

<https://selldocx.com/products/test-bank-organisational-behaviour-8e-robbins>

Chapter 1

What is organisational behaviour

1. Demonstrate the importance of interpersonal skills in the workplace.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1) Managers who develop _____ and communication skills are more likely to have long-term career success.

- A) task-related
- B) quantitative
- C) leadership
- D) impersonal

Answer: C

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: the importance of interpersonal skills

Objective: Demonstrate the importance of interpersonal skills in the workplace

2) Which two elements are needed for managers to succeed?

- A) people skills and technical skills
- B) interpersonal skills and task-related skills
- C) emotional intelligence and cognitive skills
- D) political skills and personal power

Answer: A

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: MC

Topic: the importance of interpersonal skills

Objective: Demonstrate the importance of interpersonal skills in the workplace

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

3) Recognition of the importance of developing managers' interpersonal skills is closely tied to the need for organisations to get and keep high-performing employees.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: The importance of interpersonal skills

Objective: Demonstrate the importance of interpersonal skills in the workplace

4) In order to attract and retain high-performing employees, organisations must develop managers who possess interpersonal skills.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: The importance of interpersonal skills

Objective: Demonstrate the importance of interpersonal skills in the workplace

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

5) Why is it so important for managers to have good interpersonal skills?

Answer:

Developing managers' interpersonal skills also helps organisations attract and keep high-performing employees. Regardless of labour market conditions, outstanding employees are always in short supply. Creating a pleasant workplace also appears to make good economic sense. Companies with reputations as good places to work (such as the '100 best places to work in Australia') have been found to generate superior financial performance. We have come to understand that in today's competitive and demanding workplace, managers can't succeed on their technical skills alone. They also have to have good people skills.

AACSB: Reflective thinking

Diff: 2 (Medium)

Type: ES

Topic: The importance of interpersonal skills

Objective: Demonstrate the importance of interpersonal skills in the workplace

2. Describe the manager's functions, roles and skills.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

6) The four management functions include all of the following EXCEPT:

- A) controlling.
- B) planning.
- C) staffing.

D) organising.

Answer: C

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

7) _____ includes defining an organisation's goals, establishing strategy for achieving those goals and developing plans to coordinate activities.

A) Controlling

B) Planning

C) Leading

D) Coordinating

Answer: B

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

8) The determination of what tasks are to be done and how the tasks are to be grouped is part of which management function?

A) planning

B) leading

C) controlling

D) organising

Answer: D

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

9) The organising function includes a determination of which of the following?

A) what tasks are to be done

B) who is to do these tasks

C) who reports to whom

D) all of the above

Answer: D

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

10) Motivating employees, directing their activities, selecting the most effective communication channels and resolving conflicts is the _____ function of management.

- A) planning
- B) leading
- C) controlling
- D) organising

Answer: B

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

11) According to Henry Mintzberg, the 10 managerial roles can be grouped into three categories. Which of the following is not one of these groups?

- A) interpersonal
- B) informational
- C) decisional
- D) liaison roles

Answer: D

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

12) An example of Mintzberg's interpersonal management role is:

- A) spokesperson
- B) leader
- C) negotiator
- D) monitor

Answer: B

AACSB: Application of knowledge

Diff: 3 (Hard)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

13) When a manager searches the organisation and its environment for opportunities and initiates projects to bring about change, the manager is acting in which role?

- A) negotiator

- B) entrepreneur
- C) disturbance handler
- D) resource allocator

Answer: B

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

14) Researchers have identified a number of skills that differentiate effective from ineffective managers. Which of the following is not one of those essential management skills?

- A) technical
- B) computer
- C) human
- D) conceptual

Answer: B

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

15) When managers have the mental ability to analyse and diagnose complex situations, they possess _____ skills.

- A) technical
- B) computer
- C) human
- D) conceptual

Answer: D

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

16) Which one of the following would not be considered a human skill?

- A) completing accounting reports
- B) communicating
- C) managing conflicts
- D) motivating others

Answer: A

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

17) According to Luthans and his associates, which of the following is NOT considered a part of traditional management?

- A) interacting with outsiders
- B) decision making
- C) controlling
- D) planning

Answer: A

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

18) Which of Luthans' managerial activities involves socialising, politicking and interacting with outsiders?

- A) traditional management
- B) communication
- C) human resource management
- D) networking

Answer: D

AACSB: Interpersonal relations and teamwork

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

19) According to Luthans, successful managers spend more of their time on _____ than on any other activity.

- A) traditional management
- B) human resource management
- C) networking
- D) communicating

Answer: C

AACSB: Interpersonal relations and teamwork

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

20) The major differences between successful managers and effective managers is that the former emphasises _____, while the latter emphasises _____.

- A) traditional management; communication
- B) networking; communication
- C) communication; human resource management
- D) networking; human resource management

Answer: B

AACSB: Interpersonal relations and teamwork

Diff: 2 (Medium)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

MULTIPLE CHOICE: Scenarios. Choose the one alternative that best completes the statement or answers the question

21) Leighton Wood is a manager at the XYZ Company. He performs all the management functions as condensed from Henri Fayol's work)

Mr Wood estimates an overall strategy for achieving his department's goals. He is performing the _____ function.

- A) planning
- B) organising
- C) leading
- D) controlling

Answer: A

AACSB: Reflective thinking

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

22) Leighton Wood is a manager at the XYZ Company. He performs all the management functions as condensed from Henri Fayol's work.

When Mr Wood determines what tasks are to be performed by his employees and how they are to be grouped, he is performing the _____ function.

- A) planning
- B) organising
- C) leading
- D) controlling

Answer: B

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

23) Leighton Wood is a manager at the XYZ Company. He performs all the management functions as condensed from Henri Fayol's work.

When Mr Wood motivates his employees and attempts to resolve conflicts among department members, he is performing the _____ function.

- A) planning
- B) organising
- C) leading
- D) controlling

Answer: C

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

24) Leighton Wood is a manager at the XYZ Company. He performs all the management functions as condensed from Henri Fayol's work.

When Mr Wood compares projects sales to actual sales in his department, he is performing the _____ function.

- A) planning
- B) organising
- C) leading
- D) controlling

Answer: D

AACSB: Application of knowledge

Diff: 3 (Hard)

Type: MC

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

25) Managers get things done through other people.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

26) The term 'organisation', as used in the text, is meant to include business firms but exclude government agencies.

Answer: FALSE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

27) Managers may be referred to as 'administrators', especially in not-for-profit organisations.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

28) Henri Fayol listed five management functions: planning, organising, commanding, coordinating, and controlling.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

29) Modern theorists have condensed Fayol's five management functions down to four: planning, organising, commanding and controlling.

Answer: FALSE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

30) The leading function includes the determination of what tasks are to be done.

Answer: FALSE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

31) Monitoring performance and comparing it to performance goals, and addressing performance shortfalls is what is meant by the controlling function.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

32) Mintzberg concluded that managers perform 10 different highly interrelated roles, or sets of behaviours, attributable to their jobs.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

33) The role of spokesperson is an example of an informational role.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

34) As resource allocators, managers are responsible for making or approving significant organisational decisions.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

35) When managers transmit information received from outsiders or from other employees to members of the organisation, they are acting in the capacity of an entrepreneur.

Answer: FALSE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

36) Researchers have identified three essential management skills: technical, human and conceptual.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

37) Human skills are defined as 'the ability to apply specialised knowledge or expertise'.

Answer: FALSE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

38) The mental ability to analyse and diagnose complex situations is referred to as an individual's conceptual skills.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

39) According to Luthans and his associates, those managers who are most successful will spend more time networking than those managers who are considered most effective.

Answer: TRUE

AACSB: Application of knowledge

Diff: 3 (Hard)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

40) While managers must be technically competent, technical knowledge is not enough for success.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

41) Research conducted by Luthans supports the theory that promotions are based on performance.

Answer: FALSE

AACSB: Application of knowledge

Diff: 3 (Hard)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

42) Luthans' research indicated that among effective managers, communication made the largest relative contribution and networking the least.

Answer: TRUE

AACSB: Interpersonal relations and teamwork

Diff: 3 (Hard)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

43) Managers need to develop their people skills if they are going to be effective and successful.

Answer: TRUE

AACSB: Interpersonal relations and teamwork

Diff: 2 (Medium)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

44) Managers achieve their goals through the effective management of others.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

45) The leading function focuses on the number and variety of tasks to be completed.

Answer: FALSE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

46) One of a spokesperson's roles is to transmit organisational policy information to outsiders.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

47) According to Luthans' research, performance is the determining factor for workplace promotion.

Answer: FALSE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

48) Discuss the four management functions described by the text.

Answer:

The four management functions as condensed from Henri Fayol's original five are planning, organising, leading and controlling. The planning function encompasses defining an organisation's goals, establishing an overall strategy for achieving those goals and developing a comprehensive hierarchy of plans to integrate and coordinate activities. Organising includes the determination of what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made. The leading function involves motivating employees, directing activities of others, selecting the most effective communication channels and resolving conflicts among members. Controlling involves monitoring, comparing and correcting any significant deviations to get the organisation back on track.

AACSB: Written and oral communication

Diff: 2 (Medium)

Type: ES

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

49) Discuss Mintzberg's 10 different roles. Group them as being primarily concerned with interpersonal relationships, the transfer of information and decision making.

Answer:

Mintzberg identified 10 managerial roles; these 10 roles are grouped in three categories: (1) interpersonal, (2) informational or (3) decisional. The interpersonal

roles include figurehead, leadership and liaison roles. Performing ceremonial and symbolic duties is the figurehead role. The leadership role includes hiring, training, motivating and disciplining employees. The liaison role involves contacting outsiders who provide the manager with information. The information roles include monitor, disseminator and spokesperson. Collecting information from organisations and institutions outside their own is the monitor role. The disseminator role involves acting as a conduit to transmit information to organisational members. The spokesperson role occurs when managers represent their organisation to outsiders. Decisional roles include entrepreneur, disturbance handler, resource allocator and negotiator. In the entrepreneur role, managers initiate and oversee new projects that will improve their organisation's performance. As disturbance handlers, managers take corrective action in response to unforeseen problems. As resource allocators, managers are responsible for allocating human, physical and monetary resources. Managers perform a negotiator role, in which they discuss issues and bargain with other units to gain advantages for their own unit. See Exhibit 1.1.

AACSB: Written and oral communication

Diff: 3 (Hard)

Type: ES

Topic: What managers do

Objective: Describe the manager's functions, roles and skills

3. Define *organisational behaviour* (OB).

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

50) OB studies the behaviour of:

- A) individuals, groups and structures.
- B) groups, teams and departments.
- C) individuals, teams and organisations.
- D) groups, departments and organisations.

Answer: A

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: MC

Topic: Enter organisational behaviour

Objective: Define *organisational behaviour* (OB)

51) Which of the following can be considered a core topic of OB?

- A) pay and performance
- B) power
- C) strategy
- D) supply chain

Answer: B

AACSB: Analytical thinking

Diff: 2 (Medium)
Type: MC
Topic: Enter organisational behaviour
Objective: Define *organisational behaviour (OB)*

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

52) Organisational behaviour is a field of study that investigates the impact that individuals, groups and structure have on behaviour within organisations, for the purpose of applying such knowledge toward improving an organisation's effectiveness.

Answer: TRUE
AACSB: Application of knowledge
Diff: 2 (Medium)
Type: TF
Topic: Enter organisational behaviour
Objective: Define *organisational behaviour (OB)*

53) Organisational behaviour is concerned with the study of what people do in an organisation and how that behaviour affects the performance of the organisation.

Answer: TRUE
AACSB: Application of knowledge
Diff: 2 (Medium)
Type: TF
Topic: Enter organisational behaviour
Objective: Define *organisational behaviour (OB)*

54) Organisational behaviour is field of study that looks at behaviour in three areas: individuals, groups and departments.

Answer: FALSE
AACSB: Application of knowledge
Diff: 1 (Easy)
Type: TF
Topic: Complementing intuition with systematic study
Objective: Define *organisational behaviour (OB)*

55) Organisational behaviour examines how individual roles and conduct within an organisation ultimately affect the organisation's performance.

Answer: TRUE
AACSB: Application of knowledge
Diff: 2 (Medium)
Type: TF
Topic: Enter organisational behaviour
Objective: Define *organisational behaviour (OB)*

56) Organisational Behaviour is a field of study that examines how regulations impact organisational performance.

Answer: FALSE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Complementing intuition with systematic study

Objective: Define *organisational behaviour (OB)*

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

57) What is organisational behaviour and what does the field study?

Answer: Organisational behaviour is a field of study with a common body of knowledge that investigates the impact that individuals, groups and structure have on behaviour within organisations, for the purpose of applying such knowledge towards improving an organisation's effectiveness. It studies three determinants of behaviour in organisations—individuals, groups and structure, and, in addition, applies the knowledge gained about individuals, groups and the effect of structure on behaviour in order to make organisations work more effectively. It is concerned with the study of what people do in an organisation and how that behaviour affects the performance of the organisation.

AACSB: Written and oral communication

Diff: 2 (Medium)

Type: ES

Topic: Enter organisational behaviour

Objective: Define *organisational behaviour (OB)*

4. Show the value to OB of systematic study.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

58) You manage a retail outlet for Optus Mobile Phones. Your branch specialises in smartphones, and you pride yourself on your branch's excellent abilities in solving all kinds of business problems with your range of phones and their many applications (apps). Recently you have hired two new young workers who seem to have no ability to read their customers or to anticipate their needs. They often fail to complete many of their sales. What can OB tell you about how you can improve the predictive abilities of these new staff?

A) Work-related training will increase relevant knowledge and then build on predictive abilities.

B) Increasing staff incentives will increase creativity, which will positively affect predictive abilities.

- C) Increasing the emotional intelligence of staff through training will increase predictive abilities.
D) Predictive ability can be improved by building on intuition with a more systematic approach.

Answer: D

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

59) How can evidence-based management assist managers to make better decisions?

- A) by learning from experience and basing future decisions on successful past decisions
B) by searching for the best available evidence to support systematic study in preparing for decision making
C) by engaging with the staff, asking them to provide evidence for the decisions they make
D) by supporting decisions with evidence that the right choice was made

Answer: B

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

60) Relying strictly on intuition to understand behaviour is made worse by the fact that we tend to overestimate the accuracy of what we think we know.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

61) It is the fundamental consistencies in behaviour that make prediction possible.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

62) Anything learned in an unsystematic way is incorrect.

Answer: FALSE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

63) Intuition is a gut feeling about what makes others (and ourselves) tick.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

64) Organisational behaviour is a field of study that examines how regulations impact organisational performance.

Answer: FALSE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

65) Intuition is not a reliable way to understand behaviour because an individual may rely on his or her gut instinct too much.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

66) Consistent past behaviour makes it easier to predict future behaviour.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

67) Only information that is learned through a systematic way is scientifically sound and correct.

Answer: FALSE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

68) Why is it important to replace intuition with systematic study in our attempts to understand behaviour within organisations?

Answer:

It is important to replace intuition with systematic study in our attempts to understand behaviour within organisations to help uncover important facts and relationships. This will provide a base from which more accurate predictions of behaviour can be made. That is, we can improve our predictive ability by replacing intuitive opinions with a more systematic approach. Systematic study looks at relationships, attempting to attribute causes and effects, and basing conclusions on scientific evidence. This helps to explain and predict behaviour. When we use the term 'systematic study', we mean: looking at relationships, attempting to attribute causes and effects and basing our conclusions on scientific evidence—that is, on data gathered under controlled conditions and measured and interpreted in a reasonably rigorous manner.

AACSB: Reflective thinking

Diff: 2 (Medium)

Type: ES

Topic: Complementing intuition with systematic study

Objective: Show the value to OB of systematic study

5. Identify the major behavioural science disciplines that contribute to OB.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

69) OB is an applied behavioural science that is based on contributions from a number of different behavioural disciplines. These various disciplinary contributions lead to three units of analysis. Many of these units of analysis draw from multiple disciplines. Which unit of analysis is drawn from only one discipline?

- A) individual
- B) group
- C) team
- D) organisation system

Answer: A

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: MC

Topic: Disciplines that contribute to the OB field

Objective: Identify the major behavioural science disciplines that contribute to OB

70) OB is an applied behavioural science that is based on contributions from a number of different behavioural disciplines. Which two disciplines is organisational culture drawn from?

- A) psychology and anthropology
- B) social psychology and psychology
- C) sociology and social psychology
- D) anthropology and sociology

Answer: D

AACSB: Diverse and multicultural work environments

Diff: 2 (Medium)

Type: MC

Topic: Disciplines that contribute to the OB field

Objective: Identify the major behavioural science disciplines that contribute to OB

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

71) OB is an applied behavioural science that is built upon contributions from a number of behavioural disciplines.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Disciplines that contribute to the OB field

Objective: Identify the major behavioural science disciplines that contribute to OB

72) Learning, perception and personality have been OB topics whose contributions have generally come from psychology.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Disciplines that contribute to the OB field

Objective: Identify the major behavioural science disciplines that contribute to OB

73) While psychology focuses on the individual, sociology studies people in relation to their social environment or culture.

Answer: TRUE

AACSB: Diverse and multicultural work environments

Diff: 1 (Easy)

Type: TF

Topic: Disciplines that contribute to the OB field

Objective: Identify the major behavioural science disciplines that contribute to OB

74) Social psychology is an area within psychology, blending concepts from both psychiatry and political science.

Answer: FALSE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Disciplines that contribute to the OB field

Objective: Identify the major behavioural science disciplines that contribute to OB

75) Anthropology has helped us understand differences in values and attitudes between people in different countries.

Answer: TRUE

AACSB: Diverse and multicultural work environments

Diff: 1 (Easy)

Type: TF

Topic: Disciplines that contribute to the OB field

Objective: Identify the major behavioural science disciplines that contribute to OB

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

76) Organisational behaviour is an applied behavioural science built upon contributions from a number of different disciplines. What are these disciplines and what are the contributions of each discipline? Be complete in your response and include four different behavioural science disciplines.

Answer:

Organisational behaviour has been built upon the contributions of psychology, sociology, social psychology and anthropology. Psychology has contributed to learning, perception, personality, emotions, training, leadership effectiveness, needs and motivational forces, job satisfaction, decision-making processes, performance appraisals, attitude measurement, employee selection techniques, work design and job stress. Sociology has contributed through the study of formal and complex organisations, including group dynamics, design of work teams, organisational culture, formal organisation theory and structure, organisational technology, communications, power and conflict. Social psychology has contributed in the areas of measuring, understanding and changing attitudes; communication patterns; building trust; the ways in which group activities can satisfy needs; and group decision-making processes. Anthropology has contributed to an understanding of organisational culture, organisational environments and differences between national cultures. See Exhibit 1.3.

AACSB: Reflective thinking

Diff: 2 (Medium)

Type: ES

Topic: Disciplines that contribute to the OB field

Objective: Identify the major behavioural science disciplines that contribute to OB

6. Demonstrate why there are few absolutes in OB.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

77) When using the science of OB to make reasonably accurate explanations of human behaviour, we can say x leads to y , but only under conditions specified in z . In this formula, what does z refer to?

- A) contextual variables
- B) contingency variables
- C) temporal variables
- D) personal variables

Answer: B

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: MC

Topic: There are few absolutes in OB

Objective: Demonstrate why there are few absolutes in OB

78) Why is it difficult to make sweeping statements about people using the science of organisational behaviour?

- A) People react differently to similar situations.
- B) Group cohesion and groupthink distort human behaviour.
- C) Culture can bias a person's reactions.
- D) Managers need time to understand the personal variables of staff before they can make sweeping statements.

Answer: A

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: There are few absolutes in OB

Objective: Demonstrate why there are few absolutes in OB

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

79) There are many simple and universal principles that explain organisational behaviour.

Answer: FALSE

AACSB: Application of knowledge
Diff: 2 (Medium)
Type: TF
Topic: There are few absolutes in OB
Objective: Demonstrate why there are few absolutes in OB

80) OB researchers are unable to offer reasonably accurate generalisations of human behaviour because two people can act very differently in the same situation.

Answer: TRUE
AACSB: Application of knowledge
Diff: 1 (Easy)
Type: TF
Topic: There are few absolutes in OB
Objective: Demonstrate why there are few absolutes in OB

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

81) Why is a contingency approach important to the study of organisational behaviour (OB)?

Answer:
A contingency approach is important to the study of OB because human beings are complex, and so our ability to make simple, accurate and sweeping generalisations about them is limited. OB concepts must therefore reflect situational, or contingency, conditions. The science of OB was developed by using general concepts and then altering their application to the particular situation. For example, OB scholars would avoid stating that effective leaders should always seek the ideas of their followers before making a decision. Rather, the effectiveness of a particular leadership style is contingent on the situation in which it's used.

AACSB: Reflective thinking
Diff: 2 (Medium)
Type: ES
Topic: There are few absolutes in OB
Objective: Demonstrate why there are few absolutes in OB

7. Identify the challenges and opportunities managers have in applying OB concepts.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

82) Whereas _____ focuses on differences between people from different countries, _____ addresses differences among people within given countries.

A) workforce diversity; globalisation

- B) globalisation; workforce diversity
- C) diversity; culture
- D) culturisation; workforce diversity

Answer: B

AACSB: Diverse and multicultural work environments

Diff: 2 (Medium)

Type: MC

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

83) _____ means that organisations are becoming more heterogeneous in terms of gender, race, ethnicity and sexual orientation.

- A) Globalisation
- B) Workforce diversity
- C) Affirmative action
- D) Organisational culture

Answer: B

AACSB: Diverse and multicultural work environments

Diff: 2 (Medium)

Type: MC

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

84) An ethical dilemma is a situation in which employees are required to define right and wrong conduct.

Answer: TRUE

AACSB: Ethical understanding and reasoning

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

85) Determining the ethically correct way to behave is especially difficult in a global economy, because different cultures have different perspectives on certain ethical issues.

Answer: TRUE

AACSB: Ethical understanding and reasoning

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

86) As the world has become a global village, managers have to become capable of working with people from different cultures.

Answer: TRUE

AACSB: Diverse and multicultural work environments

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

87) Workforce diversity means that organisations are becoming more homogeneous in terms of gender, race and ethnicity.

Answer: FALSE

AACSB: Diverse and multicultural work environments

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

88) People must set aside their cultural values when they come to work.

Answer: FALSE

AACSB: Diverse and multicultural work environments

Diff: 2 (Medium)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

89) Since the 1980s, Australia's workforce demographics have changed considerably.

Answer: TRUE

AACSB: Diverse and multicultural work environments

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

90) One challenge for managers is to stimulate their employees' creativity and tolerance for change.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

91) Globalisation, expanded capacity and advances in technology have required organisations to be fast and flexible if they are to survive.

Answer: TRUE

AACSB: Diverse and multicultural work environments

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

92) OB can provide considerable guidance in helping managers create customer-responsive cultures.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

93) Today's managers and employees must learn to cope with temporariness, flexibility, spontaneity and unpredictability.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

94) Motivating and leading people and making collaborative decisions online require techniques that are different from those used when individuals are physically present in a single location.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

95) What constitutes good ethical behaviour is clearly defined by organisational behaviour specialists.

Answer: FALSE

AACSB: Ethical understanding and reasoning

Diff: 2 (Medium)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

96) Ethical dilemmas occur when individuals must decide between right and wrong actions.

Answer: TRUE

AACSB: Ethical understanding and reasoning

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

97) Because cultural norms differ from country to country, it can be difficult to determine what constitutes ethical conduct.

Answer: TRUE

AACSB: Ethical understanding and reasoning

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

98) Workforce diversity means that organizations can expect to have a uniform group of workers.

Answer: FALSE

AACSB: Diverse and multicultural work environments

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

99) Employee resistance to change is one of the biggest obstacles facing managers.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

100) How does globalisation affect a manager's job?

Answer:

If you're a manager, you are increasingly likely to find yourself on a foreign assignment, transferred to your employer's operating division or subsidiary in another country. Once there, you'll have to manage a workforce very different in needs, aspirations and attitudes from those you are used to back home. Even in your own country, you'll find yourself working with bosses, peers and other employees born and raised in different cultures. To work effectively with people from different cultures, you need to understand how their culture, geography and religion have shaped them and how to adapt your management style to their differences. In a global economy, jobs tend to flow where lower costs give businesses a comparative advantage. Managers face the difficult task of balancing the interests of their organisation with their responsibilities to the communities in which they operate.

AACSB: Diverse and multicultural work environments

Diff: 2 (Medium)

Type: ES

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

101) Briefly discuss three of the challenges facing contemporary managers.

Answer:

Three challenges that managers are facing today include globalisation, managing workforce diversity and responding to economic pressures. Organisations are no longer constrained by national borders. Globalisation affects a manager's people skills in at least two ways. First, you are likely to find yourself in a foreign assignment managing people from different cultures. Secondly, there is the movement of jobs to countries with low-cost labour. Managers face the difficult task of balancing the interests of their organisation with their responsibilities to the communities in which they operate. Thirdly, you are likely to work with bosses, peers and other employees who were born and raised in different cultures. One of the biggest challenges is adapting to people who are different. This is workforce diversity. Whereas globalisation focuses on differences between people from different countries, workforce diversity addresses differences among people within given countries. During difficult economic times, effective management is often at a premium. Managing employees well is equally difficult whether times are tough or

whether times are good. But the OB approaches sometimes differ. In good times, understanding how to reward, satisfy and retain employees is at a premium. In bad times, issues like stress, decision making and coping come to the fore.

AACSB: Diverse and multicultural work environments

Diff: 3 (Hard)

Type: ES

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

102) Explain the term 'workforce diversity'.

Answer:

Workforce diversity means that organisations are becoming more heterogeneous in terms of gender, race, and ethnicity and sexual orientation. Whereas globalisation focuses on differences between people from different countries, workforce diversity addresses differences between people within given countries.

AACSB: Diverse and multicultural work environments

Diff: 1 (Easy)

Type: ES

Page Ref: 14

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

103) What are managers and their organisations doing to respond to the problem of unethical behaviour?

Answer:

Managers and their organisations are responding to the problem of unethical behaviour in a number of ways. They're writing and distributing codes of ethics to guide employees through ethical dilemmas. They're offering seminars, workshops and other training programs to try to improve ethical behaviours. They're providing in-house advisors who can be contacted, in many cases anonymously, for assistance in dealing with ethical issues, and they're creating protection mechanisms for employees who reveal internal unethical practices.

AACSB: Ethical understanding and reasoning

Diff: 3 (Hard)

Type: ES

Topic: Challenges and opportunities for OB

Objective: Identify the challenges and opportunities managers have in applying OB concepts

8. Compare the three levels of analysis in this book's OB model.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

104) _____ represent(s) an individual-level input that help(s) to shape organisational processes.

- A) Culture
- B) Personality
- C) Team responsibilities
- D) Group roles

Answer: B

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

105) What does the statement that 'advanced societies should be concerned not only with the quantity of life ... but also with its quality' mean?

- A) that organisations should ensure workers have difficult and extrinsically rewarded jobs
- B) that organisations should ensure workers have undemanding and intrinsically rewarded jobs
- C) that organisations should ensure workers have easy and extrinsically rewarded jobs
- D) that organisations should ensure workers have challenging and intrinsically rewarded jobs

Answer: D

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

106) At the organisational level, processes

- A) influence individual emotions that affect decision making within the organisation.
- B) involve group communication and politics.
- C) include change practices.
- D) include group conflict and negotiation.

Answer: C

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

107) _____ is an example of a group level outcome.

- A) Withdrawal behaviour
- B) Survival
- C) Task performance
- D) Cohesion

Answer. D

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

108) When asked about her job as a sales rep, Carmen said, 'There are too many procedures for the simplest tasks!' Carmen's statement is an example of:

- A) withdrawal behaviour.
- B) stress.
- C) an attitude.
- D) a survival strategy.

Answer. C

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

109) Victoria often worries about her ability to meet her target production goals. Victoria's response to the demands of her job is called:

- A) task performance.
- B) a value.
- C) stress.
- D) political behaviour.

Answer. C

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

110) Task performance for a factory worker can be measured by the number:

- A) of products produced.
- B) of products produced per hour.
- C) of defective products produced.
- D) and quality of products produced per hour.

Answer. D

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

111) Martha is seeking your feedback on her quarterly performance review about how to become a better team player. What advice would you give Martha to help her improve her citizenship behaviour?

- A) Martha should perform beyond the expectations of her group.
- B) Martha should stop tolerating petty nuisances and occasional interruptions.
- C) Martha should be critical of her team members and their performances.
- D) Martha should focus solely on completing tasks that are part of her job description.

Answer. A

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

112) Timothy's work group is often in turmoil because of infighting. To avoid the arguments that inevitably occur during the hour-long conference call with the department manager, Timothy routinely shows up 20 minutes late. Timothy's conflict avoidance is called:

- A) citizenship.
- B) task performance.
- C) withdrawal.
- D) attitude.

Answer. C

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

113) Group cohesion exists when employees:

- A) use office politics to get their way.
- B) work to achieve their own goals at the expense of the group.
- C) work together to achieve common goals.
- D) condition their loyalty on whether or not their needs are met first.

Answer. C

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

114) Ellie's work group is popular and highly respected because individual members often exceed the group manager's expectations. Popularity aside, what output can help the manager determine how well Ellie's group is performing?

- A) an individual group member's award for exceeding customer expectations
- B) recognition of the group for outstanding customer service
- C) several group members being awarded for top quarterly sales
- D) a group member's award for employee of the month

Answer: B

AACSB: Analytical thinking

Diff: 3 (Hard)

Type: MC

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

115) There are three levels of analysis in OB, and, as we move from the individual level to the group level to the organisation systems level, we add systematically to our understanding of behaviour in organisations.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

116) Independent group level variables studied in organisational behaviour include perception, learning and motivation.

Answer: FALSE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

117) Processes are variables that lead to inputs.

Answer: FALSE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

118) To achieve certain outcomes, you must understand how to manage pertinent processes.

Answer: TRUE

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: TF

Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

119) Outcomes are important variables you want to predict, and which are influenced by other variables.

Answer: TRUE

AACSB: Analytical thinking

Diff: 2 (Medium)

Type: TF

Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

120) Attitudes are reflected in positive evaluations about events or people.

Answer: TRUE

AACSB: Analytical thinking

Diff: 1 (Easy)

Type: TF

Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

121) The belief that satisfied employees are more productive than dissatisfied employees has been a basic tenet among managers for years, although recent research does not support this view.

Answer: FALSE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

122) Environmental pressures are not a source of workplace stress.

Answer: FALSE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

123) Task performance is the most important human output contributing to organisational effectiveness.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

124) Citizenship behaviour is encouraged by organisations because it leads to increased productivity.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

125) When employees are absent from their jobs, work flow is generally disrupted, and important decisions may have to be delayed.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

126) An organisation is productive if it achieves its goals and does so by transferring inputs to outputs at the lowest cost.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

127) In today's changing world, reasonable levels of employee-initiated turnover improve organisational flexibility and employee independence.

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

128) Despite the difficulties they've encountered while working on a project, Jessica, Sam, Peter and Manuel have stuck together to finish the project by the deadline. This is an example of group cohesion.

Answer: TRUE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

129) Group functioning refers to the overall quality of a group's work output.

Answer: FALSE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

130) In service organisations, there is a clear chain of cause and effect that runs from employee attitudes and behaviour to customer attitudes and behaviour to the organisation's productivity

Answer: TRUE

AACSB: Application of knowledge

Diff: 2 (Medium)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

131) Organisational survival is the extent to which an organisation is able to exist and grow over the short term.

Answer: FALSE

AACSB: Application of knowledge

Diff: 1 (Easy)

Type: TF

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

132) Describe three organisational-level variables and why they matter to organisations.

Answer:

Inputs, processes and outcomes are the three variables identified in the general OB model. Inputs are variables that lead to processes. For example, an organisation's

changing customs and norms influence how its culture develops over time. Processes are those actions that individuals, groups and organisations engage in as a result of inputs that lead to certain outcomes. An organisation's change practices involve those steps the organisation takes to implement changes necessary to achieve a desired outcome. Outcomes are key factors that are affected by some other variables. An organisation's survival is an example of a primary OB outcome at the organisational level. It indicates the degree to which an organisation is able to exist and grow over time.

AACSB: Reflective thinking

Diff: 2 (Medium)

Type: ES

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

133) Explain the terms 'efficiency', 'effectiveness' and 'productivity'.

Answer:

Effectiveness is the achievement of goals, while efficiency means the ratio of effective output to the input required to achieve it. Productivity implies a concern for both effectiveness and efficiency. A business firm is effective when it attains its sales or market share goals, but its productivity also depends on achieving those goals efficiently. Popular measures of organisational efficiency include return on investment, profit per dollar of sales and output per hour of labour.

AACSB: Written and oral communication

Diff: 3 (Hard)

Type: ES

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model

134) According to the general OB model, how is productivity measured? Why is it important to measure productivity?

Answer:

Productivity is measured by the overall effectiveness and efficiency of an organisation. Effectiveness is determined by the organisation's ability to achieve its goals. Efficiency is measured by the degree to which an organisation achieves its ends at a low cost.

By measuring its level of productivity, an organisation is better equipped to evaluate its strategy for achieving and maintaining its competitive advantage. For example, let's say ACME, Inc. has attained market share in its industry. Despite this fact, ACME, Inc. must still carefully examine how efficiently it has performed. We know that ACME, Inc. has been effective because it has gained a competitive advantage over its competitors; however, that's only part of the picture. ACME, Inc. must also determine whether or not its business approach is an efficient one. If ACME, Inc.'s business approach is too costly, then it is not operating productively. It may not be able to hold on to its market share in the long term. ACME, Inc. must reassess how it can cut costs so that it is operating both effectively and efficiently.

AACSB: Written and oral communication

Diff: 3 (Hard)

Type: ES

Topic: Coming attractions: Developing an OB model

Objective: Compare the three levels of analysis in this book's OB model