Chapter 01

What is Organizational Behavior?

**True / False Questions**

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| 1. | Strategic management focuses on the product choices and industry characteristics that affect an organization's profitability.    True    False |

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| 2. | The theories and concepts found in OB are drawn from two disciplines: human resources management and strategic management.    True    False |

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| 3. | The integrative model of OB presents five individual mechanisms that directly affect the individual outcomes: motivation; learning and decision making; job performance; leadership styles and behaviors; and ethics.    True    False |

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| 4. | Job satisfaction reflects employees' psychological responses to job demands that tax or exceed their capacities.    True    False |

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| 5. | Trust, justice, and ethics capture what employees feel when thinking about their jobs and doing their day-to-day work.    True    False |

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| 6. | The Container Store, a retailer based out of Texas, is considering a performance based incentive system for its employees. This is an example of motivation.    True    False |

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| 7. | Learning and decision making deals with how employees gain job knowledge and how they use that knowledge to make accurate judgments on the job.    True    False |

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| 8. | Job satisfaction does not have an effect on job performance and organizational commitment.    True    False |

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| 9. | Like individual characteristics, group mechanisms shape satisfaction, stress, motivation, trust, and learning.    True    False |

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| 10. | The integrative model of OB acknowledges that employees work in one or more work teams led by some formal leader.    True    False |

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| 11. | Leader power and negotiation summarize how individuals attain authority over others.    True    False |

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| 12. | To counter the effects of a bad product, effective management of OB can help make the product get better, incrementally, over the long term.    True    False |

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| 13. | According to the resource-based view of organizations, a firm's resources do not include resources related to organizational behavior, such as the knowledge, ability, and wisdom of the workforce.    True    False |

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| 14. | The resource-based view suggests that a resource is more valuable when it can be imitated.    True    False |

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| 15. | People create history, a collective pool of experience, wisdom, and knowledge that benefits the organization.    True    False |

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| 16. | Big decisions are visible to competitors and observable by industry experts.    True    False |

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| 17. | Resources like culture, teamwork, trust, and reputation are termed "socially complex" because it is not always clear which organizations do (and do not) possess them, though it is clear how they came to develop.    True    False |

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| 18. | Given that good employees move from one organization to another, they do not create a resource valuable enough for creating competitive advantage.    True    False |

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| 19. | Firms that do not undergo an IPO typically have shorter histories and need an infusion of cash to grow or introduce some new technology.    True    False |

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| 20. | The Rule of One-Eighth suggests that about 88 percent of the companies will actually do what is required to build profits by putting people first.    True    False |

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| 21. | The integrative model of OB was designed with the Rule of One-Eighth in mind.    True    False |

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| 22. | It is often easy to "fix" companies that struggle with OB issues.    True    False |

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| 23. | The method of intuition suggests that people hold firmly to some belief because it seems obvious or self-evident.    True    False |

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| 24. | According to the method of experience, people hold firmly to some belief because scientific studies have tended to replicate results using a series of samples, settings, and methods.    True    False |

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| 25. | The method of authority suggests that people hold firmly to some belief because some respected official, agency, or source has said it is so.    True    False |

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| 26. | Theory is defined as a collection of assertions—both verbal and symbolic—that specify how and why variables are related, as well as the conditions in which they should (and should not) be related.    True    False |

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| 27. | Analyses are written predictions that specify relationships between variables.    True    False |

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| 28. | A correlation describes the statistical relationship between two variables.    True    False |

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| 29. | The best way to understand correlation between two variables is to look at a scatterplot.    True    False |

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| 30. | The strength of a correlation can be inferred from the "compactness" of its scatterplot.    True    False |

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| 31. | Understanding correlation is important because OB questions are not "yes or no" in nature.    True    False |

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| 32. | Causal inferences means establishing that one variable really does cause another.    True    False |

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| 33. | Meta-analyses cannot form the foundation for evidence-based management.    True    False |

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| 34. | Evidence-based management is a perspective that argues that scientific findings should not form the foundation for management education.    True    False |

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| 35. | Proponents of evidence-based management argue that human resources should be transformed into a sort of R&D department for managing people.    True    False |

**Multiple Choice Questions**

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| 36. | \_\_\_\_\_ is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations.      |  |  | | --- | --- | | A. | Organizational behavior |  |  |  | | --- | --- | | B. | Strategic management |  |  |  | | --- | --- | | C. | Economic research |  |  |  | | --- | --- | | D. | Operations management |  |  |  | | --- | --- | | E. | Financial management | |

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| 37. | Which of the following takes the theories and principles studied in OB and explores the applications of those principles in organizations?      |  |  | | --- | --- | | A. | Human resource management |  |  |  | | --- | --- | | B. | Strategic management |  |  |  | | --- | --- | | C. | Economic research |  |  |  | | --- | --- | | D. | Operations management |  |  |  | | --- | --- | | E. | Financial management | |

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| 38. | Which of the following focuses on the product choices and industry characteristics that affect an organization's profitability?      |  |  | | --- | --- | | A. | Organizational behavior |  |  |  | | --- | --- | | B. | Process management |  |  |  | | --- | --- | | C. | Operations management |  |  |  | | --- | --- | | D. | Strategic management |  |  |  | | --- | --- | | E. | Human resource management | |

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| 39. | When a firm expands into a new product segment, it is known as \_\_\_\_\_.      |  |  | | --- | --- | | A. | product recall |  |  |  | | --- | --- | | B. | product diversification |  |  |  | | --- | --- | | C. | monopolization |  |  |  | | --- | --- | | D. | cartelization |  |  |  | | --- | --- | | E. | product divestment | |

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| 40. | OB research on job performance and individual characteristics draws primarily from studies in \_\_\_\_\_.      |  |  | | --- | --- | | A. | industrial and organizational psychology |  |  |  | | --- | --- | | B. | social relations |  |  |  | | --- | --- | | C. | marketing management |  |  |  | | --- | --- | | D. | sales management |  |  |  | | --- | --- | | E. | economic relations | |

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| 41. | Research on satisfaction, emotions, and team processes found in OB draws heavily from studies in \_\_\_\_\_.      |  |  | | --- | --- | | A. | anthropology |  |  |  | | --- | --- | | B. | organizational goals |  |  |  | | --- | --- | | C. | industrial relations |  |  |  | | --- | --- | | D. | social psychology |  |  |  | | --- | --- | | E. | team management | |

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| 42. | OB primarily uses \_\_\_\_\_\_\_ models to understand motivation, learning, and decision making.      |  |  | | --- | --- | | A. | marketing |  |  |  | | --- | --- | | B. | economic |  |  |  | | --- | --- | | C. | labor union |  |  |  | | --- | --- | | D. | strategic |  |  |  | | --- | --- | | E. | cultural | |

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| 43. | Which of the following is a primary individual outcome of interest to organizational behavior researchers according to the integrative model?      |  |  | | --- | --- | | A. | Job performance |  |  |  | | --- | --- | | B. | Culture |  |  |  | | --- | --- | | C. | Team processes |  |  |  | | --- | --- | | D. | Personality |  |  |  | | --- | --- | | E. | Stress | |

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| 44. | Which of the following is a primary individual outcome according to the integrative model?      |  |  | | --- | --- | | A. | Job satisfaction |  |  |  | | --- | --- | | B. | Culture |  |  |  | | --- | --- | | C. | Team processes |  |  |  | | --- | --- | | D. | Personality |  |  |  | | --- | --- | | E. | Organizational commitment | |

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| 45. | According to the integrative model of organizational behavior, motivation, trust, justice, and ethics are \_\_\_\_\_.      |  |  | | --- | --- | | A. | individual mechanisms |  |  |  | | --- | --- | | B. | organizational mechanisms |  |  |  | | --- | --- | | C. | group mechanisms |  |  |  | | --- | --- | | D. | individual outcomes |  |  |  | | --- | --- | | E. | group outcomes | |

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| 46. | According to the integrative model, job satisfaction is a(n) \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | individual outcome |  |  |  | | --- | --- | | B. | organizational mechanism |  |  |  | | --- | --- | | C. | group mechanism |  |  |  | | --- | --- | | D. | individual mechanism |  |  |  | | --- | --- | | E. | group outcome | |

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| 47. | Which of the following reflect(s) the degree to which employees feel that their company does business with fairness, honesty, and integrity?      |  |  | | --- | --- | | A. | Job satisfaction |  |  |  | | --- | --- | | B. | Trust, justice, and ethics |  |  |  | | --- | --- | | C. | Team processes |  |  |  | | --- | --- | | D. | Personality and ability |  |  |  | | --- | --- | | E. | Motivation | |

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| 48. | Which of the following considers employees' psychological responses to job demands that tax or exceed their capabilities?      |  |  | | --- | --- | | A. | Job satisfaction |  |  |  | | --- | --- | | B. | Ability |  |  |  | | --- | --- | | C. | Job performance |  |  |  | | --- | --- | | D. | Leadership style |  |  |  | | --- | --- | | E. | Stress | |

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| 49. | Which of these individual mechanisms captures the energetic forces that drive employees' work efforts?      |  |  | | --- | --- | | A. | Motivation |  |  |  | | --- | --- | | B. | Ability |  |  |  | | --- | --- | | C. | Job performance |  |  |  | | --- | --- | | D. | Personality |  |  |  | | --- | --- | | E. | Stress | |

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| 50. | As employees gain experience, they obtain job knowledge and use this knowledge to make accurate judgments on the job. Which individual mechanism is referred to in this statement?      |  |  | | --- | --- | | A. | Team processes |  |  |  | | --- | --- | | B. | Trust, justice, and ethics |  |  |  | | --- | --- | | C. | Learning and decision making |  |  |  | | --- | --- | | D. | Personality and ability |  |  |  | | --- | --- | | E. | Motivation | |

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| 51. | Which of the following individual characteristics illustrated in the integrative model of OB reflect the various traits and tendencies that describe how people act, with commonly studied traits including extraversion, conscientiousness, and collectivism?      |  |  | | --- | --- | | A. | Trust, justice, and ethics |  |  |  | | --- | --- | | B. | Personality and cultural values |  |  |  | | --- | --- | | C. | Job performance and organizational commitment |  |  |  | | --- | --- | | D. | Learning and decision making |  |  |  | | --- | --- | | E. | Organizational structure and organizational culture | |

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| 52. | In the integrative model, ability, which includes cognitive abilities, emotional skills, and physical abilities, is classified as a(n) \_\_\_\_\_.      |  |  | | --- | --- | | A. | individual outcome |  |  |  | | --- | --- | | B. | organizational mechanism |  |  |  | | --- | --- | | C. | individual characteristic |  |  |  | | --- | --- | | D. | individual mechanism |  |  |  | | --- | --- | | E. | group outcome | |

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| 53. | Which of the following is an example of a group mechanism?      |  |  | | --- | --- | | A. | Team characteristics and diversity |  |  |  | | --- | --- | | B. | Motivation |  |  |  | | --- | --- | | C. | Trust, justice, and ethics |  |  |  | | --- | --- | | D. | Organizational commitment |  |  |  | | --- | --- | | E. | Ability | |

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| 54. | Which of the following group mechanisms summarize how individuals attain authority over others?      |  |  | | --- | --- | | A. | Leader cultural values |  |  |  | | --- | --- | | B. | Leader personality |  |  |  | | --- | --- | | C. | Leader styles and behaviors |  |  |  | | --- | --- | | D. | Leader responsibilities |  |  |  | | --- | --- | | E. | Leader power and negotiation | |

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| 55. | Which of the following capture(s) the specific actions that leaders take to influence others at work?      |  |  | | --- | --- | | A. | Leader styles and behaviors |  |  |  | | --- | --- | | B. | Leader cultural values |  |  |  | | --- | --- | | C. | Leader personality |  |  |  | | --- | --- | | D. | Leader influence and negotiation |  |  |  | | --- | --- | | E. | Leader power | |

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| 56. | Which organizational mechanism illustrated by the integrative model dictates how the units within the firm link to other units?      |  |  | | --- | --- | | A. | Organizational culture |  |  |  | | --- | --- | | B. | Organizational ability |  |  |  | | --- | --- | | C. | Organization size |  |  |  | | --- | --- | | D. | Organizational structure |  |  |  | | --- | --- | | E. | Organizational leadership | |

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| 57. | Which organizational mechanism illustrated by the integrative model captures "the way things are" in an organization?      |  |  | | --- | --- | | A. | Organizational structure |  |  |  | | --- | --- | | B. | Organizational ability |  |  |  | | --- | --- | | C. | Organizational leadership |  |  |  | | --- | --- | | D. | Organizational performance |  |  |  | | --- | --- | | E. | Organizational culture | |

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| 58. | Which organizational mechanism illustrated by the integrative model captures shared knowledge about the rules, norms, and values that shape employee attitudes and behaviors?      |  |  | | --- | --- | | A. | Organizational structure |  |  |  | | --- | --- | | B. | Organizational ability |  |  |  | | --- | --- | | C. | Organizational culture |  |  |  | | --- | --- | | D. | Job satisfaction |  |  |  | | --- | --- | | E. | Organizational leadership | |

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| 59. | Which of the following statements about the resource-based view of organizations is false?      |  |  | | --- | --- | | A. | It suggests that resources are valuable because they are rare. |  |  |  | | --- | --- | | B. | It describes what makes resources capable of creating long-term profits for the firm. |  |  |  | | --- | --- | | C. | It suggests that inimitable resources are of greater value to an organization. |  |  |  | | --- | --- | | D. | A firm's resources include resources related to organizational behavior. |  |  |  | | --- | --- | | E. | It suggests that the value of resources depends on a single factor. | |

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| 60. | The resource-based view suggests that a resource is more valuable when it is \_\_\_\_\_.      |  |  | | --- | --- | | A. | complex |  |  |  | | --- | --- | | B. | technologically advanced |  |  |  | | --- | --- | | C. | socially complex |  |  |  | | --- | --- | | D. | rare |  |  |  | | --- | --- | | E. | simple | |

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| 61. | The resource-based view suggests that a resource is more valuable when it is \_\_\_\_\_.      |  |  | | --- | --- | | A. | complex |  |  |  | | --- | --- | | B. | simple |  |  |  | | --- | --- | | C. | inimitable |  |  |  | | --- | --- | | D. | expensive |  |  |  | | --- | --- | | E. | new | |

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| 62. | Culture, teamwork, trust, and reputation are examples of \_\_\_\_\_.      |  |  | | --- | --- | | A. | socially complex resources |  |  |  | | --- | --- | | B. | easy-to-develop resources |  |  |  | | --- | --- | | C. | natural structures |  |  |  | | --- | --- | | D. | evidence-based resources |  |  |  | | --- | --- | | E. | associative structures | |

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| 63. | Culture, teamwork, trust, and reputation are termed "\_\_\_\_\_" because it's not always clear how they came to develop, though it is clear which organizations do possess them.      |  |  | | --- | --- | | A. | socially complex |  |  |  | | --- | --- | | B. | vague |  |  |  | | --- | --- | | C. | natural structures |  |  |  | | --- | --- | | D. | evidence-based resources |  |  |  | | --- | --- | | E. | associative structures | |

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| 64. | According to the Rule of One-Eighth,      |  |  | | --- | --- | | A. | at least 88 percent of organizations will do everything necessary to put people first and thereby build profits. |  |  |  | | --- | --- | | B. | at best 12 percent of organizations will actually do what is required to build profits by putting people first. |  |  |  | | --- | --- | | C. | 75 percent of organizations won't believe the connection between how they manage their people and the profits they earn. |  |  |  | | --- | --- | | D. | 38 percent of the organizations try to make a single change to solve their problems. |  |  |  | | --- | --- | | E. | one in eight organizations miserably fails at making the people to profit connection. | |

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| 65. | Which of the following methods suggests that people hold firmly to some belief because it is consistent with their own experience and observations?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of authority |  |  |  | | --- | --- | | C. | Method of science |  |  |  | | --- | --- | | D. | Method of experience |  |  |  | | --- | --- | | E. | Method of behavior | |

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| 66. | Which of the following methods suggests that people hold firmly to some belief because it "just stands to reason"—it seems obvious or self-evident?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of authority |  |  |  | | --- | --- | | C. | Method of science |  |  |  | | --- | --- | | D. | Method of experience |  |  |  | | --- | --- | | E. | Method of behavior | |

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| 67. | Which of the following methods suggests that people hold firmly to some belief because some respected official, agency, or source has said it is so?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of authority |  |  |  | | --- | --- | | C. | Method of science |  |  |  | | --- | --- | | D. | Method of experience |  |  |  | | --- | --- | | E. | Method of behavior | |

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| 68. | Frank, an HR manager, believes that his implementation of HR practices in the company is impeccable, because he received the inputs for these practices from the CEO himself. Which of the following philosophies is he relying on?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of behavior |  |  |  | | --- | --- | | C. | Method of science |  |  |  | | --- | --- | | D. | Method of experience |  |  |  | | --- | --- | | E. | Method of authority | |

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| 69. | Which of the following methods suggests that people accept some belief because scientific studies have tended to replicate that result using a series of samples, settings, and methods?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of authority |  |  |  | | --- | --- | | C. | Method of science |  |  |  | | --- | --- | | D. | Method of experience |  |  |  | | --- | --- | | E. | Method of behavior | |

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| 70. | Donna believes that 360 degree performance review is ideal for her company because she recently read about a major survey of Fortune 100 companies that highlighted the effectiveness of this method. Which of the following philosophies is she relying on?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of performance |  |  |  | | --- | --- | | C. | Method of behavior |  |  |  | | --- | --- | | D. | Method of reliability |  |  |  | | --- | --- | | E. | Method of science | |

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| 71. | Who is considered to be the originator of the scientific method?      |  |  | | --- | --- | | A. | Jeffery Pfeffer |  |  |  | | --- | --- | | B. | Frederick Taylor |  |  |  | | --- | --- | | C. | Charles Darwin |  |  |  | | --- | --- | | D. | Sir Francis Bacon |  |  |  | | --- | --- | | E. | Adam Smith | |

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| 72. | \_\_\_\_\_ is defined as a collection of assertions that specify how and why variables are related, as well as the conditions in which they should and should not be related.      |  |  | | --- | --- | | A. | Hypothesis |  |  |  | | --- | --- | | B. | Information |  |  |  | | --- | --- | | C. | Paradigm |  |  |  | | --- | --- | | D. | Data |  |  |  | | --- | --- | | E. | Theory | |

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| 73. | The scientific method begins with \_\_\_\_\_.      |  |  | | --- | --- | | A. | auditing |  |  |  | | --- | --- | | B. | hypotheses |  |  |  | | --- | --- | | C. | theory |  |  |  | | --- | --- | | D. | verification |  |  |  | | --- | --- | | E. | paradigm | |

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| 74. | The scientific method requires that theories be used to inspire \_\_\_\_\_.      |  |  | | --- | --- | | A. | auditing |  |  |  | | --- | --- | | B. | hypotheses |  |  |  | | --- | --- | | C. | experience |  |  |  | | --- | --- | | D. | verification |  |  |  | | --- | --- | | E. | intuition | |

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| 75. | \_\_\_\_\_\_\_ are written predictions that specify relations between variables.      |  |  | | --- | --- | | A. | Hypotheses |  |  |  | | --- | --- | | B. | Verifications |  |  |  | | --- | --- | | C. | Theories |  |  |  | | --- | --- | | D. | Data |  |  |  | | --- | --- | | E. | Collections | |

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| 76. | Which of the following correlations indicate no statistical relationship between two variables?      |  |  | | --- | --- | | A. | 1 |  |  |  | | --- | --- | | B. | -1 |  |  |  | | --- | --- | | C. | 0 |  |  |  | | --- | --- | | D. | 100 |  |  |  | | --- | --- | | E. | -100 | |

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| 77. | Which of the following correlations indicate a perfect statistical relationship between two variables?      |  |  | | --- | --- | | A. | 1 |  |  |  | | --- | --- | | B. | -1 |  |  |  | | --- | --- | | C. | 0 |  |  |  | | --- | --- | | D. | 100 |  |  |  | | --- | --- | | E. | -100 | |

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| 78. | \_\_\_\_\_\_\_ summarize the statistical relationships between variables.      |  |  | | --- | --- | | A. | Datasets |  |  |  | | --- | --- | | B. | Correlations |  |  |  | | --- | --- | | C. | Observations |  |  |  | | --- | --- | | D. | Collections |  |  |  | | --- | --- | | E. | Consolidations | |

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| 79. | Correlation can be positive or negative and can range from \_\_\_\_\_.      |  |  | | --- | --- | | A. | -1 to +1 |  |  |  | | --- | --- | | B. | -2 to +2 |  |  |  | | --- | --- | | C. | 0 to +100 |  |  |  | | --- | --- | | D. | -10 to 0 |  |  |  | | --- | --- | | E. | -100 to +100 | |

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| 80. | In organizational behavior research, a correlation of +1 between two variables is considered:      |  |  | | --- | --- | | A. | weak. |  |  |  | | --- | --- | | B. | to be an absence of relationship. |  |  |  | | --- | --- | | C. | arbitrary. |  |  |  | | --- | --- | | D. | irrelevant. |  |  |  | | --- | --- | | E. | perfect. | |

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| 81. | Which of the following explains the term causal inferences?      |  |  | | --- | --- | | A. | Proving that two variables are correlated. |  |  |  | | --- | --- | | B. | Making sure the sample size is adequate enough. |  |  |  | | --- | --- | | C. | Explaining why one variable is not correlated to another. |  |  |  | | --- | --- | | D. | Analyzing a situation and understanding what went wrong. |  |  |  | | --- | --- | | E. | Establishing that one variable really does cause another. | |

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| 82. | Which of these is one of the conditions necessary to establish causal inferences?      |  |  | | --- | --- | | A. | The presumed cause succeeds the presumed effect in time. |  |  |  | | --- | --- | | B. | Multiple alternative explanations exist for the correlation. |  |  |  | | --- | --- | | C. | Factors other than the variables in question could create causation. |  |  |  | | --- | --- | | D. | The two variables are correlated. |  |  |  | | --- | --- | | E. | The sample size is large enough. | |

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| 83. | Which of these is one of the conditions necessary to establish causal inferences?      |  |  | | --- | --- | | A. | The two variables are not correlated. |  |  |  | | --- | --- | | B. | Multiple alternative explanations exist for the correlation. |  |  |  | | --- | --- | | C. | The presumed cause precedes the presumed effect in time. |  |  |  | | --- | --- | | D. | The study was conducted in an open environment. |  |  |  | | --- | --- | | E. | The sample size is large enough. | |

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| 84. | Which of these is one of the conditions necessary to establish causal inferences?      |  |  | | --- | --- | | A. | The study was conducted in an open environment. |  |  |  | | --- | --- | | B. | No alternative explanation exists for the correlation. |  |  |  | | --- | --- | | C. | The presumed effect precedes the presumed cause in time. |  |  |  | | --- | --- | | D. | The two variables are not correlated. |  |  |  | | --- | --- | | E. | The sample size is large enough. | |

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| 85. | Which of these takes all the correlations found in studies of a particular relationship and calculates a weighted average of them?      |  |  | | --- | --- | | A. | Alpha analysis |  |  |  | | --- | --- | | B. | Gamma analysis |  |  |  | | --- | --- | | C. | Meta-analysis |  |  |  | | --- | --- | | D. | Causal analysis |  |  |  | | --- | --- | | E. | Beta analysis | |

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| 86. | Which of the following argues that scientific findings should form the foundation for management education?      |  |  | | --- | --- | | A. | Traditional Management |  |  |  | | --- | --- | | B. | Evidence-based management |  |  |  | | --- | --- | | C. | Resource-based view |  |  |  | | --- | --- | | D. | Contingency approach |  |  |  | | --- | --- | | E. | Management by objectives | |

**Essay Questions**

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| 87. | Define organizational behavior (OB). How does it differ from human resource management? |

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| 88. | Identify the key individual outcomes in the studies of organizational behavior and describe the factors that affect these key outcomes. |

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| 89. | Briefly explain the importance of individual mechanisms that feature in the integrative model of organizational behavior. |

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| 90. | Briefly explain the importance of group mechanisms that feature in the integrative model of organizational behavior. |

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| 91. | Using the resource-based view of the organization, explain how people are a valuable resource. Provide an example to justify your answer. |

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| 92. | Explain the Rule of One-Eighth. |

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| 93. | Briefly describe the four different ways of knowing things. Which way do you believe provides the soundest explanation and most compelling support? |

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| 94. | Explain the scientific method and its impact on Organizational Behavior. |

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| 95. | Briefly explain correlation. |

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| 96. | What is meta-analysis? |

Chapter 01 What is Organizational Behavior? Answer Key

**True / False Questions**

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| 1. *(p. 07)* | Strategic management focuses on the product choices and industry characteristics that affect an organization's profitability.    **TRUE**  Strategic management focuses on the product choices and industry characteristics that affect an organization's profitability. A strategic management study might examine the relationship between firm diversification (when a firm expands into a new product segment) and firm profitability. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 2. *(p. 07)* | The theories and concepts found in OB are drawn from two disciplines: human resources management and strategic management.    **FALSE**  The theories and concepts found in OB are actually drawn from a wide variety of disciplines like industrial and organizational psychology, social psychology, and anthropology. Models from economics are used to understand motivation, learning, and decision making. This diversity brings a unique quality to the study of OB. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 3. *(p. 08)* | The integrative model of OB presents five individual mechanisms that directly affect the individual outcomes: motivation; learning and decision making; job performance; leadership styles and behaviors; and ethics.    **FALSE**  The integrative model of OB presents five individual mechanisms that directly affect the individual outcomes: motivation; learning and decision making; job satisfaction; stress; and trust, justice, and ethics. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 4. *(p. 09)* | Job satisfaction reflects employees' psychological responses to job demands that tax or exceed their capacities.    **FALSE**  Stress is an individual mechanism which reflects employees' psychological responses to job demands that tax or exceed their capacities. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 5. *(p. 9)* | Trust, justice, and ethics capture what employees feel when thinking about their jobs and doing their day-to-day work.    **FALSE**  Trust, justice, and ethics reflect the degree to which employees feel that their company does business with fairness, honesty, and integrity. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 6. *(p. 09)* | The Container Store, a retailer based out of Texas, is considering a performance based incentive system for its employees. This is an example of motivation.    **TRUE**  Motivation captures the energetic forces that drive employees' work effort. |

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| *AACSB: Reflective Thinking Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 7. *(p. 09)* | Learning and decision making deals with how employees gain job knowledge and how they use that knowledge to make accurate judgments on the job.    **TRUE**  Learning and decision making deals with how employees gain job knowledge and how they use that knowledge to make accurate judgments on the job. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 8. *(p. 09)* | Job satisfaction does not have an effect on job performance and organizational commitment.    **FALSE**  Job satisfaction, stress, and motivation are key drivers of job performance and organizational commitment. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 9. *(p. 09)* | Like individual characteristics, group mechanisms shape satisfaction, stress, motivation, trust, and learning.    **TRUE**  The integrative model also acknowledges that employees do not work alone. Instead, they typically work in one or more work teams. Like the individual characteristics, these group mechanisms shape satisfaction, stress, motivation, trust, and learning. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 10. *(p. 09)* | The integrative model of OB acknowledges that employees work in one or more work teams led by some formal leader.    **TRUE**  The integrative model also acknowledges that employees do not work alone. Instead, they typically work in one or more work teams. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 11. *(p. 09)* | Leader power and negotiation summarize how individuals attain authority over others.    **TRUE**  Leader power and negotiation summarize how individuals attain authority over others. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 12. *(p. 10)* | To counter the effects of a bad product, effective management of OB can help make the product get better, incrementally, over the long term.    **TRUE**  If a firm has a bad-enough product, it's true that people won't buy it, regardless of how happy, motivated, or committed its workforce is. Again, perhaps for a time, but the effective management of OB can help make a product get better, incrementally, over the long term. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 13. *(p. 11)* | According to the resource-based view of organizations, a firm's resources do not include resources related to organizational behavior, such as the knowledge, ability, and wisdom of the workforce.    **FALSE**  According to the resource-based view of organizations, a firm's resources include resources related to organizational behavior, such as the knowledge, ability, and wisdom of the workforce, as well as the image, culture, and goodwill of the organization. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 14. *(p. 11)* | The resource-based view suggests that a resource is more valuable when it can be imitated.    **FALSE**  A resource is more valuable when it is rare. Diamonds, baseball cards, and Action Comics #1 are all expensive precisely because they are rare. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 15. *(p. 12)* | People create history, a collective pool of experience, wisdom, and knowledge that benefits the organization.    **TRUE**  People create a history—a collective pool of experience, wisdom, and knowledge that benefits the organization. History cannot be bought. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 16. *(p. 13)* | Big decisions are visible to competitors and observable by industry experts.    **TRUE**  Big decisions can be copied; they are visible to competitors and observable by industry experts. In contrast, the "behind the scenes" decisions are more invisible to competitors, especially the decisions that involve the hiring and management of employees. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 17. *(p. 13)* | Resources like culture, teamwork, trust, and reputation are termed "socially complex" because it is not always clear which organizations do (and do not) possess them, though it is clear how they came to develop.    **FALSE**  People also create socially complex resources, like culture, teamwork, trust, and reputation. These resources are termed "socially complex" because it's not always clear how they came to develop, though it is clear which organizations do (and do not) possess them. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 18. *(p. 13)* | Given that good employees move from one organization to another, they do not create a resource valuable enough for creating competitive advantage.    **FALSE**  Good people are both rare and inimitable and therefore create a resource valuable enough for creating competitive advantage. |

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| *AACSB: Reflective Thinking Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: Does Organizational Behavior Matter?* |

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| 19. *(p. 13)* | Firms that do not undergo an IPO typically have shorter histories and need an infusion of cash to grow or introduce some new technology.    **FALSE**  Firms that undergo an IPO typically have shorter histories and need an infusion of cash to grow or introduce some new technology. |

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| *AACSB: Reflective Thinking Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: Does Organizational Behavior Matter?* |

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| 20. *(p. 15)* | The Rule of One-Eighth suggests that about 88 percent of the companies will actually do what is required to build profits by putting people first.    **FALSE**  One-half times one-half times one-half equals one-eighth, at best 12 percent of organizations will actually do what is required to build profits by putting people first. |

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| *AACSB: Reflective Thinking Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: Does Organizational Behavior Matter?* |

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| 21. *(p. 16)* | The integrative model of OB was designed with the Rule of One-Eighth in mind.    **TRUE**  The integrative model of OB was designed with the Rule of One-Eighth in mind. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: Does Organizational Behavior Matter?* |

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| 22. *(p. 16)* | It is often easy to "fix" companies that struggle with OB issues.    **FALSE**  The systemic nature reveals another reality of organizational behavior: It's often difficult to "fix" companies that struggle with OB issues. Such companies often struggle in a number of different areas and on a number of different levels. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: Does Organizational Behavior Matter?* |

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| 23. *(p. 16)* | The method of intuition suggests that people hold firmly to some belief because it seems obvious or self-evident.    **TRUE**  Method of intuition refers to when people hold firmly to some belief because it "just stands to reason"—it seems obvious or self-evident. |

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| *AACSB: Reflective Thinking Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 24. *(p. 16)* | According to the method of experience, people hold firmly to some belief because scientific studies have tended to replicate results using a series of samples, settings, and methods.    **FALSE**  People use the method of experience to hold firmly to some belief because it is consistent with their own experience and observations. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 25. *(p. 16)* | The method of authority suggests that people hold firmly to some belief because some respected official, agency, or source has said it is so.    **TRUE**  The method of authority suggests that people hold firmly to some belief because some respected official, agency, or source has said it is so. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 26. *(p. 18)* | Theory is defined as a collection of assertions—both verbal and symbolic—that specify how and why variables are related, as well as the conditions in which they should (and should not) be related.    **TRUE**  The scientific method begins with theory, defined as a collection of assertions—both verbal and symbolic—that specify how and why variables are related, as well as the conditions in which they should (and should not) be related. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 27. *(p. 18)* | Analyses are written predictions that specify relationships between variables.    **FALSE**  The scientific method requires that theories be used to inspire hypotheses. Hypotheses are written predictions that specify relationships between variables. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 28. *(p. 19)* | A correlation describes the statistical relationship between two variables.    **TRUE**  A correlation, abbreviated *r,* describes the statistical relationship between two variables. Correlations can be positive or negative and range from 0 (no statistical relationship) to 1 (a perfect statistical relationship). |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 29. *(p. 19)* | The best way to understand correlation between two variables is to look at a scatterplot.    **TRUE**  The best way to get a feel for the correlation is to look at a scatterplot—a graph depicting the relationship between two variables. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 30. *(p. 19)* | The strength of a correlation can be inferred from the "compactness" of its scatterplot.    **TRUE**  The strength of the correlation can be inferred from the "compactness" of its scatterplot. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 31. *(p. 19)* | Understanding correlation is important because OB questions are not "yes or no" in nature.    **TRUE**  Understanding the correlation is important because OB questions are not "yes or no" in nature. That is, the question is not "*Does* social recognition lead to higher job performance?" but rather "*How* *often* does social recognition lead to higher job performance?" The correlation provides a number that expresses an answer to the "how often" question. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 32. *(p. 20)* | Causal inferences means establishing that one variable really does cause another.    **TRUE**  Causal inferences means establishing that one variable really does cause another. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 33. *(p. 21)* | Meta-analyses cannot form the foundation for evidence-based management.    **FALSE**  Meta-analyses can form the foundation for evidence-based management—a perspective that argues that scientific findings should form the foundation for management education, much as they do for medical education. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 34. *(p. 21)* | Evidence-based management is a perspective that argues that scientific findings should not form the foundation for management education.    **FALSE**  Evidence-based management is a perspective that argues that scientific findings should form the foundation for management education, much as they do for medical education. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 35. *(p. 21)* | Proponents of evidence-based management argue that human resources should be transformed into a sort of R&D department for managing people.    **TRUE**  Evidence-based management is a perspective that argues that scientific findings should form the foundation for management education, much as they do for medical education. Proponents of evidence-based management argue that human resources should be transformed into a sort of R&D department for managing people. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

**Multiple Choice Questions**

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| 36. *(p. 07)* | \_\_\_\_\_ is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations.      |  |  | | --- | --- | | **A.** | Organizational behavior |  |  |  | | --- | --- | | B. | Strategic management |  |  |  | | --- | --- | | C. | Economic research |  |  |  | | --- | --- | | D. | Operations management |  |  |  | | --- | --- | | E. | Financial management |   Organizational behavior (OB) is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations. OB can be contrasted with two other courses: human resource management and strategic management. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 37. *(p. 07)* | Which of the following takes the theories and principles studied in OB and explores the applications of those principles in organizations?      |  |  | | --- | --- | | **A.** | Human resource management |  |  |  | | --- | --- | | B. | Strategic management |  |  |  | | --- | --- | | C. | Economic research |  |  |  | | --- | --- | | D. | Operations management |  |  |  | | --- | --- | | E. | Financial management |   An OB study might explore the relationship between learning and job performance, whereas a human resource management study might examine the best ways to structure training programs to promote employee learning. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 38. *(p. 07)* | Which of the following focuses on the product choices and industry characteristics that affect an organization's profitability?      |  |  | | --- | --- | | A. | Organizational behavior |  |  |  | | --- | --- | | B. | Process management |  |  |  | | --- | --- | | C. | Operations management |  |  |  | | --- | --- | | **D.** | Strategic management |  |  |  | | --- | --- | | E. | Human resource management |   A strategic management study can help in examining the relationship between a firm's diversification and its profitability. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 39. *(p. 07)* | When a firm expands into a new product segment, it is known as \_\_\_\_\_.      |  |  | | --- | --- | | A. | product recall |  |  |  | | --- | --- | | **B.** | product diversification |  |  |  | | --- | --- | | C. | monopolization |  |  |  | | --- | --- | | D. | cartelization |  |  |  | | --- | --- | | E. | product divestment |   When a firm expands into a new product segment, it is known as diversification. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 40. *(p. 07)* | OB research on job performance and individual characteristics draws primarily from studies in \_\_\_\_\_.      |  |  | | --- | --- | | **A.** | industrial and organizational psychology |  |  |  | | --- | --- | | B. | social relations |  |  |  | | --- | --- | | C. | marketing management |  |  |  | | --- | --- | | D. | sales management |  |  |  | | --- | --- | | E. | economic relations |   The theories and concepts found in OB are actually drawn from a wide variety of disciplines. Research on job performance and individual characteristics draws primarily from studies in industrial and organizational psychology. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 41. *(p. 07)* | Research on satisfaction, emotions, and team processes found in OB draws heavily from studies in \_\_\_\_\_.      |  |  | | --- | --- | | A. | anthropology |  |  |  | | --- | --- | | B. | organizational goals |  |  |  | | --- | --- | | C. | industrial relations |  |  |  | | --- | --- | | **D.** | social psychology |  |  |  | | --- | --- | | E. | team management |   The theories and concepts found in OB are actually drawn from a wide variety of disciplines. Research on satisfaction, emotions, and team processes draws heavily from social psychology. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 42. *(p. 07)* | OB primarily uses \_\_\_\_\_\_\_ models to understand motivation, learning, and decision making.      |  |  | | --- | --- | | A. | marketing |  |  |  | | --- | --- | | **B.** | economic |  |  |  | | --- | --- | | C. | labor union |  |  |  | | --- | --- | | D. | strategic |  |  |  | | --- | --- | | E. | cultural |   The theories and concepts found in OB are actually drawn from a wide variety of disciplines. Models from economics are used to understand motivation, learning, and decision making. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 3 Hard Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 43. *(p. 09)* | Which of the following is a primary individual outcome of interest to organizational behavior researchers according to the integrative model?      |  |  | | --- | --- | | **A.** | Job performance |  |  |  | | --- | --- | | B. | Culture |  |  |  | | --- | --- | | C. | Team processes |  |  |  | | --- | --- | | D. | Personality |  |  |  | | --- | --- | | E. | Stress |   The right-most portion of the model contains the two primary outcomes of interest to organizational behavior researchers: job performance and organizational commitment. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 What are the two primary outcomes in studies of OB? Topic: What is Organizational Behavior?* |

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| 44. *(p. 09)* | Which of the following is a primary individual outcome according to the integrative model?      |  |  | | --- | --- | | A. | Job satisfaction |  |  |  | | --- | --- | | B. | Culture |  |  |  | | --- | --- | | C. | Team processes |  |  |  | | --- | --- | | D. | Personality |  |  |  | | --- | --- | | **E.** | Organizational commitment |   The right-most portion of the model contains the two primary outcomes of interest to organizational behavior researchers: job performance and organizational commitment. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 What are the two primary outcomes in studies of OB? Topic: What is Organizational Behavior?* |

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| 45. *(p. 09)* | According to the integrative model of organizational behavior, motivation, trust, justice, and ethics are \_\_\_\_\_.      |  |  | | --- | --- | | **A.** | individual mechanisms |  |  |  | | --- | --- | | B. | organizational mechanisms |  |  |  | | --- | --- | | C. | group mechanisms |  |  |  | | --- | --- | | D. | individual outcomes |  |  |  | | --- | --- | | E. | group outcomes |   The integrative model illustrates a number of individual mechanisms that directly affect job performance and organizational commitment. These include job satisfaction, motivation, trust, justice, and ethics. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 46. *(p. 09)* | According to the integrative model, job satisfaction is a(n) \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | individual outcome |  |  |  | | --- | --- | | B. | organizational mechanism |  |  |  | | --- | --- | | C. | group mechanism |  |  |  | | --- | --- | | **D.** | individual mechanism |  |  |  | | --- | --- | | E. | group outcome |   Job satisfaction is an individual mechanism which captures what employees feel when thinking about their jobs and doing their day-to-day work. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 47. *(p. 09)* | Which of the following reflect(s) the degree to which employees feel that their company does business with fairness, honesty, and integrity?      |  |  | | --- | --- | | A. | Job satisfaction |  |  |  | | --- | --- | | **B.** | Trust, justice, and ethics |  |  |  | | --- | --- | | C. | Team processes |  |  |  | | --- | --- | | D. | Personality and ability |  |  |  | | --- | --- | | E. | Motivation |   Trust, justice and ethics reflect the degree to which employees feel that their company does business with fairness, honesty, and integrity. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 48. *(p. 09)* | Which of the following considers employees' psychological responses to job demands that tax or exceed their capabilities?      |  |  | | --- | --- | | A. | Job satisfaction |  |  |  | | --- | --- | | B. | Ability |  |  |  | | --- | --- | | C. | Job performance |  |  |  | | --- | --- | | D. | Leadership style |  |  |  | | --- | --- | | **E.** | Stress |   Stress reflects employees' psychological responses to job demands that tax or exceed their capacities. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 49. *(p. 09)* | Which of these individual mechanisms captures the energetic forces that drive employees' work efforts?      |  |  | | --- | --- | | **A.** | Motivation |  |  |  | | --- | --- | | B. | Ability |  |  |  | | --- | --- | | C. | Job performance |  |  |  | | --- | --- | | D. | Personality |  |  |  | | --- | --- | | E. | Stress |   Motivation captures the energetic forces that drive employees' work effort. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 50. *(p. 09)* | As employees gain experience, they obtain job knowledge and use this knowledge to make accurate judgments on the job. Which individual mechanism is referred to in this statement?      |  |  | | --- | --- | | A. | Team processes |  |  |  | | --- | --- | | B. | Trust, justice, and ethics |  |  |  | | --- | --- | | **C.** | Learning and decision making |  |  |  | | --- | --- | | D. | Personality and ability |  |  |  | | --- | --- | | E. | Motivation |   Learning and decision making deals with how employees gain job knowledge and how they use that knowledge to make accurate judgments on the job. |

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| *AACSB: Communication Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 51. *(p. 09)* | Which of the following individual characteristics illustrated in the integrative model of OB reflect the various traits and tendencies that describe how people act, with commonly studied traits including extraversion, conscientiousness, and collectivism?      |  |  | | --- | --- | | A. | Trust, justice, and ethics |  |  |  | | --- | --- | | **B.** | Personality and cultural values |  |  |  | | --- | --- | | C. | Job performance and organizational commitment |  |  |  | | --- | --- | | D. | Learning and decision making |  |  |  | | --- | --- | | E. | Organizational structure and organizational culture |   Personality and cultural values reflect the various traits and tendencies that describe how people act, with commonly studied traits including extraversion, conscientiousness, and collectivism. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 52. *(p. 09)* | In the integrative model, ability, which includes cognitive abilities, emotional skills, and physical abilities, is classified as a(n) \_\_\_\_\_.      |  |  | | --- | --- | | A. | individual outcome |  |  |  | | --- | --- | | B. | organizational mechanism |  |  |  | | --- | --- | | **C.** | individual characteristic |  |  |  | | --- | --- | | D. | individual mechanism |  |  |  | | --- | --- | | E. | group outcome |   The integrative model examines ability, which describes the cognitive abilities (verbal, quantitative, etc.), emotional skills (other awareness, emotion regulation, etc.), and physical abilities (strength, endurance, etc.) that employees bring to a job. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 53. *(p. 09)* | Which of the following is an example of a group mechanism?      |  |  | | --- | --- | | **A.** | Team characteristics and diversity |  |  |  | | --- | --- | | B. | Motivation |  |  |  | | --- | --- | | C. | Trust, justice, and ethics |  |  |  | | --- | --- | | D. | Organizational commitment |  |  |  | | --- | --- | | E. | Ability |   Team characteristics and diversity describe how teams are formed, staffed, and composed, and how team members come to rely on one another as they do their work. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 54. *(p. 09)* | Which of the following group mechanisms summarize how individuals attain authority over others?      |  |  | | --- | --- | | A. | Leader cultural values |  |  |  | | --- | --- | | B. | Leader personality |  |  |  | | --- | --- | | C. | Leader styles and behaviors |  |  |  | | --- | --- | | D. | Leader responsibilities |  |  |  | | --- | --- | | **E.** | Leader power and negotiation |   Leader power and negotiation summarize the process by which individuals attain authority over others. |

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| *AACSB: Communication Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 55. *(p. 09)* | Which of the following capture(s) the specific actions that leaders take to influence others at work?      |  |  | | --- | --- | | **A.** | Leader styles and behaviors |  |  |  | | --- | --- | | B. | Leader cultural values |  |  |  | | --- | --- | | C. | Leader personality |  |  |  | | --- | --- | | D. | Leader influence and negotiation |  |  |  | | --- | --- | | E. | Leader power |   Leader styles and behaviors capture the specific actions that leaders take to influence others at work. |

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| *AACSB: Communication Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 56. *(p. 10)* | Which organizational mechanism illustrated by the integrative model dictates how the units within the firm link to other units?      |  |  | | --- | --- | | A. | Organizational culture |  |  |  | | --- | --- | | B. | Organizational ability |  |  |  | | --- | --- | | C. | Organization size |  |  |  | | --- | --- | | **D.** | Organizational structure |  |  |  | | --- | --- | | E. | Organizational leadership |   Organizational structure dictates how the units within the firm link to other units. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 57. *(p. 10)* | Which organizational mechanism illustrated by the integrative model captures "the way things are" in an organization?      |  |  | | --- | --- | | A. | Organizational structure |  |  |  | | --- | --- | | B. | Organizational ability |  |  |  | | --- | --- | | C. | Organizational leadership |  |  |  | | --- | --- | | D. | Organizational performance |  |  |  | | --- | --- | | **E.** | Organizational culture |   Organizational culture captures "the way things are" in an organization. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 58. *(p. 10)* | Which organizational mechanism illustrated by the integrative model captures shared knowledge about the rules, norms, and values that shape employee attitudes and behaviors?      |  |  | | --- | --- | | A. | Organizational structure |  |  |  | | --- | --- | | B. | Organizational ability |  |  |  | | --- | --- | | **C.** | Organizational culture |  |  |  | | --- | --- | | D. | Job satisfaction |  |  |  | | --- | --- | | E. | Organizational leadership |   Organizational culture captures shared knowledge about the rules, norms, and values that shape employee attitudes and behaviors. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 59. *(p. 11)* | Which of the following statements about the resource-based view of organizations is false?      |  |  | | --- | --- | | A. | It suggests that resources are valuable because they are rare. |  |  |  | | --- | --- | | B. | It describes what makes resources capable of creating long-term profits for the firm. |  |  |  | | --- | --- | | C. | It suggests that inimitable resources are of greater value to an organization. |  |  |  | | --- | --- | | D. | A firm's resources include resources related to organizational behavior. |  |  |  | | --- | --- | | **E.** | It suggests that the value of resources depends on a single factor. |   The resource-based view suggests that the value of resources depends on several factors. It describes what exactly makes resources valuable and capable of creating long-term profits for the firm. |

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| *AACSB: Reflective Thinking Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 60. *(p. 11)* | The resource-based view suggests that a resource is more valuable when it is \_\_\_\_\_.      |  |  | | --- | --- | | A. | complex |  |  |  | | --- | --- | | B. | technologically advanced |  |  |  | | --- | --- | | C. | socially complex |  |  |  | | --- | --- | | **D.** | rare |  |  |  | | --- | --- | | E. | simple |   The resource-based view suggests that a resource is more valuable when it is rare. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 61. *(p. 11)* | The resource-based view suggests that a resource is more valuable when it is \_\_\_\_\_.      |  |  | | --- | --- | | A. | complex |  |  |  | | --- | --- | | B. | simple |  |  |  | | --- | --- | | **C.** | inimitable |  |  |  | | --- | --- | | D. | expensive |  |  |  | | --- | --- | | E. | new |   The resource-based view suggests that a resource is more valuable when it is inimitable. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 62. *(p. 13)* | Culture, teamwork, trust, and reputation are examples of \_\_\_\_\_.      |  |  | | --- | --- | | **A.** | socially complex resources |  |  |  | | --- | --- | | B. | easy-to-develop resources |  |  |  | | --- | --- | | C. | natural structures |  |  |  | | --- | --- | | D. | evidence-based resources |  |  |  | | --- | --- | | E. | associative structures |   People also create socially complex resources, like culture, teamwork, trust, and reputation. These resources are termed "socially complex" because it's not always clear how they came to develop, though it is clear which organizations do (and do not) possess them. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 63. *(p. 13)* | Culture, teamwork, trust, and reputation are termed "\_\_\_\_\_" because it's not always clear how they came to develop, though it is clear which organizations do possess them.      |  |  | | --- | --- | | **A.** | socially complex |  |  |  | | --- | --- | | B. | vague |  |  |  | | --- | --- | | C. | natural structures |  |  |  | | --- | --- | | D. | evidence-based resources |  |  |  | | --- | --- | | E. | associative structures |   People also create socially complex resources, like culture, teamwork, trust, and reputation. These resources are termed "socially complex" because it's not always clear how they came to develop, though it is clear which organizations do (and do not) possess them. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 64. *(p. 15)* | According to the Rule of One-Eighth,      |  |  | | --- | --- | | A. | at least 88 percent of organizations will do everything necessary to put people first and thereby build profits. |  |  |  | | --- | --- | | **B.** | at best 12 percent of organizations will actually do what is required to build profits by putting people first. |  |  |  | | --- | --- | | C. | 75 percent of organizations won't believe the connection between how they manage their people and the profits they earn. |  |  |  | | --- | --- | | D. | 38 percent of the organizations try to make a single change to solve their problems. |  |  |  | | --- | --- | | E. | one in eight organizations miserably fails at making the people to profit connection. |   According to the Rule of One-Eighth, at best 12 percent of organizations will actually do what is required to build profits by putting people first. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: Does Organizational Behavior Matter?* |

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| 65. *(p. 16)* | Which of the following methods suggests that people hold firmly to some belief because it is consistent with their own experience and observations?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of authority |  |  |  | | --- | --- | | C. | Method of science |  |  |  | | --- | --- | | **D.** | Method of experience |  |  |  | | --- | --- | | E. | Method of behavior |   Method of Experience: People hold firmly to some belief because it is consistent with their own experience and observations. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 66. *(p. 16)* | Which of the following methods suggests that people hold firmly to some belief because it "just stands to reason"—it seems obvious or self-evident?      |  |  | | --- | --- | | **A.** | Method of intuition |  |  |  | | --- | --- | | B. | Method of authority |  |  |  | | --- | --- | | C. | Method of science |  |  |  | | --- | --- | | D. | Method of experience |  |  |  | | --- | --- | | E. | Method of behavior |   Method of Intuition: People hold firmly to some belief because it "just stands to reason"—it seems obvious or self-evident. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 67. *(p. 16)* | Which of the following methods suggests that people hold firmly to some belief because some respected official, agency, or source has said it is so?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | **B.** | Method of authority |  |  |  | | --- | --- | | C. | Method of science |  |  |  | | --- | --- | | D. | Method of experience |  |  |  | | --- | --- | | E. | Method of behavior |   Method of Authority: People hold firmly to some belief because some respected official, agency, or source has said it is so. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 68. *(p. 16)* | Frank, an HR manager, believes that his implementation of HR practices in the company is impeccable, because he received the inputs for these practices from the CEO himself. Which of the following philosophies is he relying on?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of behavior |  |  |  | | --- | --- | | C. | Method of science |  |  |  | | --- | --- | | D. | Method of experience |  |  |  | | --- | --- | | **E.** | Method of authority |   Method of Authority: People hold firmly to some belief because some respected official, agency, or source has said it is so. |

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| *AACSB: Reflective Thinking Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 69. *(p. 16)* | Which of the following methods suggests that people accept some belief because scientific studies have tended to replicate that result using a series of samples, settings, and methods?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of authority |  |  |  | | --- | --- | | **C.** | Method of science |  |  |  | | --- | --- | | D. | Method of experience |  |  |  | | --- | --- | | E. | Method of behavior |   Method of Science: People accept some belief because scientific studies have tended to replicate that result using a series of samples, settings, and methods. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 70. *(p. 16)* | Donna believes that 360 degree performance review is ideal for her company because she recently read about a major survey of Fortune 100 companies that highlighted the effectiveness of this method. Which of the following philosophies is she relying on?      |  |  | | --- | --- | | A. | Method of intuition |  |  |  | | --- | --- | | B. | Method of performance |  |  |  | | --- | --- | | C. | Method of behavior |  |  |  | | --- | --- | | D. | Method of reliability |  |  |  | | --- | --- | | **E.** | Method of science |   Method of Science: People accept some belief because scientific studies have tended to replicate that result using a series of samples, settings, and methods. |

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| *AACSB: Reflective Thinking Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 71. *(p. 18)* | Who is considered to be the originator of the scientific method?      |  |  | | --- | --- | | A. | Jeffery Pfeffer |  |  |  | | --- | --- | | B. | Frederick Taylor |  |  |  | | --- | --- | | C. | Charles Darwin |  |  |  | | --- | --- | | **D.** | Sir Francis Bacon |  |  |  | | --- | --- | | E. | Adam Smith |   Scientific studies are based on the scientific method, originated by Sir Francis Bacon in the 1600s. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 72. *(p. 18)* | \_\_\_\_\_ is defined as a collection of assertions that specify how and why variables are related, as well as the conditions in which they should and should not be related.      |  |  | | --- | --- | | A. | Hypothesis |  |  |  | | --- | --- | | B. | Information |  |  |  | | --- | --- | | C. | Paradigm |  |  |  | | --- | --- | | D. | Data |  |  |  | | --- | --- | | **E.** | Theory |   Theory is defined as a collection of assertions that specify how and why variables are related, as well as the conditions in which they should (and should not) be related. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 73. *(p. 18)* | The scientific method begins with \_\_\_\_\_.      |  |  | | --- | --- | | A. | auditing |  |  |  | | --- | --- | | B. | hypotheses |  |  |  | | --- | --- | | **C.** | theory |  |  |  | | --- | --- | | D. | verification |  |  |  | | --- | --- | | E. | paradigm |   The scientific method begins with theory and requires that theories be used to inspire hypotheses. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 74. *(p. 18)* | The scientific method requires that theories be used to inspire \_\_\_\_\_.      |  |  | | --- | --- | | A. | auditing |  |  |  | | --- | --- | | **B.** | hypotheses |  |  |  | | --- | --- | | C. | experience |  |  |  | | --- | --- | | D. | verification |  |  |  | | --- | --- | | E. | intuition |   The scientific method begins with theory and requires that theories be used to inspire hypotheses. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 75. *(p. 18)* | \_\_\_\_\_\_\_ are written predictions that specify relations between variables.      |  |  | | --- | --- | | **A.** | Hypotheses |  |  |  | | --- | --- | | B. | Verifications |  |  |  | | --- | --- | | C. | Theories |  |  |  | | --- | --- | | D. | Data |  |  |  | | --- | --- | | E. | Collections |   Hypotheses are written predictions that specify relations between variables. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 What is the role of theory in the scientific method? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 76. *(p. 19)* | Which of the following correlations indicate no statistical relationship between two variables?      |  |  | | --- | --- | | A. | 1 |  |  |  | | --- | --- | | B. | -1 |  |  |  | | --- | --- | | **C.** | 0 |  |  |  | | --- | --- | | D. | 100 |  |  |  | | --- | --- | | E. | -100 |   A correlation of zero indicates no statistical relationship. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 77. *(p. 19)* | Which of the following correlations indicate a perfect statistical relationship between two variables?      |  |  | | --- | --- | | **A.** | 1 |  |  |  | | --- | --- | | B. | -1 |  |  |  | | --- | --- | | C. | 0 |  |  |  | | --- | --- | | D. | 100 |  |  |  | | --- | --- | | E. | -100 |   A correlation of one indicates perfect statistical relationship. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 78. *(p. 19)* | \_\_\_\_\_\_\_ summarize the statistical relationships between variables.      |  |  | | --- | --- | | A. | Datasets |  |  |  | | --- | --- | | **B.** | Correlations |  |  |  | | --- | --- | | C. | Observations |  |  |  | | --- | --- | | D. | Collections |  |  |  | | --- | --- | | E. | Consolidations |   Correlations summarize the statistical relationships between variables. Correlations can be positive or negative. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 79. *(p. 19)* | Correlation can be positive or negative and can range from \_\_\_\_\_.      |  |  | | --- | --- | | **A.** | -1 to +1 |  |  |  | | --- | --- | | B. | -2 to +2 |  |  |  | | --- | --- | | C. | 0 to +100 |  |  |  | | --- | --- | | D. | -10 to 0 |  |  |  | | --- | --- | | E. | -100 to +100 |   Correlations can be positive or negative and range from 0 (no statistical relationship) to ±1 (a perfect statistical relationship). |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 80. *(p. 20)* | In organizational behavior research, a correlation of +1 between two variables is considered:      |  |  | | --- | --- | | A. | weak. |  |  |  | | --- | --- | | B. | to be an absence of relationship. |  |  |  | | --- | --- | | C. | arbitrary. |  |  |  | | --- | --- | | D. | irrelevant. |  |  |  | | --- | --- | | **E.** | perfect. |   In organizational behavior research, a correlation of +1 is considered perfect. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 81. *(p. 20)* | Which of the following explains the term causal inferences?      |  |  | | --- | --- | | A. | Proving that two variables are correlated. |  |  |  | | --- | --- | | B. | Making sure the sample size is adequate enough. |  |  |  | | --- | --- | | C. | Explaining why one variable is not correlated to another. |  |  |  | | --- | --- | | D. | Analyzing a situation and understanding what went wrong. |  |  |  | | --- | --- | | **E.** | Establishing that one variable really does cause another. |   Making causal inferences involves establishing that one variable really does cause another. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 82. *(p. 20)* | Which of these is one of the conditions necessary to establish causal inferences?      |  |  | | --- | --- | | A. | The presumed cause succeeds the presumed effect in time. |  |  |  | | --- | --- | | B. | Multiple alternative explanations exist for the correlation. |  |  |  | | --- | --- | | C. | Factors other than the variables in question could create causation. |  |  |  | | --- | --- | | **D.** | The two variables are correlated. |  |  |  | | --- | --- | | E. | The sample size is large enough. |   Making causal inferences requires establishing three things. First, that the two variables are correlated. Second, that the presumed cause precedes the presumed effect in time. Third, that no alternative explanation exists for the correlation. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 83. *(p. 20)* | Which of these is one of the conditions necessary to establish causal inferences?      |  |  | | --- | --- | | A. | The two variables are not correlated. |  |  |  | | --- | --- | | B. | Multiple alternative explanations exist for the correlation. |  |  |  | | --- | --- | | **C.** | The presumed cause precedes the presumed effect in time. |  |  |  | | --- | --- | | D. | The study was conducted in an open environment. |  |  |  | | --- | --- | | E. | The sample size is large enough. |   Making causal inferences requires establishing three things. First, that the two variables are correlated. Second, that the presumed cause precedes the presumed effect in time. Third, that no alternative explanation exists for the correlation. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 84. *(p. 20)* | Which of these is one of the conditions necessary to establish causal inferences?      |  |  | | --- | --- | | A. | The study was conducted in an open environment. |  |  |  | | --- | --- | | **B.** | No alternative explanation exists for the correlation. |  |  |  | | --- | --- | | C. | The presumed effect precedes the presumed cause in time. |  |  |  | | --- | --- | | D. | The two variables are not correlated. |  |  |  | | --- | --- | | E. | The sample size is large enough. |   Making causal inferences requires establishing three things. First, that the two variables are correlated. Second, that the presumed cause precedes the presumed effect in time. Third, that no alternative explanation exists for the correlation. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 85. *(p. 21)* | Which of these takes all the correlations found in studies of a particular relationship and calculates a weighted average of them?      |  |  | | --- | --- | | A. | Alpha analysis |  |  |  | | --- | --- | | B. | Gamma analysis |  |  |  | | --- | --- | | **C.** | Meta-analysis |  |  |  | | --- | --- | | D. | Causal analysis |  |  |  | | --- | --- | | E. | Beta analysis |   Meta-analysis takes all the correlations found in studies of a particular relationship and calculates a weighted average of them. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 86. *(p. 21)* | Which of the following argues that scientific findings should form the foundation for management education?      |  |  | | --- | --- | | A. | Traditional Management |  |  |  | | --- | --- | | **B.** | Evidence-based management |  |  |  | | --- | --- | | C. | Resource-based view |  |  |  | | --- | --- | | D. | Contingency approach |  |  |  | | --- | --- | | E. | Management by objectives |   Evidence-based management is a perspective that argues that scientific findings should form the foundation for management education. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

**Essay Questions**

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| 87. *(p. 07)* | Define organizational behavior (OB). How does it differ from human resource management?     OB is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations, whereas HRM uses the theories and principles studied in OB and explores the practical applications of those principles in organizations. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-01 What is the definition of "organizational behavior" (OB)? Topic: What is Organizational Behavior?* |

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| 88. *(p. 09)* | Identify the key individual outcomes in the studies of organizational behavior and describe the factors that affect these key outcomes.     The key individual outcomes in studies of organizational behavior are job performance and organizational commitment. The factors that affect these outcomes are individual mechanisms (job satisfaction; stress; motivation; trust, justice & ethics; and learning & decision making). Individual mechanisms, in turn, are driven by organizational mechanisms (organizational culture and structure), group mechanisms (leadership: styles & behaviors, and power & negotiation; and teams: processes and characteristics), and individual characteristics (personality & cultural values and ability). |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 What are the two primary outcomes in studies of OB? Topic: What is Organizational Behavior?* |

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| 89. *(p. 09)* | Briefly explain the importance of individual mechanisms that feature in the integrative model of organizational behavior.     Several individual mechanisms directly affect job performance and organizational commitment. These include job satisfaction, which captures what employees feel when thinking about their jobs and doing their day-to-day work. Another individual mechanism is stress, which reflects employees' psychological responses to job demands that tax or exceed their capacities. The integrative model also includes motivation, which captures the energetic forces that drive employees' work effort. Trust, justice, and ethics reflect the degree to which employees feel that their company does business with fairness, honesty, and integrity. The final individual mechanism shown in the model is learning and decision making, which deals with how employees gain job knowledge and how they use that knowledge to make accurate judgments on the job. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 90. *(p. 09)* | Briefly explain the importance of group mechanisms that feature in the integrative model of organizational behavior.     Employees typically work in one or more work teams led by some formal (or sometimes informal) leader. Like the individual characteristics, these group mechanisms shape satisfaction, stress, motivation, trust, and learning. Team characteristics and diversity describes how teams are formed, staffed, and composed, and how team members come to rely on one another as they do their work. Team processes and communication is how teams behave, including their coordination, conflict, and cohesion. Leader power and negotiation is all about how individuals attain authority over others and leader styles and behaviors capture the specific actions that leaders take to influence others at work. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: What is Organizational Behavior?* |

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| 91. *(p. 11-12)* | Using the resource-based view of the organization, explain how people are a valuable resource. Provide an example to justify your answer.     The resource-based view of organizations describes what exactly makes resources valuable—that is, what makes them capable of creating long-term profits for the firm. People are rare and inimitable. The inimitability of people can be described using the following three reasons: history, numerous small decisions, and socially complex resources. Student answers will vary for the last part of the question. |

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| *AACSB: Reflective Thinking Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-03 What factors affect the two primary OB outcomes? Topic: Does Organizational Behavior Matter?* |

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| 92. *(p. 15)* | Explain the Rule of One-Eighth.     According to the rule of One-Eighth, only one-half of organizations will believe the connection between how they manage their people and the profits they earn. One-half of these organizations, who see the connection, will do what other organizations have already done—try to make a single change to solve their problems, not realizing that the effective management of people requires a more comprehensive and systematic approach. Of the firms that make comprehensive changes, probably only about one-half will persist with their practices long enough to actually derive economic benefits. Thus one-half times one-half times one-half equals one-eighth, at best 12 percent of organizations will actually do what is required to build profits by putting people first. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: Does Organizational Behavior Matter?* |

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| 93. *(p. 16)* | Briefly describe the four different ways of knowing things. Which way do you believe provides the soundest explanation and most compelling support?     The four ways are: method of experience, method of intuition, method of authority, and method of science. The method of science provides the soundest explanation and most compelling support for arguments, provided the predictions are tested with data. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 94. *(p. 18-19)* | Explain the scientific method and its impact on Organizational Behavior.     The scientific method begins with theory, defined as a collection of assertions—both verbal and symbolic—that specify how and why variables are related, as well as the conditions in which they should (and should not) be related. But theories must be tested to verify that their predictions are accurate. The scientific method requires the formation of a hypothesis, which is a written prediction that specifies relationships between variables. Then relevant data is collected and the hypothesis is verified or tested for accuracy. The theory is reformulated if the hypothesis is wrong. |

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| *AACSB: Analytic Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Why might firms that are good at OB tend to be more profitable? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 95. *(p. 19)* | Briefly explain correlation.     Correlation is a method used to identify the statistical relationship between two variables. A correlation, abbreviated r, describes the statistical relationship between two variables. Correlations can be positive or negative and range from 0 (no statistical relationship) to ±1 (a perfect statistical relationship). |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |

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| 96. *(p. 21)* | What is meta-analysis?     Meta-analysis takes all of the correlations found in studies of a particular relationship and calculates a weighted average (such that correlations based on studies with large samples are weighted more than correlations based on studies with small samples). Meta-analyses can form the foundation for evidence-based management—a perspective that argues that scientific findings should form the foundation for management education, much as they do for medical education. |

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| *AACSB: Analytic Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-06 How are correlations interpreted? Topic: How Do We "Know" What We Know About Organizational Behavior?* |