Chapter 01

Needed: People-Centered Managers and Workplaces

**True / False Questions**

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| 1. | Three basic levels of analysis in organizational behavior are individual, group, and organizational.    True    False |

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| 2. | Organizational behavior is applicable only in for-profit organizations.    True    False |

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| 3. | By definition, organizational behavior is research-oriented and not application-oriented.    True    False |

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| 4. | The field of organizational behavior has evolved over time.    True    False |

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| 5. | Prior to the human relations movement, employees were viewed and treated simply as inputs into the production process.    True    False |

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| 6. | The essence of the Hawthorne studies was to manipulate a variety of workplace factors and measure the effects on worker performance.    True    False |

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| 7. | The Hawthorne studies showed that data-driven research can guide managerial actions.    True    False |

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| 8. | Elton Mayo advised managers to attend to employees' emotional needs in his work ‘The Human Problems of an Industrial Civilization.'    True    False |

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| 9. | Mary Parker Follett, a famous management consultant, strongly believed in demanding performance from employees instead of motivating job performance.    True    False |

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| 10. | Theory Y assumptions about employees, according to McGregor, are pessimistic and negative.    True    False |

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| 11. | One of the main assumptions of McGregor's Theory Y is that work is a natural activity, just like play or rest.    True    False |

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| 12. | From the employees' perspective, Theory Y management practices are a major barrier to productivity improvement and employee well-being.    True    False |

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| 13. | The contingency approach grew from awareness that OB theories cannot be applied in all situations.    True    False |

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| 14. | The contingency approach discourages managers from viewing organizational behavior (OB) within a situational context.    True    False |

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| 15. | The human relations movement was widely criticized because it viewed employees as passive economic beings rather than active social beings.    True    False |

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| 16. | The field of organizational behavior (OB) is dynamic and a work in progress.    True    False |

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| 17. | Human and social capital cannot be built; they are inherent qualities.    True    False |

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| 18. | Human capital is job-specific and hence, cannot be generalized to various jobs.    True    False |

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| 19. | Social capital can either be internal or external to the organization.    True    False |

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| 20. | Expenditure on education and training can be treated as investment in human capital.    True    False |

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| 21. | The field of organizational behavior is influenced by changes in the field of psychology.    True    False |

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| 22. | Positive organizational behavior (POB) is positively associated with employee engagement and organizational commitment.    True    False |

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| 23. | The ‘C' in Fred Luthans's CHOSE model of key positive organizational behavior (POB) dimensions stands for confidence.    True    False |

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| 24. | E-business refers to using the Internet to facilitate every aspect of running a business.    True    False |

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| 25. | An e-business is one that relies on the internet primarily to buy and sell things.    True    False |

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| 26. | E-business has significant implications for management, but not for organizational behavior.    True    False |

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| 27. | In today's world, in order to be able to compete in global market, one has to be an industry giant.    True    False |

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| 28. | Professional networking sites such as LinkedIn help employees expand and cultivate their social capital.    True    False |

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| 29. | Technology enables employees to exert more control over the information they send and receive.    True    False |

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| 30. | Ethics involves the study of moral issues and choices.    True    False |

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| 31. | Sustainable businesses are led by CEOs who take a target-driven approach rather than an inclusive approach.    True    False |

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| 32. | Senior executives tend to resort to unethical behaviour more frequently than lower-level employees.    True    False |

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| 33. | According to Kent Hodgson, there are absolute ethical answers for decision makers.    True    False |

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| 34. | An ethical organization strives to increase the need for whistle-blowing within the organization.    True    False |

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| 35. | Organizations can reduce the need for whistle-blowing by encouraging free and open expression of dissenting viewpoints.    True    False |

**Multiple Choice Questions**

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| 36. | Which of the following best describes the field of organizational behavior?      |  |  | | --- | --- | | A. | An exclusively theoretical approach to understanding the various management styles |  |  |  | | --- | --- | | B. | A field dedicated to analyzing the interactions of corporate organizations in the market |  |  |  | | --- | --- | | C. | A branch of management theory that operates independently of psychology and anthropology |  |  |  | | --- | --- | | D. | An interdisciplinary field dedicated to better understanding and managing people at work |  |  |  | | --- | --- | | E. | A field of research dedicated to improving motivational tactics to increase productivity | |

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| 37. | Before the human relations movement in management, employees were viewed as:      |  |  | | --- | --- | | A. | self-motivated and ambitious. |  |  |  | | --- | --- | | B. | human capital for the firm. |  |  |  | | --- | --- | | C. | inputs in the production process. |  |  |  | | --- | --- | | D. | individuals with their own needs. |  |  |  | | --- | --- | | E. | social capital for the firm. | |

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| 38. | The development of \_\_\_\_\_ in management theory changed the view of employees as simply inputs into the production process.      |  |  | | --- | --- | | A. | the human relations movement |  |  |  | | --- | --- | | B. | Gantt charts |  |  |  | | --- | --- | | C. | Taylorism |  |  |  | | --- | --- | | D. | the contingency approach |  |  |  | | --- | --- | | E. | the scientific method | |

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| 39. | The \_\_\_\_\_ was/were the prime stimulus for the human relations movement in management and organizational behavior.      |  |  | | --- | --- | | A. | World Wars |  |  |  | | --- | --- | | B. | Great Depression |  |  |  | | --- | --- | | C. | Hawthorne studies |  |  |  | | --- | --- | | D. | contingency approach |  |  |  | | --- | --- | | E. | Internet | |

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| 40. | \_\_\_\_, who headed the Harvard researchers in the Hawthorne studies, advised managers to attend to employees' emotional needs.      |  |  | | --- | --- | | A. | Fredrick Taylor |  |  |  | | --- | --- | | B. | Mary Parker Follet |  |  |  | | --- | --- | | C. | Elton Mayo |  |  |  | | --- | --- | | D. | Douglas McGregor |  |  |  | | --- | --- | | E. | Frank Gilbreth | |

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| 41. | According to the researchers in the Hawthorne studies, the results from the Hawthorne studies demonstrated that employee performance can be improved by:      |  |  | | --- | --- | | A. | developing a formal procedure for collective bargaining. |  |  |  | | --- | --- | | B. | developing a code of ethics for the organization. |  |  |  | | --- | --- | | C. | following an autocratic leadership style. |  |  |  | | --- | --- | | D. | attending to individual needs and group dynamics. |  |  |  | | --- | --- | | E. | formulating a mission statement for the organization. | |

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| 42. | The 1933 book "The Human Problems of an Industrial Civilization", which advised managers to attend to employees' emotional needs, was written by:      |  |  | | --- | --- | | A. | Mary Parker Follet. |  |  |  | | --- | --- | | B. | Fredrick Taylor. |  |  |  | | --- | --- | | C. | Elton Mayo. |  |  |  | | --- | --- | | D. | Douglas McGregor. |  |  |  | | --- | --- | | E. | Clayton Christensen. | |

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| 43. | \_\_\_\_\_ was a female management consultant in the male-dominated industrial world of the 1920s, who advocated a "pull" rather than "push" strategy for managers.      |  |  | | --- | --- | | A. | Mary Baker Eddy |  |  |  | | --- | --- | | B. | Susan B Anthony |  |  |  | | --- | --- | | C. | G.E.M. Anscombe |  |  |  | | --- | --- | | D. | Mary Parker Follett |  |  |  | | --- | --- | | E. | Lillian Gilbreth | |

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| 44. | The 1960 book titled ‘The Human Side of Enterprise' was written by:      |  |  | | --- | --- | | A. | Elton Mayo. |  |  |  | | --- | --- | | B. | Douglas McGregor. |  |  |  | | --- | --- | | C. | Fredrick Taylor. |  |  |  | | --- | --- | | D. | Mary Parker Follett. |  |  |  | | --- | --- | | E. | Clayton Christensen. | |

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| 45. | Which of these is a Theory X assumption about people at work?      |  |  | | --- | --- | | A. | Work is a natural activity. |  |  |  | | --- | --- | | B. | People are capable of self-direction if they are committed to objectives. |  |  |  | | --- | --- | | C. | The typical employee can learn to accept and seek responsibility. |  |  |  | | --- | --- | | D. | People become committed to objectives if they are rewarded for doing so. |  |  |  | | --- | --- | | E. | Most people prefer to be directed. | |

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| 46. | Which of these is a Theory Y assumption about people at work?      |  |  | | --- | --- | | A. | People can learn to accept and seek responsibility. |  |  |  | | --- | --- | | B. | Most people dislike work. |  |  |  | | --- | --- | | C. | Most people actually prefer to be directed. |  |  |  | | --- | --- | | D. | People require close direction when they are working. |  |  |  | | --- | --- | | E. | People are interested only in security. | |

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| 47. | As a production manager of Great Golf Products (GGP), Hannah believes that her employees are capable of self-direction and self-control. She also believes that they are committed to GGP's objectives since they are rewarded for doing so. According to Douglas McGregor's system, Hannah can be described as a:      |  |  | | --- | --- | | A. | Theory X manager. |  |  |  | | --- | --- | | B. | social capital manager. |  |  |  | | --- | --- | | C. | Six Sigma manager. |  |  |  | | --- | --- | | D. | Theory Y manager. |  |  |  | | --- | --- | | E. | Hawthorne manager. | |

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| 48. | John has always believed that his employees are lazy and they dislike work. He is afraid that if he does not provide close direction and supervision, they will goof off. John's managerial style conforms to:      |  |  | | --- | --- | | A. | Maslow's hierarchy of needs. |  |  |  | | --- | --- | | B. | the findings of the Hawthorne studies. |  |  |  | | --- | --- | | C. | Mary Follet's theories. |  |  |  | | --- | --- | | D. | the human relations view. |  |  |  | | --- | --- | | E. | McGregor's Theory X. | |

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| 49. | Contingency theory in management grew from the awareness that:      |  |  | | --- | --- | | A. | organizational behavior theories are incorrect. |  |  |  | | --- | --- | | B. | organizational behavior theories cannot be applied to all situations. |  |  |  | | --- | --- | | C. | McGregor's Theory Y made more sense than McGregor's Theory X. |  |  |  | | --- | --- | | D. | it is important to rely on the "one best method" in all cases. |  |  |  | | --- | --- | | E. | Theory Y management is a barrier to employee well-being. | |

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| 50. | \_\_\_\_\_ calls for using management concepts and techniques in a situationally appropriate manner, instead of trying to rely on "one best way."      |  |  | | --- | --- | | A. | The contingency approach |  |  |  | | --- | --- | | B. | McGregor's Theory X |  |  |  | | --- | --- | | C. | Maslow's hierarchy of needs |  |  |  | | --- | --- | | D. | Taylorism |  |  |  | | --- | --- | | E. | The human relations approach | |

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| 51. | Which approach calls for using management concepts and techniques in a situationally appropriate manner?      |  |  | | --- | --- | | A. | The one-best-way approach |  |  |  | | --- | --- | | B. | Human relations approach |  |  |  | | --- | --- | | C. | Theory X management approach |  |  |  | | --- | --- | | D. | Contingency approach |  |  |  | | --- | --- | | E. | Theory Y management approach | |

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| 52. | \_\_\_\_\_ is the productive potential of an individual's knowledge and actions.      |  |  | | --- | --- | | A. | Social cost |  |  |  | | --- | --- | | B. | Optimism |  |  |  | | --- | --- | | C. | Motivation |  |  |  | | --- | --- | | D. | Teamwork |  |  |  | | --- | --- | | E. | Human capital | |

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| 53. | A present or future employee with the right combination of knowledge, skills, and motivation to excel represents \_\_\_\_\_ with the potential to give the organization a competitive advantage.      |  |  | | --- | --- | | A. | human capital |  |  |  | | --- | --- | | B. | a whistle-blower |  |  |  | | --- | --- | | C. | a Theory X employee |  |  |  | | --- | --- | | D. | a competence oppressor |  |  |  | | --- | --- | | E. | a competence suppressor | |

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| 54. | Which of the following refers to the productive potential of strong, trusting, and cooperative relationships?      |  |  | | --- | --- | | A. | Social capital |  |  |  | | --- | --- | | B. | Skills |  |  |  | | --- | --- | | C. | Motivation |  |  |  | | --- | --- | | D. | Social cost |  |  |  | | --- | --- | | E. | Human capital | |

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| 55. | Which of these is a way to develop social capital within an organization?      |  |  | | --- | --- | | A. | Building knowledge |  |  |  | | --- | --- | | B. | Skills training |  |  |  | | --- | --- | | C. | Economic motivation |  |  |  | | --- | --- | | D. | Forming sports teams |  |  |  | | --- | --- | | E. | Product development | |

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| 56. | Which of the following represents a company's investment in developing its human capital?      |  |  | | --- | --- | | A. | Training employees to develop skills |  |  |  | | --- | --- | | B. | Encouraging team-building in the company |  |  |  | | --- | --- | | C. | Starting a company basketball team |  |  |  | | --- | --- | | D. | Following the required safety regulations |  |  |  | | --- | --- | | E. | Improving the product development process | |

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| 57. | In the multi-level approach to positive psychology, the subjective level is about:      |  |  | | --- | --- | | A. | courage and perseverance. |  |  |  | | --- | --- | | B. | citizenship and work ethic. |  |  |  | | --- | --- | | C. | flow and happiness. |  |  |  | | --- | --- | | D. | civic virtues and institutions. |  |  |  | | --- | --- | | E. | selfishness and greed. | |

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| 58. | In the multi-level approach to positive psychology, the individual level is about:      |  |  | | --- | --- | | A. | responsibility and nurturance. |  |  |  | | --- | --- | | B. | altruism and civility. |  |  |  | | --- | --- | | C. | courage and forgiveness. |  |  |  | | --- | --- | | D. | well-being and contentment. |  |  |  | | --- | --- | | E. | civic virtues and citizenship. | |

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| 59. | In the multi-level approach to positive psychology, the group level is about:      |  |  | | --- | --- | | A. | valued subjective experiences. |  |  |  | | --- | --- | | B. | hope and contentment. |  |  |  | | --- | --- | | C. | the capacity for love and vocation. |  |  |  | | --- | --- | | D. | civic virtues and altruism. |  |  |  | | --- | --- | | E. | high talent and wisdom. | |

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| 60. | \_\_\_\_\_ is defined as the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace.      |  |  | | --- | --- | | A. | Maslow's hierarchy of needs |  |  |  | | --- | --- | | B. | Positive organizational behavior |  |  |  | | --- | --- | | C. | McGregor's Theory XY |  |  |  | | --- | --- | | D. | The contingency approach |  |  |  | | --- | --- | | E. | Positive predictive value | |

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| 61. | The CHOSE acronym that identifies the five key dimensions of positive organizational behaviour was created by:      |  |  | | --- | --- | | A. | Douglas McGregor. |  |  |  | | --- | --- | | B. | Elton Mayo. |  |  |  | | --- | --- | | C. | Fredrick Taylor. |  |  |  | | --- | --- | | D. | Mary Parker Follett. |  |  |  | | --- | --- | | E. | Fred Luthans. | |

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| 62. | The ‘H' in the CHOSE model of key POB dimensions stands for:      |  |  | | --- | --- | | A. | hope. |  |  |  | | --- | --- | | B. | health. |  |  |  | | --- | --- | | C. | hard work. |  |  |  | | --- | --- | | D. | honor. |  |  |  | | --- | --- | | E. | height. | |

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| 63. | When Kyra says that her department head, Tia, sets goals, figures out how to achieve them, and is self-motivated to accomplish them, she is referring to which of the following dimensions of the CHOSE model?      |  |  | | --- | --- | | A. | Confidence |  |  |  | | --- | --- | | B. | Hope |  |  |  | | --- | --- | | C. | Optimism |  |  |  | | --- | --- | | D. | Subjective well-being |  |  |  | | --- | --- | | E. | Emotional intelligence | |

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| 64. | \_\_\_\_\_ is the capacity for recognizing and managing one's own and others' emotions.      |  |  | | --- | --- | | A. | Expressed emotion |  |  |  | | --- | --- | | B. | Relationship management |  |  |  | | --- | --- | | C. | Adaptive capacity |  |  |  | | --- | --- | | D. | Emotional intelligence |  |  |  | | --- | --- | | E. | Pattern recognition | |

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| 65. | Which of the following dimensions of the CHOSE model relates to self-awareness, self-motivation, being empathetic, and having social skills?      |  |  | | --- | --- | | A. | Confidence |  |  |  | | --- | --- | | B. | Hope |  |  |  | | --- | --- | | C. | Optimism |  |  |  | | --- | --- | | D. | Subjective well-being |  |  |  | | --- | --- | | E. | Emotional intelligence | |

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| 66. | Which of the following best describes e-commerce?      |  |  | | --- | --- | | A. | Performing all business activities online |  |  |  | | --- | --- | | B. | Buying and selling goods over the Internet |  |  |  | | --- | --- | | C. | Giving employees telecommuting facilities |  |  |  | | --- | --- | | D. | Using telemarketing as a sales tool |  |  |  | | --- | --- | | E. | Developing internal social capital online | |

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| 67. | Which of these refers to using information communication technologies to facilitate every aspect of running a business?      |  |  | | --- | --- | | A. | E-mail |  |  |  | | --- | --- | | B. | E-commerce |  |  |  | | --- | --- | | C. | Third-party marketplaces |  |  |  | | --- | --- | | D. | E-business |  |  |  | | --- | --- | | E. | E-procurement | |

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| 68. | \_\_\_\_\_ is the study of moral issues and choices, and is concerned with the concepts of right versus wrong and good versus bad.      |  |  | | --- | --- | | A. | Efficiency |  |  |  | | --- | --- | | B. | Strategy |  |  |  | | --- | --- | | C. | Motivation |  |  |  | | --- | --- | | D. | Ethics |  |  |  | | --- | --- | | E. | Leadership | |

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| 69. | The concept of \_\_\_\_\_ means that businesses have obligations to others, beyond shareholders and beyond the bounds of law or contract.      |  |  | | --- | --- | | A. | collaborative leadership |  |  |  | | --- | --- | | B. | corporate social responsibility |  |  |  | | --- | --- | | C. | positive organizational behavior |  |  |  | | --- | --- | | D. | communities of innovation |  |  |  | | --- | --- | | E. | contingency theory | |

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| 70. | In Carroll's model of corporate social responsibility, economic responsibility implies that:      |  |  | | --- | --- | | A. | companies should make a profit consistent with expectations. |  |  |  | | --- | --- | | B. | companies should invest all their profits in social improvement programs. |  |  |  | | --- | --- | | C. | companies should avoid operating with the motive of obtaining profit. |  |  |  | | --- | --- | | D. | companies should make a profit at all costs, to maximize shareholder benefits. |  |  |  | | --- | --- | | E. | companies should minimize or eliminate activities that are not profitable. | |

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| 71. | In Carroll's model of corporate social responsibility, a company fulfills its legal responsibility by:      |  |  | | --- | --- | | A. | ensuring that all employees have no criminal records. |  |  |  | | --- | --- | | B. | formulating internal codes of ethics that are enforced through punishment. |  |  |  | | --- | --- | | C. | supporting only those social causes that are not subject to controversy or debate. |  |  |  | | --- | --- | | D. | obeying the law of host countries as well as international law. |  |  |  | | --- | --- | | E. | developing industry-wide ethical standards and ensuring compliance. | |

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| 72. | According to Carroll's model of corporate social responsibility, a company fulfills its philanthropic responsibility by:      |  |  | | --- | --- | | A. | making a profit. |  |  |  | | --- | --- | | B. | obeying the laws of the host country. |  |  |  | | --- | --- | | C. | obeying the laws of the home country. |  |  |  | | --- | --- | | D. | being ethical in its practices. |  |  |  | | --- | --- | | E. | being a good corporate citizen. | |

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| 73. | Kent Hodgson's principle of loyalty implies that:      |  |  | | --- | --- | | A. | people should be treated justly. |  |  |  | | --- | --- | | B. | all persons have the right to self-determination. |  |  |  | | --- | --- | | C. | the truth should be told to those who have a right to know it. |  |  |  | | --- | --- | | D. | promises, contracts, and commitments should be honored. |  |  |  | | --- | --- | | E. | actions should accomplish the "greatest good for the greatest number" of people. | |

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| 74. | "All persons are intrinsically valuable and have the right to self-determination" relates to which of the seven moral principles defined by Kent Hodgson?      |  |  | | --- | --- | | A. | Dignity of human life |  |  |  | | --- | --- | | B. | Autonomy |  |  |  | | --- | --- | | C. | Honesty |  |  |  | | --- | --- | | D. | Loyalty |  |  |  | | --- | --- | | E. | Fairness | |

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| 75. | Humaneness is one of the seven moral principles defined by Kent Hodgson. It means that:      |  |  | | --- | --- | | A. | the lives of people should be respected and human beings have a right to live. |  |  |  | | --- | --- | | B. | all persons are intrinsically valuable and have the right to self-determination. |  |  |  | | --- | --- | | C. | the truth should be told to those who have a right to know it. |  |  |  | | --- | --- | | D. | our actions should accomplish the "greatest good for the greatest number" of people. |  |  |  | | --- | --- | | E. | we should do good to others as well as to ourselves. | |

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| 76. | ‘The common good' is one of the seven moral principles defined by Kent Hodgson. It means that:      |  |  | | --- | --- | | A. | our actions ought to accomplish good, and we should avoid doing evil. |  |  |  | | --- | --- | | B. | one has the obligation to treat others fairly and justly. |  |  |  | | --- | --- | | C. | the truth should be told to those who have a right to know it. |  |  |  | | --- | --- | | D. | one should act in ways that benefit the most people. |  |  |  | | --- | --- | | E. | we should show concern for others through kindness, serving, and caring. | |

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| 77. | Which of the following would help improve an organization's ethical climate?      |  |  | | --- | --- | | A. | Providing a code of ethics for specific, rather than general, problems |  |  |  | | --- | --- | | B. | Following a bottom-to-top system of enforcing ethical behavior |  |  |  | | --- | --- | | C. | Avoiding a punishment-reward system for reinforcing behavior |  |  |  | | --- | --- | | D. | Appointing designated whistleblowers for the company |  |  |  | | --- | --- | | E. | Increasing performance pressure on employees | |

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| 78. | An organization wants to develop and implement a code of ethics in order to encourage ethical behavior among employees. Which of the following is a desirable characteristic for an organization's code of ethics?      |  |  | | --- | --- | | A. | The code of ethics should encourage whistle-blowing in cases of ethical lapses. |  |  |  | | --- | --- | | B. | The code of ethics should only be developed if employees are morally attentive. |  |  |  | | --- | --- | | C. | The code of ethics should be backed by support from top management. |  |  |  | | --- | --- | | D. | The code of ethics should cover general, rather than specific, ethical cases. |  |  |  | | --- | --- | | E. | Enforcement of the code of ethics should not be based on punishment and reward. | |

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| 79. | A \_\_\_\_\_ is a statistical pooling technique that permits behavioral scientists to draw general conclusions about certain variables from many different studies.      |  |  | | --- | --- | | A. | meta-analysis |  |  |  | | --- | --- | | B. | case study |  |  |  | | --- | --- | | C. | field study |  |  |  | | --- | --- | | D. | laboratory study |  |  |  | | --- | --- | | E. | sample survey | |

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| 80. | A \_\_\_\_\_ is an organizational behavior research technique that probes individual or group processes in an organizational setting. Its results often have immediate and practical relevance for managers because it involves real life situations.      |  |  | | --- | --- | | A. | meta-analysis |  |  |  | | --- | --- | | B. | field study |  |  |  | | --- | --- | | C. | laboratory study |  |  |  | | --- | --- | | D. | sample survey |  |  |  | | --- | --- | | E. | focus group | |

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| 81. | In a \_\_\_\_\_ study, variables are manipulated and measured in contrived situations.      |  |  | | --- | --- | | A. | sample |  |  |  | | --- | --- | | B. | case |  |  |  | | --- | --- | | C. | laboratory |  |  |  | | --- | --- | | D. | field |  |  |  | | --- | --- | | E. | contingent | |

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| 82. | Which of the following best describes a case study?      |  |  | | --- | --- | | A. | A statistical technique that permits scientists to draw conclusions from many different studies |  |  |  | | --- | --- | | B. | An in-depth analysis of a single individual, group, or organization |  |  |  | | --- | --- | | C. | A study of individual or group processes in a real-life setting |  |  |  | | --- | --- | | D. | A study in which variables are manipulated and measured in contrived situations. |  |  |  | | --- | --- | | E. | A study in which samples of people from specified populations respond to questionnaires | |

**Essay Questions**

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| 83. | Differentiate between Douglas McGregor's Theory X and Theory Y assumptions. |

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| 84. | What are competence suppressors? |

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| 85. | What is the contingency approach to management? |

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| 86. | Discuss the importance of human capital for employers. How can employers develop their firm's human capital? |

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| 87. | Define and contrast human and social capital. |

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| 88. | How did the positive psychology movement differ from previous approaches to psychology? |

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| 89. | Define POB and explain Luthans' CHOSE Model. |

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| 90. | Differentiate between e-commerce and e-business. |

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| 91. | How has technology helped small companies compete in the global market? |

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| 92. | What is e-business? How can e-business help companies penetrate new markets? |

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| 93. | How does technology help organizations build social capital? |

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| 94. | Explain the significance of Web 2.0 for employers in today's world. |

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| 95. | Gary Hamel in his book "The Future of Management" said "Management 2.0 is going to look a lot like Web 2.0". Explain this statement. |

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| 96. | Explain the four levels of Carroll's model of corporate social responsibility. |

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| 97. | Discuss how a result-oriented management style can lead to unethical behavior. |

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| 98. | List some ways in which an organization can improve its ethical climate. |

Chapter 01 Needed: People-Centered Managers and Workplaces Answer Key

**True / False Questions**

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| 1. *(p. 05)* | Three basic levels of analysis in organizational behavior are individual, group, and organizational.    **TRUE**  Three basic levels of analysis in OB are individual, group, and organizational. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 2. *(p. 05)* | Organizational behavior is applicable only in for-profit organizations.    **FALSE**  Organizational behavior is an academic designation focused on managing people within and between individual, group, and organizational levels. Thus it is critical for success in any job and at any level. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 3. *(p. 05)* | By definition, organizational behavior is research-oriented and not application-oriented.    **FALSE**  Organizational behavior is both research and application oriented. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 4. *(p. 05)* | The field of organizational behavior has evolved over time.    **TRUE**  To better understand the field of OB, we consider its evolution and cover where it has been, where it is today, and some insights into where it appears to be headed. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 5. *(p. 05)* | Prior to the human relations movement, employees were viewed and treated simply as inputs into the production process.    **TRUE**  Prior to the 1930s employees were largely viewed and treated simply as inputs into the production process. Then a unique combination of factors transpired that fostered the human relations movement. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 6. *(p. 06)* | The essence of the Hawthorne studies was to manipulate a variety of workplace factors and measure the effects on worker performance.    **TRUE**  The essence of the Hawthorne studies was to manipulate a variety of workplace factors and measure the effects on worker performance. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 7. *(p. 06)* | The Hawthorne studies showed that data-driven research can guide managerial actions.    **TRUE**  The Hawthorne studies and the larger human relations movement showed that data-driven research can guide managerial actions. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 8. *(p. 06)* | Elton Mayo advised managers to attend to employees' emotional needs in his work ‘The Human Problems of an Industrial Civilization.'    **TRUE**  Australian-born Mayo, who headed the Harvard researchers at Hawthorne, advised managers to attend to employees' emotional needs in his 1933 classic, The Human Problems of an Industrial Civilization. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 9. *(p. 06)* | Mary Parker Follett, a famous management consultant, strongly believed in demanding performance from employees instead of motivating job performance.    **FALSE**  Mary Parker Follett was way ahead of her time in telling managers to motivate job performance instead of merely demanding it, a "pull" rather than "push" strategy. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 10. *(p. 06)* | Theory Y assumptions about employees, according to McGregor, are pessimistic and negative.    **FALSE**  McGregor's Theory X assumptions were pessimistic and negative and, according to McGregor's interpretation, typical of how managers traditionally perceived employees. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 11. *(p. 07)* | One of the main assumptions of McGregor's Theory Y is that work is a natural activity, just like play or rest.    **TRUE**  One of the main assumptions of McGregor's Theory Y is that work is a natural activity, just like play or rest. Refer To: Table 1-1 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 12. *(p. 07)* | From the employees' perspective, Theory Y management practices are a major barrier to productivity improvement and employee well-being.    **FALSE**  A survey of 10,227 employees from many industries across the United States challenges managers to do a better job of acting on McGregor's Theory Y assumptions. From the employees' perspective, Theory X management practices are the major barrier to productivity improvement and employee well-being. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 13. *(p. 07)* | The contingency approach grew from awareness that OB theories cannot be applied in all situations.    **TRUE**  The contingency approach grew from awareness that OB theories cannot be applied in all situations. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 14. *(p. 07)* | The contingency approach discourages managers from viewing organizational behavior (OB) within a situational context.    **FALSE**  The contingency approach encourages managers to view organizational behaviour within a situational context. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 15. *(p. 08)* | The human relations movement was widely criticized because it viewed employees as passive economic beings rather than active social beings.    **FALSE**  Despite its shortcomings, the human relations movement opened the door to more progressive thinking about human nature. Rather than continuing to view employees as passive economic beings, managers began to see them as active social beings and took steps to create more humane work environments. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 16. *(p. 08)* | The field of organizational behavior (OB) is dynamic and a work in progress.    **TRUE**  The field of OB is a dynamic work in progress—not static and in its final form. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 17. *(p. 10-11)* | Human and social capital cannot be built; they are inherent qualities.    **FALSE**  Human capital can be built through job rotation, training etc. and social capital can be built through mentoring relationship, conferences etc. Refer To: Table 1-2 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 18. *(p. 10)* | Human capital is job-specific and hence, cannot be generalized to various jobs.    **FALSE**  Human capital can be either specific to your current job (e.g., knowledge of your company's products or services) or more generic and serve you across jobs (e.g., Series 7 certification to sell financial products). |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 19. *(p. 10)* | Social capital can either be internal or external to the organization.    **TRUE**  Social capital can be either internal or external to your current organization. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 20. *(p. 11)* | Expenditure on education and training can be treated as investment in human capital.    **TRUE**  One of the ways of building human capital is through job training such as software certification that helps employees gain knowledge and skills to improve performance in their current jobs. Refer To: Table 1-2 |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 21. *(p. 11)* | The field of organizational behavior is influenced by changes in the field of psychology.    **TRUE**  OB draws heavily on the field of psychology. This often means that major shifts and trends in psychology eventually ripple through to OB. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 22. *(p. 13)* | Positive organizational behavior (POB) is positively associated with employee engagement and organizational commitment.    **TRUE**  Research shows that POB is positively associated with employee engagement, organizational commitment, job satisfaction, performance, well-being, and customer satisfaction. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 23. *(p. 13)* | The ‘C' in Fred Luthans's CHOSE model of key positive organizational behavior (POB) dimensions stands for confidence.    **TRUE**  The ‘C' in Fred Luthans's CHOSE model of key positive organizational behavior (POB) dimensions stands for confidence. Refer To: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 24. *(p. 14)* | E-business refers to using the Internet to facilitate every aspect of running a business.    **TRUE**  E-business uses information communication technologies to facilitate every aspect of running a business. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 25. *(p. 14)* | An e-business is one that relies on the internet primarily to buy and sell things.    **FALSE**  Experts on the subject draw an important distinction between e-commerce (buying and selling goods and services over the Internet) and e-business, using information communication technologies to facilitate every aspect of running a business. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 26. *(p. 14)* | E-business has significant implications for management, but not for organizational behavior.    **FALSE**  Today's companies are using Internet technologies to connect with employees, customers, suppliers, and other stakeholders both within and outside the organization and around the globe. Such intensive connectedness has many implications for employees and employers alike. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 27. *(p. 14)* | In today's world, in order to be able to compete in global market, one has to be an industry giant.    **FALSE**  Technology allows companies to have a "virtual presence" in many markets. As a result, local companies often can compete nationally and internationally. Likewise, small companies can more easily compete by using software for accounting, inventory, and other important systems that give them capabilities typically available only to large companies. That means you don't necessarily have to be an industry giant to compete. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 28. *(p. 14-15)* | Professional networking sites such as LinkedIn help employees expand and cultivate their social capital.    **TRUE**  Employees use technology to expand and cultivate their social capital via professional networking sites, such as LinkedIn that currently connects more than 85 million professionals globally. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 29. *(p. 17-18)* | Technology enables employees to exert more control over the information they send and receive.    **TRUE**  Technology enables employees to exert more control over the information they send and receive. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 30. *(p. 18)* | Ethics involves the study of moral issues and choices.    **TRUE**  Ethics involves the study of moral issues and choices. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 31. *(p. 18)* | Sustainable businesses are led by CEOs who take a target-driven approach rather than an inclusive approach.    **FALSE**  Research shows that sustainable businesses are led by CEOs who take a people-centered, inclusive approach rather than a controlling, target-driven one. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 32. *(p. 21)* | Senior executives tend to resort to unethical behaviour more frequently than lower-level employees.    **TRUE**  Unethical behavior occurs at all organizational levels, although recent research indicates that senior executives tend to have significantly more positive perceptions of ethics in their organizations than do lower-level employees. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 33. *(p. 22)* | According to Kent Hodgson, there are absolute ethical answers for decision makers.    **FALSE**  Kent Hodgson argues that there are no absolute ethical answers for decision makers. |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: The Ethics Challenge* |

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| 34. *(p. 23)* | An ethical organization strives to increase the need for whistle-blowing within the organization.    **FALSE**  Organizations can reduce the need for whistle-blowing by encouraging free and open expression of dissenting viewpoints and giving employees a voice through fair grievance procedures and/or anonymous ethics hot lines. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: The Ethics Challenge* |

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| 35. *(p. 24)* | Organizations can reduce the need for whistle-blowing by encouraging free and open expression of dissenting viewpoints.    **TRUE**  Organizations can reduce the need for whistle-blowing by encouraging free and open expression of dissenting viewpoints and giving employees a voice through fair grievance procedures and/or anonymous ethics hot lines. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: The Ethics Challenge* |

**Multiple Choice Questions**

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| 36. *(p. 05)* | Which of the following best describes the field of organizational behavior?      |  |  | | --- | --- | | A. | An exclusively theoretical approach to understanding the various management styles |  |  |  | | --- | --- | | B. | A field dedicated to analyzing the interactions of corporate organizations in the market |  |  |  | | --- | --- | | C. | A branch of management theory that operates independently of psychology and anthropology |  |  |  | | --- | --- | | **D.** | An interdisciplinary field dedicated to better understanding and managing people at work |  |  |  | | --- | --- | | E. | A field of research dedicated to improving motivational tactics to increase productivity |   Organizational behavior is an academic designation focused on managing people within and between individual, group, and organizational levels. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 37. *(p. 05)* | Before the human relations movement in management, employees were viewed as:      |  |  | | --- | --- | | A. | self-motivated and ambitious. |  |  |  | | --- | --- | | B. | human capital for the firm. |  |  |  | | --- | --- | | **C.** | inputs in the production process. |  |  |  | | --- | --- | | D. | individuals with their own needs. |  |  |  | | --- | --- | | E. | social capital for the firm. |   Prior to the 1930s employees were largely viewed and treated simply as inputs into the production process. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 38. *(p. 05)* | The development of \_\_\_\_\_ in management theory changed the view of employees as simply inputs into the production process.      |  |  | | --- | --- | | **A.** | the human relations movement |  |  |  | | --- | --- | | B. | Gantt charts |  |  |  | | --- | --- | | C. | Taylorism |  |  |  | | --- | --- | | D. | the contingency approach |  |  |  | | --- | --- | | E. | the scientific method |   Prior to the 1930s employees were largely viewed and treated simply as inputs into the production process. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 39. *(p. 06)* | The \_\_\_\_\_ was/were the prime stimulus for the human relations movement in management and organizational behavior.      |  |  | | --- | --- | | A. | World Wars |  |  |  | | --- | --- | | B. | Great Depression |  |  |  | | --- | --- | | **C.** | Hawthorne studies |  |  |  | | --- | --- | | D. | contingency approach |  |  |  | | --- | --- | | E. | Internet |   A study, conducted at Western Electric's Chicago-area Hawthorne plant, was a prime stimulus for the human relations movement. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 40. *(p. 06)* | \_\_\_\_, who headed the Harvard researchers in the Hawthorne studies, advised managers to attend to employees' emotional needs.      |  |  | | --- | --- | | A. | Fredrick Taylor |  |  |  | | --- | --- | | B. | Mary Parker Follet |  |  |  | | --- | --- | | **C.** | Elton Mayo |  |  |  | | --- | --- | | D. | Douglas McGregor |  |  |  | | --- | --- | | E. | Frank Gilbreth |   Australian-born Mayo, who headed the Harvard researchers at Hawthorne, advised managers to attend to employees' emotional needs. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 41. *(p. 06)* | According to the researchers in the Hawthorne studies, the results from the Hawthorne studies demonstrated that employee performance can be improved by:      |  |  | | --- | --- | | A. | developing a formal procedure for collective bargaining. |  |  |  | | --- | --- | | B. | developing a code of ethics for the organization. |  |  |  | | --- | --- | | C. | following an autocratic leadership style. |  |  |  | | --- | --- | | **D.** | attending to individual needs and group dynamics. |  |  |  | | --- | --- | | E. | formulating a mission statement for the organization. |   The Hawthorne studies and the larger human relations movement showed that data-driven research can guide managerial actions. Results also demonstrated that employee performance can be improved by attending to individual needs, supportive supervision, and group dynamics. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 42. *(p. 06)* | The 1933 book "The Human Problems of an Industrial Civilization", which advised managers to attend to employees' emotional needs, was written by:      |  |  | | --- | --- | | A. | Mary Parker Follet. |  |  |  | | --- | --- | | B. | Fredrick Taylor. |  |  |  | | --- | --- | | **C.** | Elton Mayo. |  |  |  | | --- | --- | | D. | Douglas McGregor. |  |  |  | | --- | --- | | E. | Clayton Christensen. |   Australian-born Mayo, who headed the Harvard researchers at Hawthorne, advised managers to attend to employees' emotional needs in his 1933 classic, The Human Problems of an Industrial Civilization. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 43. *(p. 06)* | \_\_\_\_\_ was a female management consultant in the male-dominated industrial world of the 1920s, who advocated a "pull" rather than "push" strategy for managers.      |  |  | | --- | --- | | A. | Mary Baker Eddy |  |  |  | | --- | --- | | B. | Susan B Anthony |  |  |  | | --- | --- | | C. | G.E.M. Anscombe |  |  |  | | --- | --- | | **D.** | Mary Parker Follett |  |  |  | | --- | --- | | E. | Lillian Gilbreth |   Mary Parker Follett was way ahead of her time in telling managers to motivate job performance instead of merely demanding it, a "pull" rather than "push" strategy. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 44. *(p. 06)* | The 1960 book titled ‘The Human Side of Enterprise' was written by:      |  |  | | --- | --- | | A. | Elton Mayo. |  |  |  | | --- | --- | | **B.** | Douglas McGregor. |  |  |  | | --- | --- | | C. | Fredrick Taylor. |  |  |  | | --- | --- | | D. | Mary Parker Follett. |  |  |  | | --- | --- | | E. | Clayton Christensen. |   In 1960, Douglas McGregor wrote a book entitled The Human Side of Enterprise, which has become an important philosophical base for the modern view of people at work. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 45. *(p. 07)* | Which of these is a Theory X assumption about people at work?      |  |  | | --- | --- | | A. | Work is a natural activity. |  |  |  | | --- | --- | | B. | People are capable of self-direction if they are committed to objectives. |  |  |  | | --- | --- | | C. | The typical employee can learn to accept and seek responsibility. |  |  |  | | --- | --- | | D. | People become committed to objectives if they are rewarded for doing so. |  |  |  | | --- | --- | | **E.** | Most people prefer to be directed. |   One of the assumptions of McGregor's theory X is that most people prefer to be directed. Refer To: Table 1-1 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 46. *(p. 07)* | Which of these is a Theory Y assumption about people at work?      |  |  | | --- | --- | | **A.** | People can learn to accept and seek responsibility. |  |  |  | | --- | --- | | B. | Most people dislike work. |  |  |  | | --- | --- | | C. | Most people actually prefer to be directed. |  |  |  | | --- | --- | | D. | People require close direction when they are working. |  |  |  | | --- | --- | | E. | People are interested only in security. |   One of the assumptions of McGregor's Theory Y is that a typical employee can learn to accept and seek responsibility. Refer To: Table 1-1 |

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| *AACSB: Analytic Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 47. *(p. 07)* | As a production manager of Great Golf Products (GGP), Hannah believes that her employees are capable of self-direction and self-control. She also believes that they are committed to GGP's objectives since they are rewarded for doing so. According to Douglas McGregor's system, Hannah can be described as a:      |  |  | | --- | --- | | A. | Theory X manager. |  |  |  | | --- | --- | | B. | social capital manager. |  |  |  | | --- | --- | | C. | Six Sigma manager. |  |  |  | | --- | --- | | **D.** | Theory Y manager. |  |  |  | | --- | --- | | E. | Hawthorne manager. |   One of the assumptions of McGregor's Theory Y is that people are capable of self-direction and self-control if they are committed to objectives. Refer To: Table 1-1 |

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| *AACSB: Analytic Blooms: Apply Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 48. *(p. 07)* | John has always believed that his employees are lazy and they dislike work. He is afraid that if he does not provide close direction and supervision, they will goof off. John's managerial style conforms to:      |  |  | | --- | --- | | A. | Maslow's hierarchy of needs. |  |  |  | | --- | --- | | B. | the findings of the Hawthorne studies. |  |  |  | | --- | --- | | C. | Mary Follet's theories. |  |  |  | | --- | --- | | D. | the human relations view. |  |  |  | | --- | --- | | **E.** | McGregor's Theory X. |   One of the assumptions of McGregor's Theory X is that most people dislike work and must be coerced and threatened with punishment before they will work. People require close direction when they are working. Refer To: Table 1-1 |

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| *AACSB: Analytic Blooms: Apply Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 49. *(p. 07)* | Contingency theory in management grew from the awareness that:      |  |  | | --- | --- | | A. | organizational behavior theories are incorrect. |  |  |  | | --- | --- | | **B.** | organizational behavior theories cannot be applied to all situations. |  |  |  | | --- | --- | | C. | McGregor's Theory Y made more sense than McGregor's Theory X. |  |  |  | | --- | --- | | D. | it is important to rely on the "one best method" in all cases. |  |  |  | | --- | --- | | E. | Theory Y management is a barrier to employee well-being. |   The contingency approach grew from awareness that OB theories cannot be applied in all situations. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 50. *(p. 07)* | \_\_\_\_\_ calls for using management concepts and techniques in a situationally appropriate manner, instead of trying to rely on "one best way."      |  |  | | --- | --- | | **A.** | The contingency approach |  |  |  | | --- | --- | | B. | McGregor's Theory X |  |  |  | | --- | --- | | C. | Maslow's hierarchy of needs |  |  |  | | --- | --- | | D. | Taylorism |  |  |  | | --- | --- | | E. | The human relations approach |   The contingency approach calls for using management concepts and techniques in a situationally appropriate manner, instead of trying to rely on "one best way." |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 51. *(p. 07)* | Which approach calls for using management concepts and techniques in a situationally appropriate manner?      |  |  | | --- | --- | | A. | The one-best-way approach |  |  |  | | --- | --- | | B. | Human relations approach |  |  |  | | --- | --- | | C. | Theory X management approach |  |  |  | | --- | --- | | **D.** | Contingency approach |  |  |  | | --- | --- | | E. | Theory Y management approach |   The contingency approach calls for using management concepts and techniques in a situationally appropriate manner, instead of trying to rely on "one best way." |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 52. *(p. 08)* | \_\_\_\_\_ is the productive potential of an individual's knowledge and actions.      |  |  | | --- | --- | | A. | Social cost |  |  |  | | --- | --- | | B. | Optimism |  |  |  | | --- | --- | | C. | Motivation |  |  |  | | --- | --- | | D. | Teamwork |  |  |  | | --- | --- | | **E.** | Human capital |   Human capital is the productive potential of an individual's knowledge and actions. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 53. *(p. 09)* | A present or future employee with the right combination of knowledge, skills, and motivation to excel represents \_\_\_\_\_ with the potential to give the organization a competitive advantage.      |  |  | | --- | --- | | **A.** | human capital |  |  |  | | --- | --- | | B. | a whistle-blower |  |  |  | | --- | --- | | C. | a Theory X employee |  |  |  | | --- | --- | | D. | a competence oppressor |  |  |  | | --- | --- | | E. | a competence suppressor |   A present or future employee with the right combination of knowledge, skills, and motivation to excel represents human capital with the potential to give the organization a competitive advantage. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 54. *(p. 10)* | Which of the following refers to the productive potential of strong, trusting, and cooperative relationships?      |  |  | | --- | --- | | **A.** | Social capital |  |  |  | | --- | --- | | B. | Skills |  |  |  | | --- | --- | | C. | Motivation |  |  |  | | --- | --- | | D. | Social cost |  |  |  | | --- | --- | | E. | Human capital |   Social capital is productive potential resulting from strong relationships, goodwill, trust, and cooperative effort. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 55. *(p. 11)* | Which of these is a way to develop social capital within an organization?      |  |  | | --- | --- | | A. | Building knowledge |  |  |  | | --- | --- | | B. | Skills training |  |  |  | | --- | --- | | C. | Economic motivation |  |  |  | | --- | --- | | **D.** | Forming sports teams |  |  |  | | --- | --- | | E. | Product development |   Membership in company softball team to build relationships outside a person's work area is one way to develop internal social capital. Refer To: Table 1-2 |

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| *AACSB: Reflective Thinking Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 56. *(p. 11)* | Which of the following represents a company's investment in developing its human capital?      |  |  | | --- | --- | | **A.** | Training employees to develop skills |  |  |  | | --- | --- | | B. | Encouraging team-building in the company |  |  |  | | --- | --- | | C. | Starting a company basketball team |  |  |  | | --- | --- | | D. | Following the required safety regulations |  |  |  | | --- | --- | | E. | Improving the product development process |   One of the ways of building human capital is through job training such as software certification that helps gain knowledge and skills to improve performance in current job. Refer To: Table 1-2 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 57. *(p. 12)* | In the multi-level approach to positive psychology, the subjective level is about:      |  |  | | --- | --- | | A. | courage and perseverance. |  |  |  | | --- | --- | | B. | citizenship and work ethic. |  |  |  | | --- | --- | | **C.** | flow and happiness. |  |  |  | | --- | --- | | D. | civic virtues and institutions. |  |  |  | | --- | --- | | E. | selfishness and greed. |   The field of positive psychology at the subjective level is about valued subjective experiences: well-being, contentment, and satisfaction (in the past); hope and optimism (for the future); and flow and happiness (in the present). |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 58. *(p. 12)* | In the multi-level approach to positive psychology, the individual level is about:      |  |  | | --- | --- | | A. | responsibility and nurturance. |  |  |  | | --- | --- | | B. | altruism and civility. |  |  |  | | --- | --- | | **C.** | courage and forgiveness. |  |  |  | | --- | --- | | D. | well-being and contentment. |  |  |  | | --- | --- | | E. | civic virtues and citizenship. |   The field of positive psychology at the individual level, it is about positive individual traits: the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 59. *(p. 12)* | In the multi-level approach to positive psychology, the group level is about:      |  |  | | --- | --- | | A. | valued subjective experiences. |  |  |  | | --- | --- | | B. | hope and contentment. |  |  |  | | --- | --- | | C. | the capacity for love and vocation. |  |  |  | | --- | --- | | **D.** | civic virtues and altruism. |  |  |  | | --- | --- | | E. | high talent and wisdom. |   The field of positive psychology at the group level is about the civic virtues and the institutions that move individuals toward better citizenship: responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 60. *(p. 13)* | \_\_\_\_\_ is defined as the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace.      |  |  | | --- | --- | | A. | Maslow's hierarchy of needs |  |  |  | | --- | --- | | **B.** | Positive organizational behavior |  |  |  | | --- | --- | | C. | McGregor's Theory XY |  |  |  | | --- | --- | | D. | The contingency approach |  |  |  | | --- | --- | | E. | Positive predictive value |   University of Nebraska OB scholar Fred Luthans defines positive organizational behavior (POB) as "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace." |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 61. *(p. 13)* | The CHOSE acronym that identifies the five key dimensions of positive organizational behaviour was created by:      |  |  | | --- | --- | | A. | Douglas McGregor. |  |  |  | | --- | --- | | B. | Elton Mayo. |  |  |  | | --- | --- | | C. | Fredrick Taylor. |  |  |  | | --- | --- | | D. | Mary Parker Follett. |  |  |  | | --- | --- | | **E.** | Fred Luthans. |   Luthans created the CHOSE acronym to identify five key dimensions of POB. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 62. *(p. 13)* | The ‘H' in the CHOSE model of key POB dimensions stands for:      |  |  | | --- | --- | | **A.** | hope. |  |  |  | | --- | --- | | B. | health. |  |  |  | | --- | --- | | C. | hard work. |  |  |  | | --- | --- | | D. | honor. |  |  |  | | --- | --- | | E. | height. |   ‘H' in the CHOSE model of key POB dimensions stands for Hope. Refer To: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 63. *(p. 13)* | When Kyra says that her department head, Tia, sets goals, figures out how to achieve them, and is self-motivated to accomplish them, she is referring to which of the following dimensions of the CHOSE model?      |  |  | | --- | --- | | A. | Confidence |  |  |  | | --- | --- | | **B.** | Hope |  |  |  | | --- | --- | | C. | Optimism |  |  |  | | --- | --- | | D. | Subjective well-being |  |  |  | | --- | --- | | E. | Emotional intelligence |   In Luthans' CHOSE Model of Key POB Dimensions, ‘hope' characterizes one who sets goals, figures out how to achieve them (identify pathways) and is self-motivated to accomplish them, that is, willpower and "waypower." Refer To: Table 1-3 |

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| *AACSB: Analytic Blooms: Apply Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 64. *(p. 13)* | \_\_\_\_\_ is the capacity for recognizing and managing one's own and others' emotions.      |  |  | | --- | --- | | A. | Expressed emotion |  |  |  | | --- | --- | | B. | Relationship management |  |  |  | | --- | --- | | C. | Adaptive capacity |  |  |  | | --- | --- | | **D.** | Emotional intelligence |  |  |  | | --- | --- | | E. | Pattern recognition |   Emotional intelligence is the capacity for recognizing and managing one's own and others' emotions. Refer To: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 65. *(p. 13)* | Which of the following dimensions of the CHOSE model relates to self-awareness, self-motivation, being empathetic, and having social skills?      |  |  | | --- | --- | | A. | Confidence |  |  |  | | --- | --- | | B. | Hope |  |  |  | | --- | --- | | C. | Optimism |  |  |  | | --- | --- | | D. | Subjective well-being |  |  |  | | --- | --- | | **E.** | Emotional intelligence |   Emotional intelligence is the capacity for recognizing and managing one's own and others' emotions - self-awareness, self-motivation, being empathetic, and having social skills. Refer To: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 66. *(p. 14)* | Which of the following best describes e-commerce?      |  |  | | --- | --- | | A. | Performing all business activities online |  |  |  | | --- | --- | | **B.** | Buying and selling goods over the Internet |  |  |  | | --- | --- | | C. | Giving employees telecommuting facilities |  |  |  | | --- | --- | | D. | Using telemarketing as a sales tool |  |  |  | | --- | --- | | E. | Developing internal social capital online |   E-commerce refers to buying and selling goods and services over the Internet. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 67. *(p. 14)* | Which of these refers to using information communication technologies to facilitate every aspect of running a business?      |  |  | | --- | --- | | A. | E-mail |  |  |  | | --- | --- | | B. | E-commerce |  |  |  | | --- | --- | | C. | Third-party marketplaces |  |  |  | | --- | --- | | **D.** | E-business |  |  |  | | --- | --- | | E. | E-procurement |   E-business uses information communication technologies to facilitate every aspect of running a business. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 68. *(p. 18)* | \_\_\_\_\_ is the study of moral issues and choices, and is concerned with the concepts of right versus wrong and good versus bad.      |  |  | | --- | --- | | A. | Efficiency |  |  |  | | --- | --- | | B. | Strategy |  |  |  | | --- | --- | | C. | Motivation |  |  |  | | --- | --- | | **D.** | Ethics |  |  |  | | --- | --- | | E. | Leadership |   Ethics involves the study of moral issues and choices. It is concerned with right versus wrong, good versus bad, and the many shades of gray in-between supposedly black-and-white issues. |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 69. *(p. 19)* | The concept of \_\_\_\_\_ means that businesses have obligations to others, beyond shareholders and beyond the bounds of law or contract.      |  |  | | --- | --- | | A. | collaborative leadership |  |  |  | | --- | --- | | **B.** | corporate social responsibility |  |  |  | | --- | --- | | C. | positive organizational behavior |  |  |  | | --- | --- | | D. | communities of innovation |  |  |  | | --- | --- | | E. | contingency theory |   Corporate social responsibility (CSR) means that corporations have obligations to others, beyond shareholders and beyond the bounds of law or contract. |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 70. *(p. 19)* | In Carroll's model of corporate social responsibility, economic responsibility implies that:      |  |  | | --- | --- | | **A.** | companies should make a profit consistent with expectations. |  |  |  | | --- | --- | | B. | companies should invest all their profits in social improvement programs. |  |  |  | | --- | --- | | C. | companies should avoid operating with the motive of obtaining profit. |  |  |  | | --- | --- | | D. | companies should make a profit at all costs, to maximize shareholder benefits. |  |  |  | | --- | --- | | E. | companies should minimize or eliminate activities that are not profitable. |   Level 1 of Carroll's model of corporate social responsibility states that a company should make a profit consistent with expectations for international businesses to fulfill economic responsibility. |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 71. *(p. 19)* | In Carroll's model of corporate social responsibility, a company fulfills its legal responsibility by:      |  |  | | --- | --- | | A. | ensuring that all employees have no criminal records. |  |  |  | | --- | --- | | B. | formulating internal codes of ethics that are enforced through punishment. |  |  |  | | --- | --- | | C. | supporting only those social causes that are not subject to controversy or debate. |  |  |  | | --- | --- | | **D.** | obeying the law of host countries as well as international law. |  |  |  | | --- | --- | | E. | developing industry-wide ethical standards and ensuring compliance. |   Level 2 of Carroll's model of corporate social responsibility states that a company must obey the law of host countries as well as international law to fulfill legal responsibility. |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 72. *(p. 19)* | According to Carroll's model of corporate social responsibility, a company fulfills its philanthropic responsibility by:      |  |  | | --- | --- | | A. | making a profit. |  |  |  | | --- | --- | | B. | obeying the laws of the host country. |  |  |  | | --- | --- | | C. | obeying the laws of the home country. |  |  |  | | --- | --- | | D. | being ethical in its practices. |  |  |  | | --- | --- | | **E.** | being a good corporate citizen. |   Level 4 of Carroll's model of corporate social responsibility states that a company must be a good corporate citizen, especially as defined by the host country's expectations to fulfill philanthropic responsibility. |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 73. *(p. 22)* | Kent Hodgson's principle of loyalty implies that:      |  |  | | --- | --- | | A. | people should be treated justly. |  |  |  | | --- | --- | | B. | all persons have the right to self-determination. |  |  |  | | --- | --- | | C. | the truth should be told to those who have a right to know it. |  |  |  | | --- | --- | | **D.** | promises, contracts, and commitments should be honored. |  |  |  | | --- | --- | | E. | actions should accomplish the "greatest good for the greatest number" of people. |   Kent Hodgson's principle of loyalty implies that promises, contracts, and commitments should be honored. Refer To: Table 1-4 |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 74. *(p. 22)* | "All persons are intrinsically valuable and have the right to self-determination" relates to which of the seven moral principles defined by Kent Hodgson?      |  |  | | --- | --- | | A. | Dignity of human life |  |  |  | | --- | --- | | **B.** | Autonomy |  |  |  | | --- | --- | | C. | Honesty |  |  |  | | --- | --- | | D. | Loyalty |  |  |  | | --- | --- | | E. | Fairness |   According to Kent Hodgson, autonomy means that all persons are intrinsically valuable and have the right to self-determination. Refer To: Table 1-4 |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 75. *(p. 22)* | Humaneness is one of the seven moral principles defined by Kent Hodgson. It means that:      |  |  | | --- | --- | | A. | the lives of people should be respected and human beings have a right to live. |  |  |  | | --- | --- | | B. | all persons are intrinsically valuable and have the right to self-determination. |  |  |  | | --- | --- | | C. | the truth should be told to those who have a right to know it. |  |  |  | | --- | --- | | D. | our actions should accomplish the "greatest good for the greatest number" of people. |  |  |  | | --- | --- | | **E.** | we should do good to others as well as to ourselves. |   According to Kent Hodgson, humaneness implies that our actions ought to accomplish good, and we should avoid doing evil. We should do good to others and to ourselves. Refer To: Table 1-4 |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 76. *(p. 22)* | ‘The common good' is one of the seven moral principles defined by Kent Hodgson. It means that:      |  |  | | --- | --- | | A. | our actions ought to accomplish good, and we should avoid doing evil. |  |  |  | | --- | --- | | B. | one has the obligation to treat others fairly and justly. |  |  |  | | --- | --- | | C. | the truth should be told to those who have a right to know it. |  |  |  | | --- | --- | | **D.** | one should act in ways that benefit the most people. |  |  |  | | --- | --- | | E. | we should show concern for others through kindness, serving, and caring. |   According to Kent Hodgson, the common good means that actions should accomplish the "greatest good for the greatest number" of people. Refer To: Table 1-4 |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 77. *(p. 24)* | Which of the following would help improve an organization's ethical climate?      |  |  | | --- | --- | | **A.** | Providing a code of ethics for specific, rather than general, problems |  |  |  | | --- | --- | | B. | Following a bottom-to-top system of enforcing ethical behavior |  |  |  | | --- | --- | | C. | Avoiding a punishment-reward system for reinforcing behavior |  |  |  | | --- | --- | | D. | Appointing designated whistleblowers for the company |  |  |  | | --- | --- | | E. | Increasing performance pressure on employees |   Employees can be trained to identify and deal with ethical issues during orientation and through seminar, video, and Internet training sessions. |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: The Ethics Challenge* |

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| 78. *(p. 24)* | An organization wants to develop and implement a code of ethics in order to encourage ethical behavior among employees. Which of the following is a desirable characteristic for an organization's code of ethics?      |  |  | | --- | --- | | A. | The code of ethics should encourage whistle-blowing in cases of ethical lapses. |  |  |  | | --- | --- | | B. | The code of ethics should only be developed if employees are morally attentive. |  |  |  | | --- | --- | | **C.** | The code of ethics should be backed by support from top management. |  |  |  | | --- | --- | | D. | The code of ethics should cover general, rather than specific, ethical cases. |  |  |  | | --- | --- | | E. | Enforcement of the code of ethics should not be based on punishment and reward. |   Codes of ethics can have a positive impact if they satisfy these four criteria: They are distributed to every employee. They are firmly supported by top management. They refer to specific practices and ethical dilemmas likely to be encountered by target employees They are evenly enforced with rewards for compliance and strict penalties for noncompliance. |

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| *AACSB: Analytic AACSB: Ethics Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: The Ethics Challenge* |

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| 79. *(p. 25)* | A \_\_\_\_\_ is a statistical pooling technique that permits behavioral scientists to draw general conclusions about certain variables from many different studies.      |  |  | | --- | --- | | **A.** | meta-analysis |  |  |  | | --- | --- | | B. | case study |  |  |  | | --- | --- | | C. | field study |  |  |  | | --- | --- | | D. | laboratory study |  |  |  | | --- | --- | | E. | sample survey |   A meta-analysis is a statistical pooling technique that permits behavioral scientists to draw general conclusions about certain variables from many different studies. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: Learning about OB: Research, Road Map, and Model* |

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| 80. *(p. 25)* | A \_\_\_\_\_ is an organizational behavior research technique that probes individual or group processes in an organizational setting. Its results often have immediate and practical relevance for managers because it involves real life situations.      |  |  | | --- | --- | | A. | meta-analysis |  |  |  | | --- | --- | | **B.** | field study |  |  |  | | --- | --- | | C. | laboratory study |  |  |  | | --- | --- | | D. | sample survey |  |  |  | | --- | --- | | E. | focus group |   In OB, a field study probes individual or group processes in an organizational setting. Because field studies involve real-life situations, their results often have immediate and practical relevance for managers. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: Learning about OB: Research, Road Map, and Model* |

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| 81. *(p. 25)* | In a \_\_\_\_\_ study, variables are manipulated and measured in contrived situations.      |  |  | | --- | --- | | A. | sample |  |  |  | | --- | --- | | B. | case |  |  |  | | --- | --- | | **C.** | laboratory |  |  |  | | --- | --- | | D. | field |  |  |  | | --- | --- | | E. | contingent |   In a laboratory study, variables are manipulated and measured in contrived situations. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: Learning about OB: Research, Road Map, and Model* |

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| 82. *(p. 25)* | Which of the following best describes a case study?      |  |  | | --- | --- | | A. | A statistical technique that permits scientists to draw conclusions from many different studies |  |  |  | | --- | --- | | **B.** | An in-depth analysis of a single individual, group, or organization |  |  |  | | --- | --- | | C. | A study of individual or group processes in a real-life setting |  |  |  | | --- | --- | | D. | A study in which variables are manipulated and measured in contrived situations. |  |  |  | | --- | --- | | E. | A study in which samples of people from specified populations respond to questionnaires |   A case study is an in-depth analysis of a single individual, group, or organization. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: Learning about OB: Research, Road Map, and Model* |

**Essay Questions**

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| 83. *(p. 06)* | Differentiate between Douglas McGregor's Theory X and Theory Y assumptions.     Douglas McGregor's Theory X assumptions were pessimistic and negative and, according to McGregor's interpretation, typical of how managers traditionally perceived employees. To help managers break with this negative tradition, McGregor formulated his Theory Y, a modern and positive set of assumptions about people. McGregor believed managers could accomplish more through others by viewing them as self-energized, committed, responsible, and creative beings. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 84. *(p. 07)* | What are competence suppressors?     Competence suppressors are procedures, policies, and practices that prevent or punish expressions of competence and most characterize unproductive organizations. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 85. *(p. 07-08)* | What is the contingency approach to management?     The contingency approach calls for using management concepts and techniques in a situationally appropriate manner, instead of trying to rely on "one best way." The contingency approach encourages managers to view organizational behaviour within a situational context. According to this modern perspective, evolving situations, not hard-and-fast rules, determine when and where various management techniques are appropriate. Organizational behavior specialists embrace the contingency approach because it helps them realistically interrelate individuals, groups, and organizations. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Contrast McGregor's Theory X and Theory Y assumptions about employees. Topic: The Field of Organizational Behavior: Past and Present* |

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| 86. *(p. 09)* | Discuss the importance of human capital for employers. How can employers develop their firm's human capital?     A present or future employee with the right combination of knowledge, skills, and motivation to excel represents human capital with the potential to give the organization a competitive advantage. For that reason, today's executives are very concerned about recruiting and retaining talented people, developing employees' skills, getting them fully engaged, and preparing for the day when valuable people retire or leave for another employer. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 87. *(p. 08-10)* | Define and contrast human and social capital.     Human capital is the productive potential of an individual's knowledge and actions. Social capital is productive potential resulting from strong relationships, goodwill, trust, and cooperative effort. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Contrast human and social capital and describe three ways you can develop each. Topic: New Directions in OB* |

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| 88. *(p. 12)* | How did the positive psychology movement differ from previous approaches to psychology?     Much of psychology in the latter half of the 20th century was preoccupied with what was wrong with people. Following the traditional medical model, most researchers and practicing psychologists devoted their attention to diagnosing what was wrong with people and trying to make them better. OB research and practice often followed this same trend. However, an alternative approach gained attention at the beginning of the 21st century—positive psychology. This approach recommended focusing on human strengths and potential as a way to possibly prevent mental and behavioral problems and improve the general quality of life. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 89. *(p. 13)* | Define POB and explain Luthans' CHOSE Model.     University of Nebraska OB scholar Fred Luthans defines positive organizational behavior (POB) as "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace."The CHOSE model identifies five key dimensions of POB: confidence/self-efficacy, hope, optimism, subjective well-being, and emotional intelligence. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain the impact of the positive psychology movement on the field of organizational behavior (OB). Topic: New Directions in OB* |

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| 90. *(p. 14)* | Differentiate between e-commerce and e-business.     Experts on the subject draw an important distinction between e-commerce, which is buying and selling goods and services over the Internet, and e-business, which is using information communication technologies to facilitate every aspect of running a business. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 91. *(p. 14)* | How has technology helped small companies compete in the global market?     Technology allows companies to have a "virtual presence" in many markets, versus a more conventional physical presence that requires offices and people. As a result, local companies often can compete nationally and internationally. Likewise, small companies can more easily compete by using software for accounting, inventory, and other important systems that give them capabilities typically available only to large companies. This means that companies don't necessarily have to be industry giants to compete in the global market. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 92. *(p. 14)* | What is e-business? How can e-business help companies penetrate new markets?     E-business is using the Internet to facilitate every aspect of running a business. Employers are able to access markets for their products and services much more easily and efficiently and over greater distances than they did historically. Employers are able to access markets for their products and services much more easily and efficiently and over greater distances than they did historically. Technology allows companies to have a "virtual presence" in many markets, versus a more conventional physical presence that requires offices and people. As a result, local companies often can compete nationally and internationally. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 93. *(p. 14-15)* | How does technology help organizations build social capital?     To meet their job responsibilities, employees are increasingly required to collaborate with a larger number of people inside and outside their employing organization. This scenario requires employees to influence a growing number of people over whom they have no direct authority. Employees also use technology to expand and cultivate their social capital via professional networking sites such as LinkedIn. Building social capital has many benefits, such as enabling individuals to perform their current jobs better and to access future job opportunities. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 94. *(p. 17-18)* | Explain the significance of Web 2.0 for employers in today's world.     Technology enables employees to exert more control over the information they send and receive: writing blogs, building relationships on social networking sites, and contributing to user-created projects like Wikipedia. This active involvement, relying heavily on user-created content, has come to be called Web 2.0. According to Gary Hamel in The Future of Management, "Management 2.0 is going to look a lot like Web 2.0." He means managers of the future won't control the flow of information; instead, they will be expected to provide the means for employees to collaborate and share information with each other to achieve common goals. Ideally, this collaboration will bring the best ideas to the surface. The effective application of information technology can determine how well individuals and organizations compete. However, to guard against potential negative consequences—revealing trade secrets, exposing proprietary information, creating liabilities—companies and their managers need to formulate, communicate, and enforce information communication technology policies, not only for employer-owned technology but also for the employee's own equipment (e.g., smartphones). |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 95. *(p. 18)* | Gary Hamel in his book "The Future of Management" said "Management 2.0 is going to look a lot like Web 2.0". Explain this statement.     According to Gary Hamel in The Future of Management, "Management 2.0 is going to look a lot like Web 2.0." He means managers of the future won't control the flow of information; instead, they will be expected to provide the means for employees to collaborate and share information with each other to achieve common goals. Ideally, this collaboration will bring the best ideas to the surface. The effective application of information technology can determine how well individuals and organizations compete. However, to guard against potential negative consequences—revealing trade secrets, exposing proprietary information, creating liabilities—companies and their managers need to formulate, communicate, and enforce information communication technology policies, not only for employer-owned technology but also for the employee's own equipment (e.g., smartphones). |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Define the term e-business; and explain its implications for organizational behavior and managing people. Topic: New Directions in OB* |

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| 96. *(p. 19)* | Explain the four levels of Carroll's model of corporate social responsibility.     Carroll's model of corporate social responsibility has four levels in order of increasing responsibility:  Level 1- Make a profit consistent with expectations for international businesses to fulfill economic responsibility. Level 2- Obey the law of host countries as well as international law to fulfill legal responsibility. Level 3- Be ethical in its practices, taking host-country and global standards into consideration to fulfill ethical responsibility. Level 4- Be a good corporate citizen, especially as defined by the host country's expectations to fulfill philanthropic responsibility. |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 97. *(p. 21)* | Discuss how a result-oriented management style can lead to unethical behavior.     Pressure to perform is common in the workplace and has many sources. Perhaps most common is an individual's own desire to "look good" for their bosses, which has been identified in volumes of research as a cause of unethical behavior in lower- and mid-level employees and managers. No surprise, the pressure for results intensifies when individuals are rewarded for accomplishing their goals. Managers pressure unethical behavior due to their own motivations to perform, perceptions that such behaviors are actually acceptable or that no consequences will occur, reward systems that incentivize unethical behaviors, and/or the physical environment facilitates such actions. By fostering a pressure-cooker atmosphere for results, managers can unwittingly set the stage for unethical shortcuts by employees who seek to please and be loyal to the company. |

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| *AACSB: Ethics Blooms: Apply Difficulty: 1 Easy Learning Objective: 01-05 Describe the four levels of corporate social responsibility. Topic: The Ethics Challenge* |

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| 98. *(p. 23-24)* | List some ways in which an organization can improve its ethical climate.     The following suggestions provide ideas for how an organization's ethical climate could be improved:  -Managers must behave ethically themselves. -Screen potential employees. -Develop a meaningful code of ethics. -Provide ethics training. -Reinforce ethical behavior. -Create positions, units, and other structural mechanisms to deal with ethics. |

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| *AACSB: Ethics Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Explain at least three ways to improve an organization's ethical climate. Topic: The Ethics Challenge* |