

Organizational-Behavior Exam Outline - Organizational-Behavior Exam Collection

Organizational Behavior Midterm Exam

Question 1

Correct
Mark 5.00 out of 5.00
Flag question
Question text

According to equity theory:
Select one:

- a. we compare ourselves with a comparison other only when we are certain that inequity exists.
- b. our comparison other never exists in real life.
- c. our comparison other is always someone in another organization.
- d. we choose people as comparison others only when we know that they receive fewer outcomes than we do.
- e. none of these statements is true.

Feedback

The correct answer is: none of these statements is true.

Question 2

Correct
Mark 5.00 out of 5.00
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Question text

Prospect theory and closing costs are two reasons why people:
Select one:

- a. engage in escalation of commitment.
- b. define problems in terms of preferred solutions.
- c. make non-programmed decisions rather than programmed decisions.
- d. engage in satisficing.
- e. encourage employee involvement.

Feedback

The correct answer is: engage in escalation of commitment.

Question 3

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WGU Organizational Behavior (GTO1, C715) Sample Questions (Q24-Q29):

NEW QUESTION # 24

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

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

Answer: D

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 # 25

What are two of the three forces that play a particularly important role in sustaining an organization's culture?

- **A. Actions of top management and socialization process**
- B. Personal background of key employees and socialization process
- C. Personal background of key employees and selection process
- D. Actions of top management and employee education level

Answer: A

Explanation:

Once a culture is in place, certain practices within the organization act to maintain it by exposing employees to a set of similar experiences. Three forces play a particularly important role in sustaining a culture: selection practices, the actions of top management, and the socialization process.

The actions of top management are crucial because through what they say and how they behave, senior executives establish norms that filter down through the organization. For example, their reactions to crises or how they reward performance send clear signals about what is truly valued. The socialization process is the method by which the organization helps new employees adapt to its culture.

Even if an organization hires the

"right" people during selection, they must still be taught the specific values and customs of the firm.

Socialization ensures that the culture is transmitted consistently from one generation of employees to the next, maintaining the organization's unique identity over time.

NEW QUESTION # 26

Which dimension of the Fiedler contingency model is associated with the degree of influence a leader has over variables such as hiring, firing, discipline, promotions, and salary increases?

- **A. Position power**
- B. Leader-member relations
- C. Leader-member exchange
- D. Task structure

Answer: A

Explanation:

The Fiedler contingency model proposes that effective group performance depends on the proper match between the leader's style and the degree to which the situation gives control to the leader. Fiedler identified three contingency dimensions that define the situational favorableness: Leader-member relations, Task structure, and Position power.

Image of Fiedler's Contingency Model

Position power is specifically defined as the degree of influence a leader has over power variables such as hiring, firing, discipline, promotions, and salary increases. A leader with high position power has significant structural authority, which makes it easier to influence the behavior of subordinates through formal rewards and sanctions. In contrast, a leader with low position power must rely more heavily on personal influence or rapport to achieve goals. Understanding these dimensions is crucial because Fiedler argued that a leader's style is essentially fixed; therefore, to improve effectiveness, one must either change the leader to fit the situation or change the situation (such as increasing or decreasing the leader's position power) to fit the leader.

NEW QUESTION # 27

What is a purpose of employee evaluations?

- A. To educate employees on the personalities of supervisors and help them adjust to management styles
- B. To serve as a screening device for hiring new employees
- **C. To assist management in making human resource decisions**
- D. To measure the psychological symptoms of organizational dysfunctionality

Answer: C

Explanation:

Performance evaluations serve several vital functions within an organization's management system. The primary purpose is to assist management in making human resource decisions. These decisions include identifying who should receive promotions, who is eligible for salary increases, and who might need to be transferred or even terminated.

Beyond administrative decisions, evaluations provide essential feedback to employees about how the organization views their performance. This feedback acts as a basis for personal development and career planning. Furthermore, evaluations help identify training and development needs by pinpointing specific skill deficiencies that an employee may have. They also provide a criterion against which the organization can validate its selection and development programs; for instance, if employees who scored high on a hiring test perform poorly on their evaluations, the hiring process may need to be adjusted. Therefore, rather than being a psychological diagnostic tool (Option B) or a pre-hiring screen (Option C), the performance evaluation is a retrospective and developmental tool used to manage the existing workforce effectively.

NEW QUESTION # 28

What is true about the relationship between performance evaluation and motivation?

- A. The relationship does not depend on the perceptual process.
- B. The relationship is strongest when employees know that traits are the criteria used for the evaluations.
- C. The relationship is strong for employees but weak for managers.
- **D. Employees must have confidence that the effort they exert will lead to a favorable performance evaluation.**

Answer: D

Explanation:

The link between performance evaluation and motivation is best explained through Expectancy Theory.

According to this theory, an individual's motivation to exert effort depends on three relationships: Effort- Performance, Performance- Reward, and Rewards- Personal Goals. For an employee to be motivated, they must have confidence that the effort they exert will lead to a favorable performance evaluation (the Effort-Performance relationship).

Image of Vroom's Expectancy Theory

If an employee believes that no matter how hard they work, the evaluation process is biased, based on luck, or uses unclear criteria (like personality traits rather than measurable behaviors), their motivation will suffer.

Furthermore, the employee must believe that a good evaluation will lead to organizational rewards (such as a bonus or promotion) and that those rewards will satisfy their personal goals. If any of these links are weak- for instance, if the evaluation process is perceived as unfair- the entire motivational chain is broken.

Therefore, the perceptual process is central to this relationship; it is not the objective reality of the evaluation that motivates, but the employee's perception of its fairness and accuracy.

NEW QUESTION # 29

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