

Organizational-Behavior Technical Training - Organizational-Behavior Exam Questions Answers

CHAPTER 1

1. What is Organizational Behavior (OB)? (Slide 17)
 - a) The study of financial management in organizations
 - b) **The study of human behavior in organizations and their interaction with the organization**
 - c) The study of marketing strategies
 - d) The study of production processes

Answer: b) The study of human behavior in organizations and their interaction with the organization

2. Which of the following **IS NOT** one of the intended learning objectives of the OB course? (Slide 5)
 - a) Define organizational behavior
 - b) Identify major disciplines contributing to OB
 - c) **Develop financial analysis skills**
 - d) Compare the three levels of analysis in OB

Answer: c) Develop financial analysis skills

3. According to the document, what was a **key shift** in business education after the late 1980s? (Slide 7)
 - a) Increased focus on financial management
 - b) **Emphasis on interpersonal and people skills**
 - c) Greater attention to technical skills
 - d) Removal of economics from business curricula

Answer: b) Emphasis on interpersonal and people skills

4. Which of the following is **NOT** one of the four **management functions**? (Slide 10)
 - a) Planning
 - b) Organizing
 - c) **Marketing**
 - d) Controlling

Answer: c) Marketing

5. What does the planning function in management involve? (Slide 10)
 - a) Motivating employees
 - b) **Defining goals and establishing strategies**
 - c) Monitoring employee performance
 - d) Negotiating with stakeholders

Answer: b) Defining goals and establishing strategies

Answer: b) Defining goals and establishing strategies

6. Who introduced the **concept of managerial roles** in OB? (Slide 11)
 - a) **Henry Mintzberg**
 - b) Frederick Taylor
 - c) Elton Mayo
 - d) Max Weber

Answer: a) Henry Mintzberg

7. Which of the following is **NOT** a category in Mintzberg's managerial roles? (Slide 11)
 - a) Interpersonal
 - b) Informational
 - c) **Technical**
 - d) Decisional

Answer: c) Technical

8. What are the three essential management skills according to **Katz**? (Slide 12)
 - a) Planning, organizing, leading
 - b) **Conceptual, technical, human**
 - c) Financial, technical, communication
 - d) Innovation, leadership, networking

Answer: b) Conceptual, technical, human

9. What is **NOT** a type of managerial activity identified by **Lothans**? (Slide 13)
 - a) Traditional management
 - b) Human resource management
 - c) Communication
 - d) **Financial analysis**

Answer: d) Financial analysis

10. One of the **principal applications** of OB is: (Slide 14)
 - a) Improving interpersonal skills
 - b) Eliminating conflicts in organizations
 - c) Ensuring higher salaries for employees
 - d) Automating decision-making processes



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WGU Organizational Behavior (GTO1, C715) Sample Questions (Q16-Q21):

NEW QUESTION # 16

Which team type takes on many responsibilities of their former supervisors?

- A. Virtual team
- B. **Self-managed work team**
- C. Problem-solving team
- D. Cross-functional team

Answer: B

Explanation:

A Self-managed work team is a group of employees (typically 10 to 15) who perform highly related or interdependent jobs and take on many of the responsibilities of their former supervisors. In a traditional work structure, a supervisor would handle tasks such as planning and scheduling work, assigning tasks to members, making operating decisions, and taking action on problems. In a self-managed environment, the team collectively takes over these managerial duties.

These teams may even select their own members and evaluate each other's performance. The goal of organizing into self-managed teams is to increase employee involvement and empowerment, theoretically leading to higher job satisfaction and productivity through synergy and collective control. Unlike "problem-solving teams," which only make recommendations, self-managed teams have the authority to implement solutions and take full responsibility for outcomes. While this can be highly effective, the success of self-managed teams depends heavily on the organizational culture and the level of training provided to employees.

If members are not prepared for the interpersonal demands of self-management—such as resolving internal conflicts or managing the pace of work—the team can struggle. However, when properly implemented, self-managed teams represent the highest level of team autonomy in organizational design.

NEW QUESTION # 17

A team was assigned a project. Halfway through the project, however, it became obvious that the team was failing to meet expectations. Management had made sure that individuals assigned to the team had strong technical expertise as well as problem-solving and decision-making skills. However, other abilities for effective teamwork were overlooked. Which ability necessary for team members was overlooked?

- A. Intellectual coherence
- B. Authoritarian personality
- C. Propensity for social loafing
- D. **Interpersonal skills**

Answer: D

Explanation:

To perform effectively, a team requires three different types of skills. First, it needs people with technical expertise to perform the task at hand. Second, it needs people with problem-solving and decision-making skills to be able to identify problems, generate alternatives, and make competent choices. Finally, and perhaps most importantly for group cohesion, a team needs people with strong interpersonal skills. Interpersonal skills include effective listening, feedback, and conflict resolution.

In the scenario provided, the team had the "hard" skills (technical and analytical) but lacked the "soft" skills required to navigate the social complexities of working as a unit. Without interpersonal skills, a team may have the smartest individuals but still fail because they cannot communicate effectively or resolve the inevitable friction that arises during a long-term project. While "propensity for social loafing" is a behavior to avoid, and "authoritarian personality" is often a hindrance, the foundational "ability" cited in organizational behavior literature as a prerequisite for team success alongside technical and problem-solving skills is interpersonal competence.

NEW QUESTION # 18

A manager treats an employee with a free lunch to encourage the employee to continue to do well. Which kind of reward is provided?

- A. **Extrinsic reward**

- B. Personality reward
- C. Intrinsic reward
- D. Compensatory reward

Answer: A

Explanation:

Motivation in the workplace is often driven by a system of rewards, which are generally categorized into intrinsic and extrinsic types. Intrinsic rewards are internal to the individual and come from the work itself; examples include a sense of accomplishment, personal growth, or the satisfaction of completing a difficult task. These are self-granted rewards.

Extrinsic rewards, conversely, are tangible rewards given by another person (usually a manager or the organization) to an employee for performing a specific task or behavior. These include salary increases, bonuses, promotions, benefits, and even smaller tokens like a free lunch. In this scenario, the free lunch is a physical, external incentive provided by the manager to reinforce the employee's positive performance. While intrinsic rewards are essential for long-term engagement and "meaningful" work, extrinsic rewards like a free meal are effective for immediate reinforcement and recognizing specific achievements. According to reinforcement theory, providing such a reward immediately following a desired behavior (doing well at work) increases the probability that the behavior will be repeated. Because the lunch is an external, tangible benefit provided by the manager rather than an internal feeling of satisfaction derived from the task itself, it is classified as an extrinsic reward.

NEW QUESTION # 19

What is a personal view of how one is supposed to act in a given group situation?

- A. Role perception
- B. Role conflict
- C. Role identity
- D. Role expectation

Answer: A

Explanation:

In the context of group dynamics, "roles" refer to a set of expected behavior patterns attributed to someone occupying a given position in a social unit. Within this framework, Role Perception is defined as an individual's own view of how he or she is supposed to act in a given situation. We get these perceptions from various stimuli around us—friends, books, movies, or observing how successful colleagues behave.

It is important to distinguish Role Perception from Role Expectations, which are how others believe a person should act in a given situation. For example, a manager might have a role expectation that a supervisor should be stern, but the supervisor's own role perception might be that they should be a supportive mentor. When role perception and role expectation do not align, it can lead to confusion or poor performance. Role Identity refers to the certain attitudes and behaviors consistent with a role, while Role Conflict occurs when an individual finds that compliance with one role requirement may make it difficult to comply with another. Because the question specifically asks for the personal view of behavior, "Role Perception" is the correct technical term.

NEW QUESTION # 20

A is ambitious and cheerful at work. Which type of values are these?

- A. Intermediate values
- B. Instrumental values
- C. Determinate values
- D. Terminal values

Answer: B

Explanation:

Values represent basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite mode. In Organizational Behavior, Milton Rokeach created the Rokeach Value Survey (RVS), which classifies values into two distinct sets: Terminal values and Instrumental values.

Terminal values refer to desirable end-states of existence. These are the goals a person would like to achieve during their lifetime, such as world peace, prosperity, or a sense of accomplishment. Instrumental values, on the other hand, refer to preferable modes of behavior or means of achieving the terminal values. Being

"ambitious" and "cheerful" are behavioral traits or methods that an individual employs to reach their ultimate goals. For instance,

being ambitious (an instrumental value) is the "means" an employee uses to achieve the "end" of financial success or career status (a terminal value). Similarly, being cheerful is a mode of conduct that might help an individual achieve the terminal goal of social recognition or happiness. Therefore, because these descriptions focus on the how of behavior rather than the what of ultimate life goals, they are strictly categorized as instrumental values. Understanding these values is crucial for managers because they influence motivation and how employees perceive organizational rewards and culture.

NEW QUESTION # 21

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