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WGU Organizational Behavior (GTO1, C715) Sample Questions (Q23-Q28):

NEW QUESTION # 23

What defines acceptable standards of behavior that are shared by group members?

- A. Group conformity
- **B. Group norms**
- C. Group status
- D. Group roles

Answer: B

Explanation:

All groups have established Norms, which are defined as acceptable standards of behavior shared by the group's members that tell them what they ought and ought not to do under certain circumstances. Norms are powerful because they act as a means of influencing the behavior of group members with a minimum of external controls. Common organizational norms include performance norms (how hard to work), appearance norms (dress codes), and social arrangement norms (whom to eat lunch with).

Norms are distinct from Group Roles, which are specific behaviors expected of a person in a specific position.

While roles might differ from member to member (e.g., a leader vs. a scribe), norms are generally shared by the entire collective. Group Status refers to a socially defined position or rank given to groups or group members by others, and Conformity is the act of adjusting one's behavior to align with the norms of the group.

Therefore, the "standards of behavior" themselves are the norms. When an individual violates these shared standards, they often face social pressure or sanctions from the group, which reinforces the importance of norms in maintaining group stability and predictability.

NEW QUESTION # 24

Management has noticed that the quality improvement work group is struggling because members seem to be working in different directions. Which suggested action can the company take to increase group cohesiveness?

- A. Make the group larger
- B. Increase the difficulty of becoming a group member
- C. Establish more rigid roles for group members
- **D. Physically isolate the group**

Answer: D

Explanation:

Group Cohesiveness is the degree to which members are attracted to each other and motivated to stay in the group. When a group is "working in different directions," it lacks the unity and shared purpose characteristic of cohesive teams. To increase cohesiveness, Organizational Behavior literature suggests several specific strategies.

One effective method is to Physically isolate the group. By providing the group with its own workspace or isolating them from other units, the members are forced to interact more frequently with one another rather than with outsiders. This increased interaction often leads to a stronger shared identity and a "we-feeling" that helps align their efforts. Other common ways to increase cohesiveness include making the group smaller (not larger, which refutes option C), increasing the time members spend together, and increasing the status of the group or the difficulty of gaining admission. While option A (increasing difficulty of membership) is a valid way to increase cohesiveness, the provided source materials and the context of members "working in different directions" prioritize physical isolation as a primary structural intervention to foster unity. Creating more rigid roles (Option D) might help with clarity but does not necessarily increase the emotional and social attraction (cohesion) between members.

NEW QUESTION # 25

A team is struggling to resolve procedural issues that govern their performance. What should the team leader do to resolve the problem?

- A. Rearrange roles within the team by adding members
- B. Appoint an assistant team leader to track the struggles and report back
- C. Research the problem and impose a solution
- **D. Ask questions and help team members talk through the problem**

Answer: D

Explanation:

When a team struggles with procedural issues—the "how" of their work—the most effective leadership approach is often facilitative rather than directive. Instead of imposing a solution (Option A), which can lead to resistance or a lack of "buy-in," the leader should ask questions and help team members talk through the problem. This technique is rooted in the concept of team coaching and process consultation.

By facilitating a dialogue, the leader encourages the team to take ownership of their own processes. This collaborative problem-solving approach helps identify the root cause of the procedural friction, whether it be ambiguous roles, inefficient workflows, or conflicting expectations. Furthermore, helping the team talk through the issue strengthens their internal communication and conflict-resolution skills, making them more resilient in the future. A leader who acts as a facilitator helps the team move from the "storming" phase of development—where procedural conflicts are common—into the "norming" phase, where clear, agreed-upon standards of behavior and performance are established by the group itself.

Organizational Culture

NEW QUESTION # 26

After physiological desires such as hunger, thirst, and shelter are met, the next level of desires becomes the basis for motivation. This is an example of which theory?

- A. Maslow's hierarchy of needs
- B. X and Y hierarchy
- C. Two factor theory
- D. Bigelow's three factor theory

Answer: A

Explanation:

Abraham Maslow's Hierarchy of Needs is perhaps the best-known theory of motivation. Maslow hypothesized that within every human being, there exists a hierarchy of five needs: Physiological (hunger, thirst, shelter), Safety (security and protection), Social (affection, belongingness), Esteem (self-respect, autonomy), and Self-actualization (achieving one's potential).

Image of Maslow's hierarchy of needs



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The core premise of this theory is the "progression principle," which states that as each of these needs becomes substantially satisfied, the next need in the hierarchy becomes dominant as a motivator. The question highlights that once physiological desires (the lowest level) are met, the individual moves to the next level. In Maslow's original model, the level immediately following physiological needs is Safety and Security. This level involves seeking a predictable environment free from physical and emotional harm. In an organizational context, this translates to job security, health benefits, and a safe working environment. According to Maslow, once an employee feels physically safe and secure, they will no longer be motivated by these factors and will instead seek to satisfy "social" or "belonging" needs. While contemporary research suggests that people don't always follow this rigid linear progression, Maslow's model remains a foundational tool for managers to understand that an employee's needs change as their circumstances improve.

NEW QUESTION # 27

A coach encourages a person to run two miles in ten minutes and provides the person a stopwatch to check periodically. The person completes the run in 9.8 minutes. Considering the goal-setting theory of motivation, which two factors explain why the person achieved the goal?

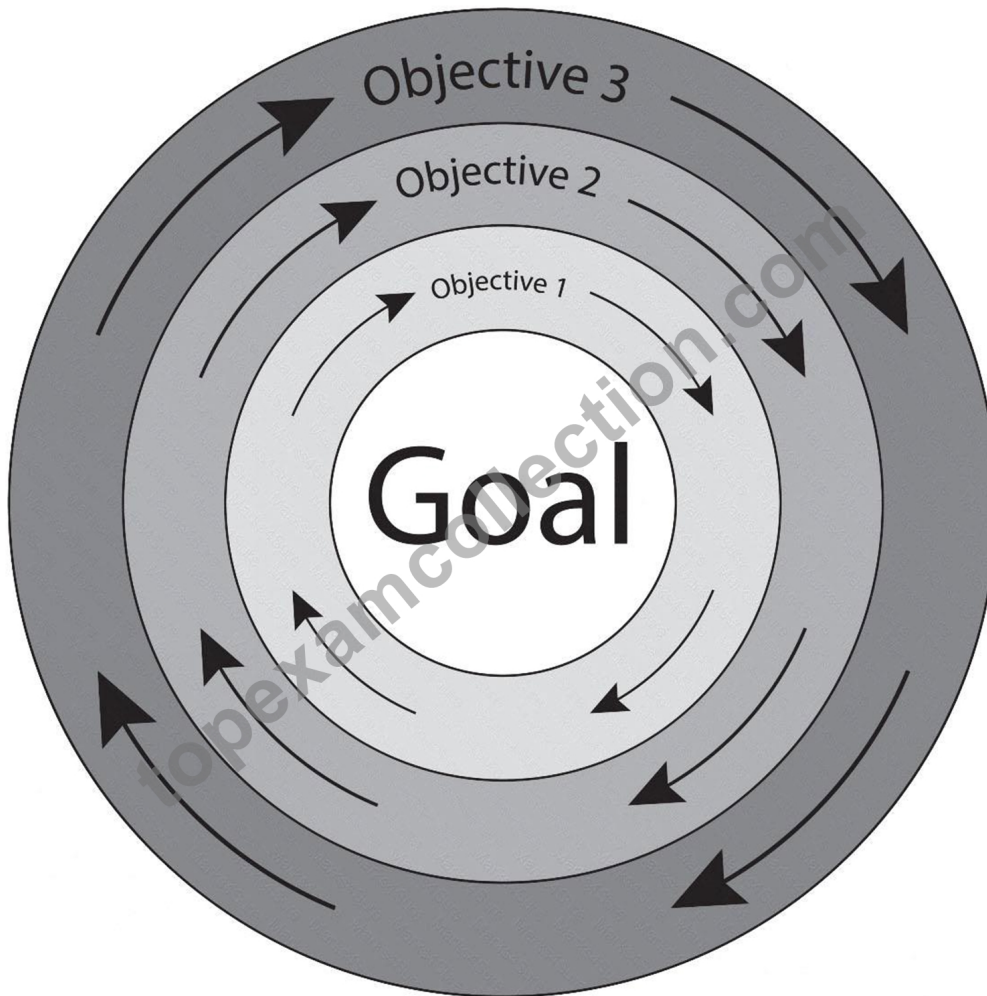
- A. Specificity and encouragement
- B. Direction and challenge
- C. Challenge and encouragement
- D. Specificity and feedback

Answer: D

Explanation:

Edwin Locke's Goal-Setting Theory suggests that specific and difficult goals, with feedback, lead to higher performance. The theory identifies several key components that drive motivation. First is Specificity. In this case, the coach did not just say "run fast"; they set a specific target of "two miles in ten minutes". Specific goals act as an internal stimulus, providing a clear sense of what needs to be done and how much effort is required.

Image of Goal-Setting Theory of Motivation



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The second critical factor is Feedback. By providing a stopwatch, the coach allowed the runner to monitor their own progress. Feedback helps individuals identify discrepancies between what they have done and what they want to do; it guides behavior and motivates the individual to adjust their effort level to meet the goal.

While "challenge" is also a part of the theory (as difficult goals lead to higher performance), the presence of the stopwatch specifically addresses the feedback mechanism, and the clear time-distance parameters address specificity. Therefore, the combination of a clearly defined target (specificity) and the ability to track progress (feedback) are the primary drivers for the runner achieving the 9.8-minute result.

NEW QUESTION # 28

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













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