) as well as increase the driving forces to employees. The reason for this is that if the change agent increases the driving forces alone (i.e. increases the forces for change without addressing the sources of resistance), then the restraining forces tend to increase to counterbalance the driving forces. For example, the more that management pushes for change, the more employees will resist. The result is a higher level of dysfunctional conflict within the organization. Increasing the driving forces does not mean creating new forces for change. Rather, it refers to the idea that employees need to become more aware of the external forces for organizational change.

Incongruent team dynamics. Work team norms may be incompatible with the desired change. At ACME, employees may have a strong norm that customers are 'a nuisance'. Conformity to this norm will inhibit and possibly jeopardize the desired change.

Incongruent organizational systems. Organizational systems might discourage employees from adapting new role patterns. This may be a problem at ACME, but the incident indicates that some organizational systems (e.g. rewards) will be changed to fit the desired change.

Breaking routines. Change necessarily involves abandoning some habits and learning new ones. Unfortunately, people are creatures of habit. They like to maintain routine role patterns that make life more predictable and less troublesome. Consequently, many people resist organizational changes that force them to abandon old ways and require investing time and energy learning new role patterns. This is likely to be a major source of resistance for ACME employees because the program will change many work processes and routines.

Fear of the unknown. Change is resisted because it involves facing uncertainty. This is likely to be another major source of resistance for ACME employees. The sales and service staff members might worry about lacking the necessary skills or losing valued work arrangements after the transition.

Saving face. Some people resist change as a political strategy to 'prove' that the decision is wrong or that the change agent is incompetent. This may be a source of resistance at ACME if employees responsible for customer service did not propose this intervention.

Direct costs. People resist change whenever they believe the new state of affairs will have higher direct costs or lower benefits than the existing situation. This will clearly be a problem for ACME because the changes will remove some of the easier tasks and will perhaps cost some employees financially through the altered reward system.

147. (p. 412-413) Students may answer this by describing any three of the types of employee resistance.

148. (p. 412-413) This statement is generally TRUE. Organizational systems include selection, training, rewards and other control systems that are deliberately introduced by the organization to promote stability and predictability. These systems are identified in the textbook as a source of resistance to organizational change and consequently, may be viewed as a 'foe.' Unless altered, the existing systems conflict with the change effort and may undermine its success. However, the organizational systems that create resistance to change are also vital elements in the refreezing process. To prevent employee behaviors from sliding back to the previous patterns, organizational systems need to be altered so they are compatible with the desired change.

Along with these activities, students might notice that this change activity realigned organizational systems with the desired behavior. Specifically, the workplace was changed in ways that supported waste reduction.

Coercion. There is no specific mention of coercion to reduce resistance to change.

Negotiation. There is no mention of negotiation in the incident, although this may have occurred.

Stress management. The telephone hotline served as a source of stress management by relieving employee concerns about the changes. Moreover, the task force members represented most parts of the building, so they may have also provided some support to concerned employees.

Employee involvement. A volunteer task force guided the program at each site and on each floor of the buildings. These were respected peers who served as role models and provided valuable input to the change process.

Training. Employees received training on how to reduce paper waste. They also had a telephone hotline to answer questions about recycling.

Communication. Employees received ongoing information in email notices about what they should expect as the change occurred. They also received feedback during the program about its level of success. This incident does not say whether employees were advised why the program was introduced, however.

149. (p. 415-417) This true incident at a telephone company highlights the importance of using multiple strategies to minimize resistance to change. The intervention was very successful, reducing non-recyclable waste by over 90 percent within one year. Students should identify each of the following strategies:

The CEO also needs to be aware that future search events and other forms of employee involvement require follow-up action by decision makers. If employees do not see meaningful decisions and actions resulting from these meetings, they begin to doubt the credibility of the process and are more cynical of similar change strategies in the future.

However, one concern is that the CEO wants to use the future search event to essentially impose his cost-cutting solution on employees. This strategy is inconsistent with future search conferences, which usually require senior executives to take a hands-off approach. They might have some influence through the type of invited speakers they bring in, but employees and other stakeholders effectively guide the content of recommended organizational change. After all, the process is one of employee involvement, not persuasion and negotiation.

Students need to consider a few issues regarding whether to apply future search conferences in this organization. The company has 120 employees, which is small enough that a future search conference could involve everyone if production schedules could be arranged appropriately for different groups of employees to attend. It is also large enough for the critical mass of a future search event.

Future search conferences are large group sessions, usually lasting a few days, in which participants identify the environmental trends and establish strategic solutions for those conditions. Experts on various topics are sometimes brought in to speak during lunch or dinner. Future search events 'put the entire system in the room,' meaning that they try to involve as many employees and other stakeholders as possible associated with the organizational system.

150. (p. 424) The answer to this has two parts. First, students need to describe what the future search process is. Second, students need to explain whether future search might work in this organization.

Third, you need to ensure that individual privacy rights of employees are not violated during or after the process.

Second, you need to determine whether you have appropriate knowledge and sufficient power as a change agent in this context. Although this chapter does not expand on this, students can speculate that consultants require expert and probably referent power more than the other sources of power.

151. (p. 420-421 & 425) This is somewhat difficult for students to answer fully because the answer is spread across several pages in this chapter.

There are at least three issues to consider in the client-consultant relationship. First, you need to determine the client's readiness for change, including whether people are motivated to participate in the process, are open to meaningful change and possess the abilities to complete the process. You would watch out for people who enter the process with preconceived answers before the situation is fully diagnosed or who intend to use the change effort to their personal advantage.

Next, the parties introduce the intervention. This is followed by an evaluation and stabilization of the change effort. Through various data collection and feedback methods, the parties determine the effectiveness of the intervention, then refreeze the new conditions.

Next, the parties diagnose the need for change. Action research is a problem-oriented activity that carefully diagnoses the problem through systematic analysis of the situation. Organizational diagnosis identifies the appropriate direction for the change effort by gathering and analyzing data about an ongoing system, such as through interviews and surveys of employees and other stakeholders. Organizational diagnosis also includes employee involvement in agreeing on the appropriate change method, the schedule for these actions, and the expected standards of successful change.

152. (p. 419-421) The action research process begins by establishing the client-consultant relationship. This includes having the consultant determine the client's readiness for change, establishing their power base in the relationship and forming the most appropriate role relationship with the client.

4: Delivering. As a common mental model takes shape, group members shift the focus back to their own organization. Participants then establish specific objectives and direction for their own organization based on their model of what should be.

3: Designing. As participants make their private thoughts public to the group, the process shifts into this third stage. This is a long-term process where participants listen with selfless receptivity to each other's models and assumptions and eventually form a collective model for thinking within the team.

2: Dreaming. As participants discuss their findings, they shift into the envisioning stage by considering what might be possible in an ideal organization. By directing their attention to another organization and its ideal state, participants feel safer revealing their hopes and aspirations than if they were discussing their own organization.

1: Discovery. The process begins by identifying the positive elements of the observed organization. For instance, participants at the hotel might interview members of a successful hotel in another city to discover its fundamental strengths.

Appreciative inquiry takes the view that organizations are creative entities where people are capable of building synergy beyond their individual capabilities. To avoid dwelling on the group's own shortcomings, the process usually directs its inquiry towards a successful organization with similar characteristics. This external focus becomes a form of behavioral modeling, but it also increases open dialogue by redirecting the group's attention away from its own problems. There are four steps in appreciative inquiry:

153. (p. 421-423) Students answering this should provide more specific discussion of the hotel's activities than is presented here.

The third stage of appreciative inquiry is known as designing, in which participants listen with selfless receptivity to each other's models and assumptions and eventually form a collective model for thinking within the team. Throughout this stage, team members shift the focus back to their own organization and eventually enter the delivering stage. This is the phase in which participants begin discussing their own organization again. They establish specific objectives and direction for their own organization based on their model of what should be.

There are four main stages to appreciative inquiry. The process begins with discovery, whereby the participants identify the positive elements of the observed organization. As they discuss their findings, participants shift into the dreaming stage by considering what might be possible in an ideal organization.

154. (p. 422-423) Appreciative inquiry reframes relationships around the positive and the possible. Traditional change interventions take a problem-oriented approach to organizational change, whereas appreciative inquiry tries to avoid dwelling on the group's own shortcomings. Instead, the process directs its inquiry towards another organization with similar characteristics that has been successful. This external focus increases open dialogue by redirecting the group's attention away from its own problems.

Client relationship. Organizational change consultants face the ethical dilemma of their role in the client relationship. Although they should occupy 'marginal' positions with their clients, consultants may have difficulty maintaining objectivity and avoiding having the client becoming too dependent on them.

Individual self-esteem. Some organizational change activities may undermine the individual's self-esteem. The unfreezing process requires participants to disconfirm their existing beliefs, sometimes including their own competence at certain tasks or interpersonal relations. Sensitivity training and intergroup mirroring may involve direct exposure to personal critique by colleagues as well as public disclosure of one's personal limitations and faults.

Individual privacy rights. Some organizational change activities may threaten the individual's privacy rights. Action research collects information from employees, some of which they may not want to divulge. Sensitivity training may threaten individual privacy rights because employees are asked to publicly disclose their personal beliefs and experiences.

Management power. One ethical problem is that organizational change interventions increase management's power. Many interventions create uncertainty and re-establish management's position in directing the organization.

155. (p. 425) The textbook identifies four ethical problems in organizational change. Any three of those can be discussed here.

15 Summary

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