



Pearson

Robbins, Organisational Behaviour, 9th Edition

Chapter 1: What is organisational behaviour?

Multiple choice: Choose the one alternative that best completes the statement or answers the question.

1. Until the late 1980s, business school curricula emphasised:

- A. the esoteric qualities of management.**
- B. the theoretical aspects of management.**
- C. the technical aspects of management.**
- D. the political aspects of management.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: C

2. Coursework in human behaviour and people skills received_____ attention in business schools prior to about 30 years ago.

- A. a great deal of**
- B. overwhelming**
- C. middling**
- D. little**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: D

3. Business schools now recognise the role organisational behaviour plays in workplace success. This has resulted in:

- A. subjects teaching people skills being added to the curriculum.**
- B. students majoring in business being forced to take an additional major in psychology.**
- C. subjects teaching people skills being de-emphasised.**
- D. universities relying on the private sector to teach people skills.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the

workplace.

Answer: A

4. A survey of more than 2100 CFOs across 20 industries indicated that:

- A. entering the workplace at too young of an age leads to some employees being terminated.**
- B. a lack of interpersonal skills is the top reason why some employees failed to advance.**
- C. there is a large surplus of employees with superior interpersonal skills.**
- D. employees come to work already equipped with a wide array of interpersonal skills.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: B

5. Incorporating principles into the workplace can yield many important organisational outcomes, such as:

- A. employees becoming dissatisfied with their working conditions.**
- B. retaining mediocre employees when the job market is saturated with outstanding employees.**
- C. management with high levels of interpersonal skills attracting and keeping high-performing employees.**
- D. spending too much on a pleasant workplace, leading to diminished productivity.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: C

6. A recent survey of hundreds of workplaces and more than 200,000 respondents showed that:

- A. there is a negative correlation between job satisfaction and employee turnover.**
- B. as working conditions improved, more employees quit.**
- C. when managers are trained to have superior interpersonal skills, working conditions deteriorate.**
- D. there was a high correlation between social relationships among colleagues and supervisors and job satisfaction.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: D

7. When companies have reputations as good places to work,

- A. their financial performance improves.**
- B. their financial performance stays stagnant.**
- C. the economic health of the corporation actually declines.**
- D. they lose money because of decreased productivity.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: A

8. Universities have begun to incorporate social entrepreneurship education into their curricula in order to:

- A. secure tax breaks from governments or regions.**
- B. adapt to changing circumstances.**
- C. train future leaders to address social issues within their organisations.**
- D. needlessly increase student course loads.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: C

9. It is important to incorporate social entrepreneurship education because:

- A. corporations live or die based on social responsibility.**
- B. corporate social responsibility is irrelevant.**
- C. there is a growing awareness of the need to understand the means and outcomes of corporate social responsibility.**
- D. the workplace is becoming less competitive, rather than more so.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: C

10. Research has shown that employees who know how to relate to their managers well with supportive dialogue and proactivity will:

- A. have a higher likelihood of improving workplace satisfaction.**

- B. end up losing their jobs when managers see them as a threat to their own job security.**
- C. promote disharmony within the organisation.**
- D. dissuade creativity by stifling openness and honesty.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: A

11. Which of the following is NOT one of the four management functions?

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

D. organising.

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: C

12. The management function that includes defining the goals of an organisation is:

- A. Controlling**
- B. Planning**
- C. Leading**
- D. Coordinating**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: B

13. 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**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: D

14. 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**

Difficulty: Medium

AACSB: Application of knowledge

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: D

15. Motivating employees, directing their activities, selecting the most effective communication channels and resolving conflicts are within the _____ function of management.

- A. planning**
- B. leading**
- C. controlling**
- D. organising**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: B

16. 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. directional**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: D

17. An example of Mintzberg's interpersonal management role is:

- A. spokesperson.**
- B. leader.**
- C. negotiator.**
- D. monitor.**

Difficulty: Complex

AACSB: Application of knowledge

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: B

18. 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**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: B

19. Which one of the following would NOT be considered a human skill?

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

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: A

20. 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**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: A

21. 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.**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: D

22. 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.**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: B

23. Human beings, in general, are students of:

- A. personality flaws.**

- B. life.**
- C. behaviour.**
- D. the environment.**

Difficulty: Moderate

AACSB: Application of Knowledge

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: C

24. The systematic approach to organisational behaviour assumes:

- A. that behaviour is random.**
- B. that behaviour is as predictable as it is measurable through scientific study.**
- C. there are no consistencies that underlie individual behaviour.**
- D. that behaviour cannot be predicted.**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: B

25. The idea that relying on intuition as a better way to make business decisions than using systematic study has been shown by the evidence to be

- A. an uncommon business practice.**
- B. completely false.**
- C. 100% true.**
- D. mostly false.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: D.

26. Effective business practices have shown that management by walking around (MBWA)

- A. is foremost in importance.**
- B. is still as relevant as it was 30 years ago.**
- C. does not make it a central focus.**
- D. have prompted universities to make MBWA a separate academic major.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: C

27. All of the following statements about management by walking around (MBWA) are true except:

- A. MBWA de-emphasises the idea that the more managers know their employees, the more effective those managers will be.**
- B. Managers utilising MBWA spend over half of their time in meetings.**
- C. An undue focus is placed on employee concerns when managers practice MBWA.**
- D. Objective data is less important than subjective understanding of employees.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: A

28. Which of the following statements about evidence-based management is true?

- A. It bases management decisions on feelings and e-based management.**
- B. It should be used as much as possible to inform intuition and experience in making the best possible management decisions.**

- C. It rejects the use of scientific evidence, focusing instead on possible evidence.**
- D. It focuses completely on the best available scientific evidence.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: D

29. The term 'systematic study' means all of the following *except*:

- A. looking at relationships.**
- B. avoiding attributing causes and effects.**
- C. drawing conclusions based on scientific evidence.**
- D. using data gathered under controlled conditions and measured and interpreted in a reasonably rigorous manner.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: D

30. OB is an applied behavioural science that is based on contributions from a number of different behavioural science 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**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.4: Identify the major behavioural science disciplines that contribute to OB.

Answer: A

31. 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**

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

Learning Outcome: 1.4: Identify the major behavioural science disciplines that contribute to OB.

Answer: D

32. 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**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.5: Demonstrate why few absolutes apply in OB.

Answer: B

33. 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 thinking.**
- D. Managers need time to understand the personal variables of staff before they can make sweeping statements.**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.5: Demonstrate why few absolutes apply in OB.

Answer: A

34. Whereas _____ focuses on the 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. homogeneity; workforce diversity

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: B

35. Which type of challenge reflects organisations becoming more heterogeneous in terms of gender, race, ethnicity and sexual orientation?

- A. globalisation**
- B. workforce diversity**
- C. affirmative action**
- D. organisational culture**

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: B

36. Challenges facing organisations today include all of the following EXCEPT:

- A. The average age of workers is increasing.**
- B. More women have joined the workplace.**
- C. Corporate downsizing is severing the bonds of loyalty that tied many employees to their employers.**
- D. The pace of change is slowing.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: D

37. During difficult economic times,

- A. understanding how to reward, satisfy, and retain employees is of the foremost concern.**

- B. companies tend to want to hire more people, and for less money.**
- C. effective management is in high demand.**
- D. Australians demand of their employers more money and less time on the job.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: C

38. Globalisation across the world is happening in all of the following ways EXCEPT:

- A. All major carmakers now manufacture cars outside their borders.**
- B. Organisations are not limited to their home countries in order to do business.**
- C. Jobs tend to flow where lower costs give businesses a comparative advantage.**

- D. Labour groups, politicians, and local community leaders welcome the exportation of jobs.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: D

39. Globalisation puts pressure on managers to:

- A. satisfy the needs of their organisation while recognising the responsibilities to the communities where they work.**
- B. maximise profitability at the expense of people who work for them.**
- C. place hiring, salaries, and benefits in a particular country over corporate profits in importance.**

D. work only with people from their own countries.

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: A

40. All of the following statements about workforce demographics are true EXCEPT:

- A. The workforce has always adapted to variations that have widespread impact.**
- B. Some trends affecting the workforce since the 2008 global recession have continued even after it ended.**
- C. Younger educated workers have had expanded opportunities as a result of these changes.**
- D. Almost everyone who was unemployed after 2008 is working again.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: B

41. Socioeconomic shifts have had a profound impact on workforce demographics as evidenced by:

- A. a significant decline in birth rates in the developing world.**
- B. an increase in the employment of women outside of the home in some cultures.**
- C. a massive backlash against the employment of women throughout the developed world.**
- D. the near elimination of barriers to entry into the workforce for women in developing countries.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: B

42. For managers, workplace diversity brings about all of the following questions EXCEPT:

- A. how to leverage differences within groups for competitive advantage.**
- B. whether or not to treat all employees the same way.**
- C. whether or not individual and cultural differences should be recognised.**
- D. the elimination of problems associated with a changing workforce.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: D

43. Which of the following statements BEST describes the role of OB in assisting management?

- A. Helping to reduce overall employee cost.**
- B. Assisting management in coordinated layoffs to maximise productivity.**
- C. Helping management increase the success of customer service interactions.**

D. Eliminating a corporate culture that assists in sensitivity to customers in developing countries. Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: C

44. A manager's job in a networked organisation is different in that:

- A. different techniques are required to those used in face-to-face situations.**
- B. it is important to bring people working off-site to one physical location on a regular basis.**
- C. accountability for people who work off-site is exactly the same as those working in the same building.**
- D. it is impossible to make collaborative decisions online, so managers must make these decisions on their own.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: A

45. Which of the following statements BEST explains the impact of social media on employee well-being?

- A. It unquestionably leads to a better quality of job satisfaction for employees.**
- B. There is a generally negative correlation between frequently accessing Facebook and employee mood during the workday.**
- C. Organisations are justified in eliminating its use, because social media is a passing fad.**
- D. There are no real issues or implications involving social media in the workplace.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: B

46. Because employees increasingly complain that the line between work and non-work time has become blurred,

- A. managers can ignore employee well-being at work, because they are not physically there.**
- B. employees have unique opportunities to work less and make more money.**
- C. complaints on the part of employees about making more money increase.**
- D. it is important for organisations to help their employees maintain a work–life balance in order to attract and maintain the best employees.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: D

47. Positive organisational scholarship is described as what?

- A. The study of how organisations develop independent of people in the quest to minimise labour cost.**
- B. The study within organisations of what is good about them through research into engagement, hope and resilience.**
- C. An area of OB research that aims to help managers de-emphasise positive work environments in order to maximise productivity.**
- D. An area that aims to eliminate negative inputs, such as critical feedback.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: B

48. Managers and their organisations are responding to the problem of unethical behaviour in all of the following ways EXCEPT:

- A. terminating employees who reveal internal unethical practices.**
- B. writing and distributing codes of ethics to guide employees through ethical dilemmas.**
- C. offering seminars, workshops, and other training programs to try to improve ethical behaviours.**
- D. preventing in-house advisors who can be contacted, in many cases anonymously, for assistance in dealing with ethical issues.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: A

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

- A. Culture**
- B. Personality**
- C. Team responsibilities**
- D. Group roles**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: B

50. 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**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book’s OB model.

Answer: D

51. _____ is an example of a group-level outcome.

- A. Withdrawal behaviour**
- B. Survival**
- C. Task performance**
- D. Cohesion**

Difficulty: Medium

AACSB: Analytical thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: D

52. 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.**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: C

53. 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

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: C

54. Victoria is concerned about her ability to meet her target production goals. Victoria's attitude is a:

- A. task performance.**
- B. value.**
- C. stressor.**
- D. political behaviour.**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: C

55. Task performance for a factory worker can be measured by the number of:

- A. products produced.**
- B. defective products produced per hour.**
- C. defective products produced.**
- D. products produced per hour.**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: D

56. Miles is seeking your feedback on his quarterly performance review about how to become a better team player. What advice would you give Miles to help him improve his citizenship behaviour?

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

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: A

57. 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**

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: C

58. 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.**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: C

59. Marlee'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 Marlee'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.**

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: B

60. OB is essential for solving many problems that involve all of the following EXCEPT:

- A. resource management.**
- B. reducing uncertainty.**
- C. finding the right employees.**
- D. reducing revenue and growing profit.**

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: D

61. Which of the following statements BEST explains why OB is important for all students, no matter what their majors are?

- A. Principles learned in OB are directly applicable to employability and interpersonal skills in the workplace.**
- B. Everyone has potential to be a manager someday.**
- C. Understanding stress management, change, attitudes, emotions, and motivation can work for students in some situations, but not in others.**
- D. Since people disconnect their personal lives from their work lives, OB helps to deal with others concerning the latter, but not the former.**

Difficulty: Moderate

AACSB: Critical analysis

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: A

62. As an employability skill, critical thinking is best defined as:

- A. objective decision making.**
- B. goal-directed thinking.**
- C. beginning with the end in mind.**
- D. purposefully thinking with a goal in mind to solve problems related to a specific situation.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Objective: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: D

63. As an employability skill, communication is best defined as:

- A. being able to listen effectively to others.**
- B. speaking, writing, listening to, and non-verbally interacting with others for various reasons.**
- C. what everyone does on a regular basis, because no one is incapable of communication.**
- D. evaluating the effectiveness of communication efforts within diverse contexts.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: B

64. As an employability skill, collaboration is best defined as:

- A. when people work with a dependence on one another to complete a task.**
- B. when employees construct meaning with one another.**
- C. a skill in which individuals independently complete individual parts of a larger whole task.**
- D. relying on a few motivated people to do most of the work assigned to a group of mostly unmotivated individuals.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: A

65. As an employability skill, knowledge application and analysis is best defined as:

- A. learning for its own sake.**
- B. employing metacognition to gain a higher level of understanding.**
- C. learning something, then applying it in a different situation to gain additional learning.**
- D. applying previously learned knowledge to the same situation in order to achieve a higher level of understanding.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: C

66. As employability skill, social responsibility is best defined as:

- A. principles that influence the way individuals and organisations behave within the society that they operate.**
- B. skills related to both business ethics and corporate social responsibility.**
- C. a form of ethical behaviour applicable to individuals interacting with a corporation, but not the corporation itself.**
- D. when corporations promote unethical economic, environmental, and social behaviours.**

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: A

Written Response: Write your answer in the space provided or on a separate sheet of paper.

1. Why is it so important for managers to have good interpersonal skills?

Difficulty: Complex

AASSB: Reflective thinking

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

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.

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

Difficulty: Complex

AACSB: Written and oral communication

Learning Outcome: 1.2: Define organisational behaviour (OB).

Answer: Answers may vary. One possible answer is as follows: 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.

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

Difficulty: Moderate

AACSB: Reflective thinking

Learning Outcome: 1.3: Show the value of OB to systematic study.

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.

4. 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. .

Difficulty: Moderate

AACSB: Reflective thinking

Learning Outcome: 1.4: Identify the major behavioural science disciplines that contribute to OB.

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.

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

Difficulty: Moderate

AACSB: Reflective thinking

Learning Outcome: 1.5: Demonstrate why few absolutes apply in 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 is used.

6. How does globalisation affect a manager being assigned to a foreign subsidiary?

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

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.

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

Difficulty: Moderate

AACSB: Reflective thinking

Learning Outcome: 1.7: Compare the three levels of analysis in this book.

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.

8. Explain the terms 'efficiency,' 'effectiveness,' and 'productivity.'

Difficulty: Moderate

AACSB: Written and oral communication

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

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.

9. Why are the key employability skills gained from studying OB applicable to other majors or future careers?

Difficulty: Basic

AACSB: Written and oral communication

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: Student answers may vary, especially depending on academic major, but correct answers should describe how OB helps solve many problems that involve managing integrity/social responsibility, resource management, competition among businesses, bolstering customer and employee loyalty, reducing uncertainty, complying with government regulation, managing risks and finding the right staff consistency. Students who understand these issues stand to be better employees in whatever work environment they find themselves in. Also, since organisations have people at their centre, the interpersonal communication, collaboration, critical thinking, problem solving, social

responsibility, and knowledge application and analysis skills the students learn in OB can prove invaluable for workplace success.

10. How would you rank the employability skills students learn from OB?

Difficulty: Moderate

AACSB: Reflective thinking

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: Students' answers will vary, but satisfactory responses will include why a given employability skill is more important than another. Specific examples should also be used in their answers.

True/False: Respond to each of the following statements by writing either 'True' or 'False' in the space provided.

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

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1: Demonstrate the importance of interpersonal skills in the workplace.

Answer: True

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

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2: Define *organisational behaviour* (OB).

Answer: False

3. 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.

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3: Show the value of OB to systematic study.

Answer: True

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

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.4: Identify the major behavioural science disciplines that contribute to OB.

Answer: True

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

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.5: Demonstrate why few absolutes apply in OB.

Answer: False

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

Difficulty: Basic

AACSB: Ethical understanding and reasoning

Learning Outcome: 1.6: Identify managers' challenges and opportunities in applying OB concepts.

Answer: True

7. 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.

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.
Answer: False

8. Environmental pressures are not a source of workplace stress.

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.7: Compare the three levels of analysis in this book's OB model.

Answer: False

9. OB skills are not transferable across majors apart from ones related to business.

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: False

10. Certain career employability skills in OB can be utilised by a student with literally any major.

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.8: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Answer: False