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Organizational Behavior Midterm Exam

Question 1

Correct
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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
Flag question

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 (Q11-Q16):

NEW QUESTION # 11

What is a purpose of employee evaluations?

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

Answer: B

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 # 12

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

Answer: C

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

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 # 13

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

problem?

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

Answer: A

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 # 14

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

- A. Problem-solving team
- B. Self-managed work team
- C. Cross-functional team
- D. Virtual 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 # 15

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

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

Answer: C

NEW QUESTION # 16

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