1. Understanding why people do the things they do on the job is an easy task for effective managers.  
   True    False

2. According to research, people tend to accept and pursue goals willingly, if they are involved in setting them.  
   True    False

3. Goal-setting theory states that people have conscious goals that energize them and direct their thoughts and behaviors toward a particular end.  
   True    False

4. The acronym "SMART", in relation to goals, stands for: specific, meaningful, acceptable, results-based and time-specific.  
   True    False

5. Individualized performance goals create cooperation and reduce competition.  
   True    False

6. Organizational behavior modification focuses on influencing behavior.  
   True    False

7. Not following through on a threat of punishment when the employee performs satisfactorily is a form of negative reinforcement.  
   True    False

8. Applying a consequence that decreases the likelihood that the person will repeat the behavior that led to it is referred to as extinction.  
   True    False

9. Managers should reward employees for multitasking.  
   True    False

10. A negative expectancy means that one expects his or her efforts to attain performance goals will have a negative outcome.  
    True    False

11. For motivation to be high, instrumentalities, expectancy and valence must ALL be high.  
    True    False

12. Increasing expectancies, identifying positively valent outcomes, and making performance instrumental toward positive outcomes are all managerial implications of expectancy theory.  
    True    False

13. Maslow's hierarchy of needs includes physiological, growth, social, existence and self-actualization.  
    True    False

14. Low need for affiliation and moderate to high need for power are associated with managerial success.  
    True    False

15. The need for affiliation is characterized by a strong orientation toward success and goal attainment.  
    True    False
16. For leaders and managers in the United States, the needs for achievement, growth and self-actualization are important, but they are not necessarily important in other countries.
   True  False

17. An extrinsic reward is a reward the person derives directly from performing the job itself.
   True  False

18. In job enrichment, workers are given additional tasks at the same level of responsibility.
   True  False

19. According to Herzberg, characteristics of the workplace termed hygiene factors will not motivate workers.
   True  False

20. According to the Hackman and Oldham Model of Job Enrichment, people will perform better when they feel responsible, that their job has meaning and they know how well they are performing.
   True  False

21. Empowerment is the process of centralizing power at the top level of an organization.
   True  False

22. According to equity theory, employees compare their outcomes and inputs to others' outcomes and inputs.
   True  False

23. Procedural justice refers to using a fair process in decision making and making sure that others know that the process was as fair as possible.
   True  False

24. QWL critics note that Quality of Work Life Programs have not been able to improve organizational productivity.
   True  False

25. A psychological contract refers to what employees think their employers owe them and not vice versa.
   True  False

26. Real Big Surf has designed many of the jobs in the company so that people are attracted to the organization, show up every day and work hard while they are there. Yet, most employees stay no longer than five years. RBS needs to address motivation in another essential category for productive employees, which is
   A. joining the organization.
   B. remaining in the organization.
   C. competing with others.
   D. performing their work.
   E. exhibiting empowerment.

27. Motivation refers to forces that
   A. energize, direct and sustain a person's efforts.
   B. are acquired through education.
   C. are basically involuntary.
   D. all of the above
   E. none of the above

28. Forces that energize, direct and sustain a person's efforts are known as
   A. leadership.
   B. power.
   C. motivation.
   D. management.
   E. psychological contract.
29. The motivation theory stating that people have conscious goals that energize them and direct their thoughts and behaviors toward a particular end is
   A. equity theory.
   B. law of effect theory.
   C. goal-setting theory.
   D. expectancy theory.
   E. reinforcement theory.

30. For goals to be motivating, they must be
   A. disliked by employees.
   B. subjective.
   C. easy to achieve.
   D. quantifiable.
   E. open-ended.

31. According to the guidelines of goal-setting theory, which of the following goals is likely to stimulate performance?
   A. Increase quality levels.
   B. Obtain sales levels 15% over last year.
   C. Sell 85% of defective items overseas within two years.
   D. Develop a cure for AIDS this year.
   E. Employees who are late for work will be docked 1/2 day's pay.

32. Particularly demanding goals that are designed to shift people away from mediocrity and toward major achievement are known as
   A. challenge goals.
   B. mountaintop goals.
   C. reach goals.
   D. summit goals.
   E. stretch goals.

33. According to Organizational Behavior Modification theory, positive consequences that motivate behavior are referred to as
   A. consequences.
   B. behavioral antecedents.
   C. reinforcers.
   D. effectors.
   E. sanctions.

34. Behavior that is followed by positive consequences will likely be repeated. This statement is referred to as
   A. the law of consequences.
   B. the law of repetition.
   C. the law of large numbers.
   D. the law of effect.
   E. the law of reinforcement.

35. Art Kuene recently took two employees off probation because their performance had greatly improved. This action demonstrates
   A. positive reinforcement.
   B. negative reinforcement.
   C. punishment.
   D. extinction.
   E. encouragement.
36. Applying a valued consequence to increase a behavior is
   A. positive reinforcement.
   B. negative reinforcement.
   C. extinction.
   D. encouragement.
   E. the law of consequences.

37. Removing or withholding an undesirable consequence is
   A. negative reinforcement.
   B. punishment.
   C. extinction.
   D. positive reinforcement.
   E. empowerment.

38. Positive reinforcement refers to applying a(n) ________ consequence that ________ the likelihood that the person will repeat the behavior that led to it.
   A. valued; increases
   B. valued; decreases
   C. undesirable; increases
   D. undesirable; decreases
   E. neutral; increases

39. Negative reinforcement refers to ________ a(n) ________ consequence.
   A. applying; desirable
   B. applying; undesirable
   C. withholding; desirable
   D. withholding; undesirable
   E. applying; neutral

40. Applying consequences that increase the likelihood that a person will repeat the behavior that led to it is referred to as
   A. negative reinforcement.
   B. positive reinforcement.
   C. punishment.
   D. extinction.
   E. none of the above

41. Which consequence is positive for the person receiving it?
   A. Negative reinforcement
   B. Punishment
   C. Extinction
   D. All of the above
   E. None of the above

42. Administering an aversive consequence is referred to as
   A. organizational behavior modification.
   B. punishment.
   C. extinction.
   D. negative reinforcement.
   E. reprimanding.

43. Withdrawing or failing to provide a reinforcing consequence is referred to as
   A. negative reinforcement.
   B. organizational behavior modification.
   C. expectancy.
   D. extinction.
   E. goal theory.
44. Bella is known to favor some of her employees over others. For those she dislikes, she sometimes sets impossible performance goals so that they cannot possibly succeed, and their motivation suffers. This is an example of
A. positive reinforcement.
B. negative reinforcement.
C. punishment.
D. extinction.
E. expectancy.

45. In Organizational Behavior Modification, which of the following is a key consequence of behavior?
A. Availability
B. Expectancy
C. Instrumentality
D. Valence
E. Extinction

46. Failure to provide positive feedback for a job well done, resulting in lower motivation thereafter, is what type of consequence of behavior?
A. Punishment
B. Extinction
C. Positive reinforcement
D. Negative reinforcement
E. Disempowerment

47. The effort-to-performance link in expectancy theory is called
A. instrumentality.
B. valence.
C. outcomes.
D. motivational force.
E. expectancy.

48. The theory that proposes that people will behave based on their perceived likelihood that their effort will lead to a certain outcome and on how highly they value that outcome is known as
A. expectancy theory.
B. ERG theory.
C. path-goal theory.
D. equity theory.
E. goal theory.

49. In which order would expectancy theory place the following events?
A. Outcome, performance, effort
B. Performance, effort, outcome
C. Effort, outcome, performance
D. Performance, outcome, effort
E. Effort, performance, outcome

50. Expectancy is
A. the perceived likelihood that performance will be followed by a particular outcome.
B. the value that expected outcomes hold for the person contemplating them.
C. any consequence resulting from performance.
D. the perceived likelihood that employees' efforts will enable them to attain their performance goals.
E. indirectly correlated with motivation.

51. Instrumentality is
A. the perceived likelihood that performance will be followed by a particular outcome.
B. the value that expected outcomes hold for the person contemplating them.
C. any consequence resulting from performance.
D. the perceived likelihood that employees' efforts will enable them to attain their performance goals.
E. indirectly correlated with motivation.
52. The performance-to-outcome link in expectancy theory is called
   A. valence.
   B. instrumentality.
   C. expectancy.
   D. equity.
   E. hygiene-motivation linkage.

53. Valence is
   A. the perceived likelihood that performance will be followed by a particular outcome.
   B. the value that expected outcomes hold for the person contemplating them.
   C. any consequence resulting from performance.
   D. the perceived likelihood that employees' efforts will enable them to attain their performance goals.
   E. indirectly correlated with motivation.

54. The perceived likelihood that performance will be followed by a particular outcome is referred to as
   A. valence.
   B. instrumentality.
   C. expectancy.
   D. job enlargement.
   E. job enrichment.

55. The need found at the bottom of Maslow's hierarchy is
   A. social.
   B. physiological.
   C. ego.
   D. safety.
   E. self-actualization.

56. Which of these is the highest level need in Maslow's hierarchy?
   A. Social
   B. Physiological
   C. Ego
   D. Safety
   E. Self-actualization

57. A(n) __________ need describes a need for friendship, affection, belonging and love.
   A. self-actualization
   B. ego
   C. safety or security
   D. physiological
   E. social

58. Which of the following levels of need includes the need for recognition and respect from others?
   A. Physiological
   B. Self-actualization
   C. Safety
   D. Ego
   E. Social

59. A conception of human needs organizing them into a hierarchy of five major types is
   A. Maslow's need hierarchy.
   B. ERG theory.
   C. Herzberg's two-factor theory.
   D. equity theory.
   E. expectancy theory.
60. According to Maslow's need hierarchy,
   A. one can never be fully satisfied.
   B. higher-level needs are more important than lower-level needs.
   C. people are motivated to satisfy lower-level needs before higher level needs.
   D. once a need is satisfied, it becomes a powerful motivator.
   E. unsatisfied needs will not motivate performance.

61. Which of the following statements regarding Maslow's need hierarchy is true?
   A. It is a complex and altogether accurate theory of motivation.
   B. It sensitizes managers to the importance of personal growth.
   C. It focuses managers' efforts on behavior inherent in the workplace.
   D. Everyone progresses through the levels in hierarchical order.
   E. The concept of needs now has little use in most workplaces since today's workers are generally well-satisfied.

62. According to Maslow, the average person is only 10% self-actualized. The implication for managers from this is to
   A. fully satisfy lower-level needs so that employees are motivated toward self-actualization.
   B. gain specific information on what each employee considers personal fulfillment.
   C. assign pay levels that are commensurate with employee needs as well as employee performance.
   D. create an environment that provides autonomy, responsibility and challenging assignments.
   E. realize that employee needs are not likely to be met at the workplace.

63. Alderfer's ERG Theory focuses on
   A. existence needs, relatedness needs and growth needs.
   B. existentialism, relativity and governance.
   C. employment, recruitment and gain sharing.
   D. effort, return and goal setting.
   E. expectancy, risk and growth.

64. A difference between Maslow's need hierarchy and Alderfer's ERG Theory is that
   A. ERG theory states that various needs operate simultaneously.
   B. Maslow's hierarchy has more scientific validity.
   C. Maslow's hierarchy reminds managers that even if one need seems to motivate people, other needs may still need attention.
   D. ERG theory focuses on five levels of need.
   E. only Maslow's theory serves to remind managers of the types of reinforcers that can be used to motivate people.

65. The most important needs for managers, according to McClelland, are the needs for
   A. achievement, affiliation and power.
   B. existence, relatedness and growth.
   C. motivation and hygiene.
   D. equity and fair treatment.
   E. self-actualization and ego.

66. According to McClelland's research, the need for achievement is
   A. strongest in non-technical managers.
   B. a desire to influence others.
   C. often perceived negatively.
   D. important to most American managers.
   E. equivalent to Maslow's social needs.
67. According to McClelland, when the need for power is used as a negative force, such as through aggressive manipulation or exploitation of others, it is called
   A. aggressive power.
   B. abusive power.
   C. antisocial power.
   D. hostile power.
   E. personalized power.

68. Achievement, affiliation, personalized power and socialized power are all components of
   A. ERG theory.
   B. path-goal theory.
   C. Maslow's hierarchy.
   D. McClelland's needs.
   E. social theory.

69. Manuel Gonzalez loves his job. It offers him the opportunity to meet lots of people, to work outdoors and to do things his own way. Manuel has joked that he would be glad to do his job even if they didn't pay him but that he's sure glad they do! Manuel's job appears to be
   A. unrealistic.
   B. extrinsically rewarding.
   C. satisfying his power need.
   D. intrinsically rewarding.
   E. overcompensated.

70. A recent article espousing the rewards of golfing stated that perhaps the best aspect of the game is not that you play against your partners but that you play against yourself by striving to lower your score. The author of the article evidently finds golf to be
   A. expensive.
   B. important to relatedness needs.
   C. intrinsically rewarding.
   D. instrumental.
   E. relaxing.

71. The reward a worker derives directly from performing the job itself is referred to as a(n)
   A. extrinsic reward.
   B. motivator.
   C. intrinsic reward.
   D. job enrichment.
   E. job enlargement.

72. The rewards given to a person by the boss, the company, or some other person are known as
   A. an extrinsic reward.
   B. a motivator.
   C. an intrinsic reward.
   D. job enrichment.
   E. job enlargement.

73. Giving people additional tasks at the same time to alleviate boredom is referred to as
   A. job enrichment.
   B. task significance.
   C. job enlargement.
   D. task identity.
   E. interest enhancement.
74. Changing a task to make it inherently more rewarding, motivating and satisfying is referred to as
   A. task significance.
   B. job enrichment.
   C. job rotation.
   D. task identity.
   E. job enlargement.

75. Changing from one routine task to another to alleviate boredom is called
   A. job rotation.
   B. job enlargement.
   C. job enrichment.
   D. job feedback.
   E. autonomy.

76. According to the text, giving an assembly worker two tasks to perform instead of one is known as
   A. job rotation.
   B. job enlargement.
   C. job enrichment.
   D. feedback.
   E. autonomy.

77. The job design in which workers are given more activities to perform and more discretion about how to
   perform them is called
   A. job rotation.
   B. job enlargement.
   C. job enrichment.
   D. job specialization.
   E. job exchange.

78. When Sheena is given additional tasks to perform that are considered to be at a similar level of
   responsibility, her job has been
   A. rotated.
   B. enlarged.
   C. expanded.
   D. enriched.
   E. decentralized.

79. Esteban's job responsibilities were recently changed as part of a decentralization effort taking place at
   his place of employment. He is to decide when a file's status is to be altered, rather than only altering
   files at his supervisor's discretion. Esteban is pleased that his judgment is now utilized and valued by his
   employer. Esteban's job has been
   A. encompassed.
   B. enlarged.
   C. expanded.
   D. enriched.
   E. explored.

80. Herzberg's theory describing hygiene and motivators as factors affecting people's work motivation and
   satisfaction is referred to as
   A. equity theory.
   B. expectancy theory.
   C. path-goal theory.
   D. two-factor theory.
   E. the hierarchy of needs.
81. Characteristics of the workplace, such as company policies, working conditions, pay and supervision, that can make people dissatisfied are referred to as
   A. hygiene factors.
   B. motivators.
   C. feedback.
   D. autonomy.
   E. reward structure.

82. Herzberg's hygiene factors are
   A. one of two broad categories of factors affecting workers.
   B. capable of making employees unhappy if they are poorly managed.
   C. incapable of satisfying or motivating workers.
   D. company structures like policies, working conditions, pay and supervision.
   E. all of the above.

83. Which of the following describes Herzberg's motivators?
   A. Characteristics of the workplace
   B. Capable of making employees unhappy if they are poorly managed
   C. Capable of satisfying and motivating workers
   D. Company structures like policies, working conditions, pay and supervision
   E. Even when well managed employees will not be satisfied

84. According to Herzberg, the key to true job satisfaction and motivation to perform lies in the
   A. hygiene factors.
   B. characteristics of the workplace.
   C. motivators.
   D. working conditions.
   E. motivators and hygiene factors.

85. A contribution of Herzberg's two-factor theory is that it
   A. distinguishes between a need for power versus achievement.
   B. reminds managers to focus on intrinsic as well as extrinsic rewards.
   C. illustrates the difficulty of actually motivating workers.
   D. compounds the problems inherent in motivation theory.
   E. notes that job design is of little consequence to employee motivation.

86. Ensuring the core job dimensions of skill variety, task identity and task significance is linked to what critical psychological state of enriched jobs?
   A. Knowing about results of work activity
   B. Experiencing responsibility for outcome of work
   C. Experiencing high work motivation
   D. Learning about how well the job was performed
   E. Experiencing meaningfulness of the work

87. The positive outcomes of Hackman and Oldham's model of job design will occur when
   A. employees believe they are doing something meaningful.
   B. employees feel responsible for the work that they do.
   C. employees receive feedback about their performance.
   D. employees feel that their work is important to other people.
   E. all of the above occur.

88. According to the Hackman and Oldham model, the best way to design an enriched job in which employees experience responsibility for the outcome of the work is to provide
   A. task identity.
   B. feedback.
   C. skill variety.
   D. autonomy.
   E. task responsibility.
89. According to Hackman and Oldham's model of job design, the degree to which a job provides independence and discretion in making decisions refers to
   A. skill variety.
   B. task identity.
   C. meaningfulness.
   D. autonomy.
   E. rationalization.

90. People who are likely to respond most positively to job enrichment are those who have
   A. a low growth need strength.
   B. a high growth need strength.
   C. high expectations.
   D. low expectations.
   E. none of the above

91. Growth need strength refers to
   A. the desire people have for responsibility.
   B. the desire people have for experiences that enable them to advance in the corporate hierarchy.
   C. the desire people have for experiences that contribute to personal and psychological development.
   D. the desire people have for retirement.
   E. the desire people have for experiences that allow for socialization and affiliation.

92. Empowerment encourages what set of beliefs among employees?
   A. Clarity, power, self confidence, punishment
   B. Meaning, competence, self determination, impact
   C. Information, knowledge, rewards
   D. Earning, refinement, understanding
   E. None of the above

93. The degree to which individuals want personal and psychological development is known as
   A. empowerment.
   B. career enrichment.
   C. growth need strength.
   D. motivation.
   E. hygiene factors.

94. The process of sharing power with employees, thereby enhancing their confidence in their ability to perform their jobs and their belief that they are influential contributors to the organization is known as
   A. empowerment.
   B. job enrichment.
   C. growth need strength.
   D. restoring equity.
   E. expectancy.

95. An "empowered" workforce
   A. increases hidden costs.
   B. improves quality and service.
   C. maintains personal power at top levels.
   D. applies socialized power to lower levels.
   E. all of the above

96. A theory stating that people assess how fairly they have been treated according to outcomes and inputs is referred to as
   A. quality of work life.
   B. psychological contract.
   C. equity theory.
   D. ERG theory.
   E. empowerment.
97. Which of the following statements is supported by equity theory?
   A. Inequity causes dissatisfaction.
   B. Equity will result in an effort to restore balance.
   C. If the ratios of outcomes/inputs are equivalent, people will be dissatisfied.
   D. It is advisable for managers to compute the outcomes/inputs ratios in order to maintain equity.
   E. Equity theory causes people to be dissatisfied with their treatment.

98. Under equity theory, employees may attempt to _________ in their efforts to restore balance.
   A. reduce their outcomes
   B. increase their inputs
   C. decrease others' outcomes
   D. increase others' outcomes
   E. use procedural justice

99. Using fair processes in decision making and making sure others know that the process was as fair as possible is referred to as
   A. procedural justice.
   B. participation.
   C. job equity.
   D. job enrichment.
   E. participative equity.

100. Programs designed to create a workplace that enhances employee well-being are referred to as
    A. quality analysis.
    B. quality circles.
    C. quality control.
    D. QWL programs.
    E. equity circles.

101. The general goal of Quality of Work Life programs is to
    A. lower absenteeism.
    B. attract employees.
    C. satisfy the full range of employee needs.
    D. improve working conditions.
    E. provide socialization opportunities.

102. Which of the following is the aspect of quality of working life that provides for personal privacy and the right to dissent?
    A. Social equity
    B. A safe and healthy environment
    C. Lowered demands for personal growth
    D. Constitutionalism
    E. Freedom from prejudice

103. A "psychological contract" resides in the minds of
    A. employers.
    B. CEO's.
    C. customers.
    D. employees.
    E. competitors.

104. A set of perceptions of what employees owe their employers and what their employers owe them is known as
    A. personality contract.
    B. quality circle.
    C. psychological contract.
    D. statistical process control.
    E. equity theory.
105. Successful managers must motivate their employees to do more than just work hard. Describe some of the other goals of employee motivation.

106. Describe the characteristics of goals that most effectively motivate people.

107. Briefly describe Edward Thordike’s law of effect, and discuss the theory that uses it to alter employee behavior.

108. Distinguish between negative reinforcement, punishment and extinction. Provide examples of each.

109. Discuss the basic concepts and related managerial implications of expectancy theory.

110. Compare and contrast Maslow’s need hierarchy and Alderfer’s ERG theory. Give examples of needs in both constructs.
111. Compare and contrast job enlargement, job enrichment and job rotation. Give an example of each.

112. Discuss how employees assess and, if necessary restore, equity.

113. Describe several of the importance components of a QWL program using examples.

Scenario A. Suppose that your employee Umberto has been having trouble with the paperwork he must do for his job. Your goal is for the employee to improve his performance; i.e. decrease his rate of errors. You are considering two approaches:
1. Option 1 is to spend time with Umberto every day helping him with his job. This is an appealing option to Umberto because he appreciates the attention and sees it as a positive reward.
2. Option 2 is to tell Umberto that has now lost his incentive option until his performance improves.
3. Option 3 is to tell Umberto that you are not taking away his incentive option for the coming quarter provided he makes improvements.

114. Option 1 in the scenario above is an example of
   A. positive reinforcement.
   B. punishment.
   C. negative reinforcement.
   D. extinction.
   E. none of the above

115. Option 2 in the scenario above is an example of
   A. positive reinforcement.
   B. punishment.
   C. negative reinforcement.
   D. extinction.
   E. none of the above

116. Option 3 in the scenario above is an example of
   A. positive reinforcement.
   B. punishment.
   C. negative reinforcement.
   D. extinction.
   E. none of the above
117. Suppose you use option 1 and spend time with Umberto every day and his work improves. When you stop meeting with employee daily, his performance declines. How might you explain this change?
   A. You have punished him by stopping the meetings.
   B. You have inadvertently decreased the desired behavior through extinction.
   C. You have negatively reinforced his behavior.
   D. You have disproved the law of effect.
   E. You have delivered an aversive consequence.

Scenario B. Suppose you have a group of employees whom you find very difficult to motivate. One of them, a young man named Carlos, consistently tells you that he doesn't believe he will ever succeed. He regularly tells his colleagues that "no matter how well I do in this job, I'll never get a raise or promotion." Another named Susan simply doesn't care about any of the rewards that your organization offers and so she says, "it just isn't worth it to me to work that hard!" The third, an employee named Jeannie, feels that she is no longer able to "keep up" in her job, and that she is no longer physically able to do the job, so there is little use in trying.

118. Carlos illustrates which of the following concepts?
   A. High expectancy
   B. Low instrumentality
   C. Negative valence
   D. Low equity
   E. High empowerment

119. Susan illustrates which of the following concepts?
   A. High expectancy
   B. Low instrumentality
   C. Negative valence
   D. Low equity
   E. High empowerment

120. Jeannie illustrates which of the following concepts?
   A. Low expectancy
   B. Low instrumentality
   C. Negative valence
   D. High equity
   E. High empowerment

Scenario C. Caroline is a marketing representative for a publishing house. She is about to set her yearly goals with the manager of her department. There are a few goals that they are considering:
1. Increase her sales from 10,000 units to 20,000.
2. Design a cause marketing event to benefit St. Jude's Children's Hospital.
3. Develop a campaign to promote a product to overweight teens.

121. Caroline is especially excited about goal 2, since it appeals to her higher values. In terms of desirable characteristics for goals, this goal would be considered
   A. meaningful.
   B. challenging but attainable.
   C. acceptable.
   D. well compensated.
   E. specific and quantifiable.

122. Goal 3 conflicts with Caroline's personal value system, which means that which of the following goal criteria is not being met?
   A. Meaningful
   B. Challenging but attainable
   C. Acceptable
   D. Well compensated
   E. Specific and quantifiable
123. Caroline knows that in a great year a representative may improve her sales by about 25%, so which of the following goal criteria would be a problem for the first goal listed above?
   A. Meaningful
   B. Challenging but attainable
   C. Acceptable
   D. Well compensated
   E. Specific and quantifiable

Scenario D. Rafael is assessing some of his employees for a promotion to a management position. Amanda seems interested in improving the department and sometimes makes persuasive, influential arguments supporting her position, even though it has made her somewhat unpopular. Beth has impressed him lately with strong desire to succeed and near obsession with meeting all of her goals. Pieter is very well liked in the department, and seems to be motivated to get along with everyone.

124. According to McClelland, Amanda demonstrates a need for
   A. existence.
   B. affiliation.
   C. power.
   D. growth.
   E. achievement.

125. According to McClelland, Beth is high in what need?
   A. Existence
   B. Affiliation
   C. Power
   D. Growth
   E. Achievement

126. According to McClelland, Pieter is high in what need?
   A. Existence
   B. Affiliation
   C. Power
   D. Growth
   E. Achievement

127. Which of Rafael's staff has needs associated with managerial success?
   A. Beth and Pieter
   B. Amanda and Pieter
   C. Pieter only
   D. Beth and Amanda
   E. All three have such needs
Ch10 Key

1. Understanding why people do the things they do on the job is an easy task for effective managers.  
   FALSE

   Understanding why people do the things they do on the job is not an easy task for a manager.  
   Predicting their response to management’s latest productivity program is harder yet.

   AACSB: Analytic  
   Bateman - Chapter 10 #1  
   Bloom: Comprehension

   Learning Objective: 10-01 Identify the kinds of behaviors managers need to motivate in people.  
   Level of Difficulty: Medium  
   Topic: Motivating for Performance

2. According to research, people tend to accept and pursue goals willingly, if they are involved in setting them.  
   TRUE

   Allowing people to participate in setting their work goals—as opposed to having the boss set goals for them—tends to generate goals that people accept and pursue willingly.

   AACSB: Analytic  
   Bateman - Chapter 10 #2  
   Bloom: Comprehension

   Learning Objective: 10-02 List principles for setting goals that motivate employees.  
   Level of Difficulty: Medium  
   Topic: Setting Goals

3. Goal-setting theory states that people have conscious goals that energize them and direct their thoughts and behaviors toward a particular end.  
   TRUE

   AACSB: Analytic  
   Bateman - Chapter 10 #3  
   Bloom: Knowledge

   Learning Objective: 10-02 List principles for setting goals that motivate employees.  
   Level of Difficulty: Easy  
   Topic: Setting Goals

4. The acronym "SMART", in relation to goals, stands for: specific, meaningful, acceptable, results-based and time-specific.  
   FALSE

   Microsoft uses the acronym SMART to create motivating goals: specific, measurable, achievable, results based, and time specific.

   AACSB: Analytic  
   Bateman - Chapter 10 #4  
   Bloom: Comprehension

   Learning Objective: 10-02 List principles for setting goals that motivate employees.  
   Level of Difficulty: Medium  
   Topic: Setting Goals
5. Individualized performance goals create cooperation and reduce competition.
   FALSE

   Individual performance goals can be dysfunctional if people work in a group and cooperation among
   team members is essential to team performance. Individualized goals can create competition and
   reduce cooperation. If cooperation is important, performance goals should be established for the team.

   AACSB: Analytic
   Bateman - Chapter 10 #5
   Blooms: Comprehension
   Learning Objective: 10-02 List principles for setting goals that motivate employees.
   Level of Difficulty: Medium
   Topic: Setting Goals

6. Organizational behavior modification focuses on influencing behavior.
   TRUE

   Organizational behavior modification attempts to influence people's behavior and improve
   performance by systematically managing work conditions and the consequences of people's actions.

   AACSB: Analytic
   Bateman - Chapter 10 #6
   Blooms: Comprehension
   Learning Objective: 10-03 Summarize how to reward good performance effectively.
   Level of Difficulty: Medium
   Topic: Reinforcing Performance

7. Not following through on a threat of punishment when the employee performs satisfactorily is a form
   of negative reinforcement.
   TRUE

   Negative reinforcement can involve the threat of punishment by not delivering punishment when
   employees perform satisfactorily. Punishment is the actual delivery of the aversive consequence.

   AACSB: Analytic
   Bateman - Chapter 10 #7
   Blooms: Comprehension
   Learning Objective: 10-03 Summarize how to reward good performance effectively.
   Level of Difficulty: Medium
   Topic: Reinforcing Performance

8. Applying a consequence that decreases the likelihood that the person will repeat the behavior that led
   to it is referred to as extinction.
   FALSE

   A growing body of research says multitasking actually slows the brain's efficiency and can contribute
   to mistakes. Scans of brain activity show that the brain is not able to concentrate on two tasks at once;
   it needs time to switch among the multitasker's activities. So managers who praise the hard work
   of multitaskers may be unintentionally reinforcing inefficiency and failure to think deeply about
   problems.

   AACSB: Analytic
   Bateman - Chapter 10 #8
   Blooms: Knowledge
   Learning Objective: 10-03 Summarize how to reward good performance effectively.
   Level of Difficulty: Easy
   Topic: Reinforcing Performance

9. Managers should reward employees for multitasking.
   FALSE

   A growing body of research says multitasking actually slows the brain's efficiency and can contribute
   to mistakes. Scans of brain activity show that the brain is not able to concentrate on two tasks at once;
   it needs time to switch among the multitasker's activities. So managers who praise the hard work
   of multitaskers may be unintentionally reinforcing inefficiency and failure to think deeply about
   problems.

   AACSB: Analytic
   Bateman - Chapter 10 #9
   Blooms: Comprehension
   Learning Objective: 10-03 Summarize how to reward good performance effectively.
   Level of Difficulty: Medium
   Topic: Reinforcing Performance
10. A negative expectancy means that one expects his or her efforts to attain performance goals will have a negative outcome.
   **FALSE**

An expectancy can be high (up to 100 percent), such as when a student is confident that if she studies hard, she can get a good grade on the final exam. An expectancy can also be low (down to a 0 percent likelihood), such as when a suitor is convinced that his dream date will never go out with him.

**AACS: Analytic**  
**Bateman - Chapter 10 #10**  
**Blooms: Comprehension**

**Learning Objective:** 10-04 Describe the key beliefs that affect peoples motivation.  
**Level of Difficulty:** Medium  
**Topic:** Performance-Related Beliefs

11. For motivation to be high, instrumentalities, expectancy and valence must ALL be high.
   **TRUE**

According to expectancy theory, for motivation to be high, expectancy, instrumentalities, and total valence of all outcomes must all be high.

**AACS: Analytic**  
**Bateman - Chapter 10 #11**  
**Blooms: Comprehension**

**Learning Objective:** 10-04 Describe the key beliefs that affect peoples motivation.  
**Level of Difficulty:** Medium  
**Topic:** Performance-Related Beliefs

12. Increasing expectancies, identifying positively valent outcomes, and making performance instrumental toward positive outcomes are all managerial implications of expectancy theory.
   **TRUE**

Expectancy theory helps the manager zero in on key leverage points for influencing motivation. Three implications are crucial: increasing expectancies, identifying positively valent outcomes, and making performance instrumental toward positive outcomes.

**AACS: Analytic**  
**Bateman - Chapter 10 #12**  
**Blooms: Comprehension**

**Learning Objective:** 10-04 Describe the key beliefs that affect peoples motivation.  
**Level of Difficulty:** Medium  
**Topic:** Performance-Related Beliefs

13. Maslow's hierarchy of needs includes physiological, growth, social, existence and self-actualization.
   **FALSE**

The need hierarchy illustrates Maslow's conception of people satisfying their needs in a specified order, from bottom to top. The needs, in ascending order, are as follows: physiological, safety or security, social, ego, and self-actualization.

**AACS: Analytic**  
**Bateman - Chapter 10 #13**  
**Blooms: Comprehension**

**Learning Objective:** 10-05 Discuss ways in which peoples individual needs affect their behavior.  
**Level of Difficulty:** Medium  
**Topic:** Understanding People's Needs
14. (p. 241) Low need for affiliation and moderate to high need for power are associated with managerial success.  
\textbf{TRUE}

Low need for affiliation and moderate to high need for power are associated with managerial success for both higher- and lower-level managers. One reason the need for affiliation is not necessary for leadership success is that managers high on this need have difficulty making tough but necessary decisions that will upset some people.

\textit{AACSB: Analytic  
Bateman - Chapter 10 #14  
blooms: comprehension}

\textit{Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.  
Level of Difficulty: Medium  
Topic: Understanding Peoples Needs}

15. (p. 240) The need for affiliation is characterized by a strong orientation toward success and goal attainment.  
\textbf{FALSE}

The need for achievement is a strong orientation toward accomplishment and an obsession with success and goal attainment, while the need for affiliation is a strong desire to be liked by other people.

\textit{AACSB: Analytic  
Bateman - Chapter 10 #15  
Blooms: Comprehension}

\textit{Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.  
Level of Difficulty: Medium  
Topic: Understanding Peoples Needs}

16. (p. 241) For leaders and managers in the United States, the needs for achievement, growth and self-actualization are important, but they are not necessarily important in other countries.  
\textbf{TRUE}

Clearly, achievement, growth, and self-actualization are profoundly important in the United States, Canada, and Great Britain. But these needs are not universally important. Every manager must remember that need importance varies from country to country and that people may not be motivated by the same needs.

\textit{AACSB: Analytic  
Bateman - Chapter 10 #16  
Blooms: Comprehension}

\textit{Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.  
Level of Difficulty: Medium  
Topic: Understanding Peoples Needs}

17. (p. 241) An extrinsic reward is a reward the person derives directly from performing the job itself.  
\textbf{FALSE}

\textit{AACSB: Analytic  
Bateman - Chapter 10 #17  
Blooms: Knowledge}

\textit{Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Easy  
Topic: Designing Motivating Jobs}

18. (p. 242) In job enrichment, workers are given additional tasks at the same level of responsibility.  
\textbf{FALSE}

\textit{AACSB: Analytic  
Bateman - Chapter 10 #18  
Blooms: Knowledge}

\textit{Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Easy  
Topic: Designing Motivating Jobs}
19. According to Herzberg, characteristics of the workplace termed hygiene factors will not motivate workers.

**TRUE**

Hygiene factors can make people unhappy if they are poorly managed. If they are well managed, and viewed as positive by employees, the employees will no longer be dissatisfied. However, no matter how good these factors are, they will not make people truly satisfied or motivated to do a good job.

AACSB: Analytic  
Bateman - Chapter 10 #19  
Blooms: Comprehension  
Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Medium  
Topic: Designing Motivating Jobs

20. According to the Hackman and Oldham Model of Job Enrichment, people will perform better when they feel responsible, that their job has meaning and they know how well they are performing.

**TRUE**

According to the Hackman and Oldham Model of Job Enrichment, positive outcomes occur when people experience three critical psychological states: they believe they are doing something meaningful because their work is important to other people, they feel personally responsible for how the work turns out, and they learn how well they performed their jobs.

AACSB: Analytic  
Bateman - Chapter 10 #20  
Blooms: Comprehension  
Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Medium  
Topic: Designing Motivating Jobs

21. Empowerment is the process of centralizing power at the top level of an organization.

**FALSE**

AACSB: Analytic  
Bateman - Chapter 10 #21  
Blooms: Knowledge  
Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Easy  
Topic: Designing Motivating Jobs

22. According to equity theory, employees compare their outcomes and inputs to others’ outcomes and inputs.

**TRUE**

Equity theory suggests that people compare the ratio of their own outcomes to inputs against the outcome-to-input ratio of some comparison person. If the ratios are equivalent, people believe the relationship is equitable, or fair.

AACSB: Analytic  
Bateman - Chapter 10 #22  
Blooms: Comprehension  
Learning Objective: 10-07 Summarize how people assess fairness and how to achieve fairness.  
Level of Difficulty: Medium  
Topic: Achieving Fairness

23. Procedural justice refers to using a fair process in decision making and making sure that others know that the process was as fair as possible.

**TRUE**

AACSB: Analytic  
Bateman - Chapter 10 #23  
Blooms: Knowledge  
Learning Objective: 10-07 Summarize how people assess fairness and how to achieve fairness.  
Level of Difficulty: Easy  
Topic: Achieving Fairness
24. QWL critics note that Quality of Work Life Programs have not been able to improve organizational productivity.

**FALSE**

Advocates of QWL claim that it improves organizational effectiveness and productivity. The term productivity, as applied by QWL programs, means much more than each person's quantity of work output. It also includes turnover, absenteeism, accidents, theft, sabotage, creativity, innovation, and especially the quality of work.

**AACSB: Analytic**
**Bateman - Chapter 10 #24**
**Blooms: Comprehension**

**Learning Objective:** 10-08 Identify causes and consequences of a satisfied workforce.
**Level of Difficulty:** Medium
**Topic:** Job Satisfaction

25. A psychological contract refers to what employees think their employers owe them and not vice versa.

**FALSE**

**AACSB: Analytic**
**Bateman - Chapter 10 #25**
**Blooms: Knowledge**

**Learning Objective:** 10-08 Identify causes and consequences of a satisfied workforce.
**Level of Difficulty:** Easy
**Topic:** Job Satisfaction

26. Real Big Surf has designed many of the jobs in the company so that people are attracted to the organization, show up every day and work hard while they are there. Yet, most employees stay no longer than five years. RBS needs to address motivation in another essential category for productive employees, which is

A. joining the organization.  
B. remaining in the organization.  
C. competing with others.  
D. performing their work.  
E. exhibiting empowerment.

To be effective motivators, managers must know what behaviors they want to motivate people to exhibit. Although productive people do a seemingly limitless number of things, most of the important activities can be grouped into five general categories: join the organization, remain in the organization, come to work regularly, perform—that is, work hard to achieve high output (productivity) and high quality, and exhibit good citizenship by being committed and performing above and beyond the call of duty to help the company.

**AACSB: Analytic**
**Bateman - Chapter 10 #26**
**Blooms: Application**

**Learning Objective:** 10-01 Identify the kinds of behaviors managers need to motivate in people.
**Level of Difficulty:** Hard
**Topic:** Motivating for Performance
Motivation refers to forces that 
**A.** energize, direct and sustain a person's efforts.  
B. are acquired through education.  
C. are basically involuntary.  
D. all of the above  
E. none of the above

Motivation refers to forces that energize, direct, and sustain a person's efforts. All behavior, except involuntary reflexes like eye blinks (which have little to do with management), is motivated. A highly motivated person will work hard to achieve performance goals.

---

**28.** Forces that energize, direct and sustain a person’s efforts are known as
A. leadership.  
B. power.  
**C.** motivation.  
D. management.  
E. psychological contract.

---

**29.** The motivation theory stating that people have conscious goals that energize them and direct their thoughts and behaviors toward a particular end is
A. equity theory.  
B. law of effect theory.  
**C.** goal-setting theory.  
D. expectancy theory.  
E. reinforcement theory.

---

**30.** For goals to be motivating, they must be
A. disliked by employees.  
B. subjective.  
C. easy to achieve.  
**D.** quantifiable.  
E. open-ended.

Well-crafted goals are meaningful, acceptable to employees, challenging but attainable, specific and quantifiable, among other characteristics.
31. According to the guidelines of goal-setting theory, which of the following goals is likely to stimulate performance?
A. Increase quality levels.
B. Obtain sales levels 15% over last year.
C. Sell 85% of defective items overseas within two years.
D. Develop a cure for AIDS this year.
E. Employees who are late for work will be docked 1/2 day’s pay.

Well-crafted goals are meaningful, acceptable to employees, challenging but attainable, specific and quantifiable, among other characteristics.

AACS:B: Analytic
Bateman - Chapter 10 #31
Blooms: Application
Learning Objective: 10-02 List principles for setting goals that motivate employees.
Level of Difficulty: Hard
Topic: Setting Goals

32. Particularly demanding goals that are designed to shift people away from mediocrity and toward major achievement are known as
A. challenge goals.
B. mountaintop goals.
C. reach goals.
D. summit goals.
E. stretch goals.

AACS:B: Analytic
Bateman - Chapter 10 #32
Blooms: Knowledge
Learning Objective: 10-02 List principles for setting goals that motivate employees.
Level of Difficulty: Easy
Topic: Setting Goals

33. According to Organizational Behavior Modification theory, positive consequences that motivate behavior are referred to as
A. consequences.
B. behavioral antecedents.
C. reinforcers.
D. effectors.
E. sanctions.

AACS:B: Analytic
Bateman - Chapter 10 #33
Blooms: Knowledge
Learning Objective: 10-03 Summarize how to reward good performance effectively.
Level of Difficulty: Easy
Topic: Reinforcing Performance

34. Behavior that is followed by positive consequences will likely be repeated. This statement is referred to as
A. the law of consequences.
B. the law of repetition.
C. the law of large numbers.
D. the law of effect.
E. the law of reinforcement.

AACS:B: Analytic
Bateman - Chapter 10 #34
Blooms: Knowledge
Learning Objective: 10-03 Summarize how to reward good performance effectively.
Level of Difficulty: Easy
Topic: Reinforcing Performance
Art Kuene recently took two employees off probation because their performance had greatly improved. This action demonstrates

A. positive reinforcement.
B. negative reinforcement.
C. punishment.
D. extinction.
E. encouragement.

Negative reinforcement is removing or withholding an undesirable consequence. For example, a manager takes an employee off probation because of improved performance.

Applying a valued consequence to increase a behavior is

A. positive reinforcement.
B. negative reinforcement.
C. extinction.
D. encouragement.
E. the law of consequences.

Removing or withholding an undesirable consequence is

A. negative reinforcement.
B. punishment.
C. extinction.
D. positive reinforcement.
E. empowerment.

Positive reinforcement refers to applying a(n) ________ consequence that ________ the likelihood that the person will repeat the behavior that led to it.

A. valued; increases
B. valued; decreases
C. undesirable; increases
D. undesirable; decreases
E. neutral; increases

Positive reinforcement is applying a consequence that increases the likelihood that the person will repeat the behavior that led to it. Examples of positive reinforcers include compliments, letters of commendation, favorable performance evaluations, and pay raises.
Negative reinforcement refers to ________ a(n) ________ consequence.

A. applying; desirable  
B. applying; undesirable  
C. withholding; desirable  
**D.** withholding; undesirable  
E. applying; neutral

Negative reinforcement is removing or withholding an undesirable consequence. For example, a manager takes an employee off probation because of improved performance.

40. Applying consequences that increase the likelihood that a person will repeat the behavior that led to it is referred to as  
A. negative reinforcement.  
**B.** positive reinforcement.  
C. punishment.  
D. extinction.  
E. none of the above

41. Which consequence is positive for the person receiving it?  
A. Negative reinforcement  
B. Punishment  
C. Extinction  
D. All of the above  
E. None of the above

The first two consequences in Figure 10.1, positive and negative reinforcement, are positive for the person receiving them—the person either gains something or avoids something negative.

42. Administering an aversive consequence is referred to as  
A. organizational behavior modification.  
B. punishment.  
C. extinction.  
D. negative reinforcement.  
E. reprimanding.
Withdrawing or failing to provide a reinforcing consequence is referred to as
A. negative reinforcement.
B. organizational behavior modification.
C. expectancy.
D. extinction.
E. goal theory.

Bella is known to favor some of her employees over others. For those she dislikes, she sometimes sets impossible performance goals so that they cannot possibly succeed, and their motivation suffers. This is an example of
A. positive reinforcement.
B. negative reinforcement.
C. punishment.
D. extinction.
E. expectancy.

Extinction is withdrawing or failing to provide a reinforcing consequence. Motivation may be reduced, such as when one sets impossible performance goals so that the person never experiences success.

In Organizational Behavior Modification, which of the following is a key consequence of behavior?
A. Availability
B. Expectancy
C. Instrumentality
D. Valence
E. Extinction

The four key consequences of behavior either encourage or discourage people's behavior (see Figure 10.1) are positive reinforcement, negative reinforcement, punishment and extinction.
46. Failure to provide positive feedback for a job well done, resulting in lower motivation thereafter, is what type of consequence of behavior?
   A. Punishment
   B. Extinction
   C. Positive reinforcement
   D. Negative reinforcement
   E. Disempowerment

   Extinction is withdrawing or failing to provide a reinforcing consequence. When this occurs, motivation is reduced, and the behavior is extinguished, or eliminated. Managers may unintentionally extinguish desired behaviors by not giving a compliment for a job well done.

47. The effort-to-performance link in expectancy theory is called
   A. instrumentality.
   B. valence.
   C. outcomes.
   D. motivational force.
   E. expectancy.

   Expectancy is people's perceived likelihood that their efforts will enable them to attain their performance goals. In Figure 10.2, expectancy is the link between effort and performance.

48. The theory that proposes that people will behave based on their perceived likelihood that their effort will lead to a certain outcome and on how highly they value that outcome is known as
   A. expectancy theory.
   B. ERG theory.
   C. path-goal theory.
   D. equity theory.
   E. goal theory.

49. In which order would expectancy theory place the following events?
   A. Outcome, performance, effort
   B. Performance, effort, outcome
   C. Effort, outcome, performance
   D. Performance, outcome, effort
   E. Effort, performance, outcome

   According to Figure 10.2, in expectancy theory the order of events is effort, performance, outcome.
50. Expectancy is
  (p. 236)
  A. the perceived likelihood that performance will be followed by a particular outcome.
  B. the value that expected outcomes hold for the person contemplating them.
  C. any consequence resulting from performance.
  D. the perceived likelihood that employees' efforts will enable them to attain their performance goals.
  E. indirectly correlated with motivation.

   AACSB: Analytic
   Bateman - Chapter 10 #50
   Blooms: Knowledge
   Learning Objective: 10-04 Describe the key beliefs that affect peoples motivation.
   Level of Difficulty: Easy
   Topic: Performance-Related Beliefs

51. Instrumentality is
  (p. 237)
  A. the perceived likelihood that performance will be followed by a particular outcome.
  B. the value that expected outcomes hold for the person contemplating them.
  C. any consequence resulting from performance.
  D. the perceived likelihood that employees' efforts will enable them to attain their performance goals.
  E. indirectly correlated with motivation.

   AACSB: Analytic
   Bateman - Chapter 10 #51
   Blooms: Knowledge
   Learning Objective: 10-04 Describe the key beliefs that affect peoples motivation.
   Level of Difficulty: Easy
   Topic: Performance-Related Beliefs

52. The performance-to-outcome link in expectancy theory is called
  (p. 236)
  A. valence.
  B. instrumentality.
  C. expectancy.
  D. equity.
  E. hygiene-motivation linkage.

   According to Figure 10.2, instrumentality is the link between performance and outcome.

   AACSB: Analytic
   Bateman - Chapter 10 #52
   Blooms: Comprehension
   Learning Objective: 10-04 Describe the key beliefs that affect peoples motivation.
   Level of Difficulty: Medium
   Topic: Performance-Related Beliefs

53. Valence is
  (p. 237)
  A. the perceived likelihood that performance will be followed by a particular outcome.
  B. the value that expected outcomes hold for the person contemplating them.
  C. any consequence resulting from performance.
  D. the perceived likelihood that employees' efforts will enable them to attain their performance goals.
  E. indirectly correlated with motivation.

   AACSB: Analytic
   Bateman - Chapter 10 #53
   Blooms: Knowledge
   Learning Objective: 10-04 Describe the key beliefs that affect peoples motivation.
   Level of Difficulty: Easy
   Topic: Performance-Related Beliefs

54. The perceived likelihood that performance will be followed by a particular outcome is referred to as
  (p. 237)
  A. valence.
  B. instrumentality.
  C. expectancy.
  D. job enlargement.
  E. job enrichment.

   AACSB: Analytic
   Bateman - Chapter 10 #54
   Blooms: Knowledge
   Learning Objective: 10-04 Describe the key beliefs that affect peoples motivation.
   Level of Difficulty: Easy
   Topic: Performance-Related Beliefs
55. The need found at the bottom of Maslow's hierarchy is
A. social.
B. physiological.
C. ego.
D. safety.
E. self-actualization.

According to Figure 10.3, physiological needs are at the bottom of Maslow's Need Hierarchy.

AACSB: Analytic
Bateman - Chapter 10 #55
Blooms: Comprehension
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Medium
Topic: Understanding Peoples Needs

56. Which of these is the highest level need in Maslow's hierarchy?
A. Social
B. Physiological
C. Ego
D. Safety
E. Self-actualization

According to Figure 10.3, self-actualization needs are at the top of Maslow's Need Hierarchy.

AACSB: Analytic
Bateman - Chapter 10 #56
Blooms: Comprehension
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Medium
Topic: Understanding Peoples Needs

57. A(n) _________ need describes a need for friendship, affection, belonging and love.
A. self-actualization
B. ego
C. safety or security
D. physiological
E. social

In Maslow's need hierarchy, social need is that for friendship, affection, belonging and love.

AACSB: Analytic
Bateman - Chapter 10 #57
Blooms: Comprehension
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Medium
Topic: Understanding Peoples Needs

58. Which of the following levels of need includes the need for recognition and respect from others?
A. Physiological
B. Self-actualization
C. Safety
D. Ego
E. Social

In Maslow's need hierarchy, ego need is that for independence, achievement, freedom, status, recognition and self-esteem.

AACSB: Analytic
Bateman - Chapter 10 #58
Blooms: Comprehension
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Medium
Topic: Understanding Peoples Needs
59. A conception of human needs organizing them into a hierarchy of five major types is
A. Maslow's need hierarchy.
B. ERG theory.
C. Herzberg's two-factor theory.
D. equity theory.
E. expectancy theory.

AACSB: Analytic
Bateman - Chapter 10 #59
Blooms: Knowledge

Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Easy
Topic: Understanding Peoples Needs

60. According to Maslow's need hierarchy,
A. one can never be fully satisfied.
B. higher-level needs are more important than lower-level needs.
C. people are motivated to satisfy lower-level needs before higher level needs.
D. once a need is satisfied, it becomes a powerful motivator.
E. unsatisfied needs will not motivate performance.

According to Maslow, people are motivated to satisfy the lower needs before they try to satisfy the higher needs.

AACSB: Analytic
Bateman - Chapter 10 #60
Blooms: Comprehension

Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Medium
Topic: Understanding Peoples Needs

61. Which of the following statements regarding Maslow's need hierarchy is true?
A. It is a complex and altogether accurate theory of motivation.
B. It sensitizes managers to the importance of personal growth.
C. It focuses managers' efforts on behavior inherent in the workplace.
D. Everyone progresses through the levels in hierarchical order.
E. The concept of needs now has little use in most workplaces since today's workers are generally well-satisfied.

Maslow's hierarchy is a simplistic and not altogether accurate theory of human motivation. For example, not everyone progresses through the five needs in hierarchical order. But Maslow made three important contributions. First, he identified important need categories, which can help managers create effective positive reinforcers. Second, it is helpful to think of two general levels of needs, in which lower-level needs must be satisfied before higher-level needs become important. Third, Maslow alerted managers to the importance of personal growth and self-actualization.

AACSB: Analytic
Bateman - Chapter 10 #61
Blooms: Comprehension

Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Medium
Topic: Understanding Peoples Needs
62. According to Maslow, the average person is only 10% self-actualized. The implication for managers from this is to
A. fully satisfy lower-level needs so that employees are motivated toward self-actualization.
B. gain specific information on what each employee considers personal fulfillment.
C. assign pay levels that are commensurate with employee needs as well as employee performance.
D. create an environment that provides autonomy, responsibility and challenging assignments.
E. realize that employee needs are not likely to be met at the workplace.

According to Maslow, the average person is only 10 percent self-actualized. In other words, most of us are living and working with a large untapped reservoir of potential. The implication is clear: managers should help create a work environment that provides training, resources, autonomy, responsibilities, and challenging assignments.

AACS: Analytic
Bateman - Chapter 10 #62
Blooms: Comprehension
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Topic: Understanding Peoples Needs

63. Alderfer's ERG Theory focuses on
A. existence needs, relatedness needs and growth needs.
B. existentialism, relativity and governance.
C. employment, recruitment and gain sharing.
D. effort, return and goal setting.
E. expectancy, risk and growth.

Alderfer aims expressly at understanding people's needs at work. ERG theory postulates three sets of needs: existence needs, relatedness needs, and growth needs.

AACS: Analytic
Bateman - Chapter 10 #63
Blooms: Comprehension
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Topic: Understanding Peoples Needs

64. A difference between Maslow's need hierarchy and Alderfer's ERG Theory is that
A. ERG theory states that various needs operate simultaneously.
B. Maslow's hierarchy has more scientific validity.
C. Maslow's hierarchy reminds managers that even if one need seems to motivate people, other needs may still need attention.
D. ERG theory focuses on five levels of need.
E. only Maslow's theory serves to remind managers of the types of reinforcers that can be used to motivate people.

ERG theory proposes that several different needs can be operating at once. Alderfer maintains that people—particularly working people in our postindustrial society—can be motivated to satisfy existence, relatedness, and growth needs at the same time.

AACS: Analytic
Bateman - Chapter 10 #64
Blooms: Comprehension
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Medium
Topic: Understanding Peoples Needs
65. The most important needs for managers, according to McClelland, are the needs for
   A. achievement, affiliation and power.
   B. existence, relatedness and growth.
   C. motivation and hygiene.
   D. equity and fair treatment.
   E. self-actualization and ego.

   According to McClelland, three needs are most important for managers: the need for achievement, the
   need for affiliation, and the need for power.

66. According to McClelland's research, the need for achievement is
   A. strongest in non-technical managers.
   B. a desire to influence others.
   C. often perceived negatively.
   D. important to most American managers.
   E. equivalent to Maslow's social needs.

   The need for achievement is a strong orientation toward accomplishment and an obsession with
   success and goal attainment. Most managers and entrepreneurs in the United States have high levels of
   this need and like to see it in their employees.

67. According to McClelland, when the need for power is used as a negative force, such as through
   aggressive manipulation or exploitation of others, it is called
   A. aggressive power.
   B. abusive power.
   C. antisocial power.
   D. hostile power.
   E. personalized power.

   The need for power can be a negative force (termed personalized power) if it is expressed through the
   aggressive manipulation and exploitation of others. People high on the personalized-power need want
   power purely for the pursuit of their own goals.
Achievement, affiliation, personalized power and socialized power are all components of
A. ERG theory.
B. path-goal theory.
C. Maslow's hierarchy.
D. McClelland's needs.
E. social theory.

According to McClelland, three needs are most important for managers: the need for achievement, the need for affiliation, and the need for power. The need for power can be a negative force (termed personalized power) or a positive motive (called socialized power).

Manuel Gonzalez loves his job. It offers him the opportunity to meet lots of people, to work outdoors and to do things his own way. Manuel has joked that he would be glad to do his job even if they didn’t pay him but that he’s sure glad they do! Manuel's job appears to be
A. unrealistic.
B. extrinsically rewarding.
C. satisfying his power need.
D. intrinsically rewarding.
E. overcompensated.

An intrinsic reward is a reward the person derives directly from performing the job itself.

A recent article espousing the rewards of golfing stated that perhaps the best aspect of the game is not that you play against your partners but that you play against yourself by striving to lower your score. The author of the article evidently finds golf to be
A. expensive.
B. important to relatedness needs.
C. intrinsically rewarding.
D. instrumental.
E. relaxing.

An intrinsic reward is a reward the person derives directly from performing the activity itself.
71. The reward a worker derives directly from performing the job itself is referred to as a(n)  
A. extrinsic reward.  
B. motivator.  
C. intrinsic reward.  
D. job enrichment.  
E. job enlargement.  

AACSB: Analytic  
Bateman - Chapter 10 #71  
Blooms: Knowledge  
Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Easy  
Topic: Designing Motivating Jobs

72. The rewards given to a person by the boss, the company, or some other person are known as  
A. an extrinsic reward.  
B. a motivator.  
C. an intrinsic reward.  
D. job enrichment.  
E. job enlargement.  

AACSB: Analytic  
Bateman - Chapter 10 #72  
Blooms: Knowledge  
Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Easy  
Topic: Designing Motivating Jobs

73. Giving people additional tasks at the same time to alleviate boredom is referred to as  
A. job enrichment.  
B. task significance.  
C. job enlargement.  
D. task identity.  
E. interest enhancement.  

AACSB: Analytic  
Bateman - Chapter 10 #73  
Blooms: Knowledge  
Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Easy  
Topic: Designing Motivating Jobs

74. Changing a task to make it inherently more rewarding, motivating and satisfying is referred to as  
A. task significance.  
B. job enrichment.  
C. job rotation.  
D. task identity.  
E. job enlargement.  

AACSB: Analytic  
Bateman - Chapter 10 #74  
Blooms: Knowledge  
Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Easy  
Topic: Designing Motivating Jobs

75. Changing from one routine task to another to alleviate boredom is called  
A. job rotation.  
B. job enlargement.  
C. job enrichment.  
D. job feedback.  
E. autonomy.  

AACSB: Analytic  
Bateman - Chapter 10 #75  
Blooms: Knowledge  
Learning Objective: 10-06 Define ways to create jobs that motivate.  
Level of Difficulty: Easy  
Topic: Designing Motivating Jobs
76. According to the text, giving an assembly worker two tasks to perform instead of one is known as
   A. job rotation.
   B. job enlargement.
   C. job enrichment.
   D. feedback.
   E. autonomy.

   Job enlargement assigns the worker multiple tasks at the same time. Thus, an assembly worker's job is
   enlarged if he or she is given two tasks to perform rather than one.

77. The job design in which workers are given more activities to perform and more discretion about how
   to perform them is called
   A. job rotation.
   B. job enlargement.
   C. job enrichment.
   D. job specialization.
   E. job exchange.

   Job enrichment means that jobs are restructured or redesigned by adding higher levels of
   responsibility. This practice includes giving people not only more tasks but higher-level ones, such as
   when decisions are delegated downward and authority is decentralized.

78. When Sheena is given additional tasks to perform that are considered to be at a similar level of
   responsibility, her job has been
   A. rotated.
   B. enlarged.
   C. expanded.
   D. enriched.
   E. decentralized.

   Job enlargements mean giving people additional tasks at the same time to alleviate boredom.
Esteban's job responsibilities were recently changed as part of a decentralization effort taking place at his place of employment. He is to decide when a file's status is to be altered, rather than only altering files at his supervisor's discretion. Esteban is pleased that his judgment is now utilized and valued by his employer. Esteban's job has been
A. encompassed.
B. enlarged.
C. expanded.
D. enriched.
E. explored.

Job enrichment means that jobs are restructured or redesigned by adding higher levels of responsibility. This practice includes giving people not only more tasks but higher-level ones, such as when decisions are delegated downward and authority is decentralized.

Herzberg's theory describing hygiene and motivators as factors affecting people's work motivation and satisfaction is referred to as
A. equity theory.
B. expectancy theory.
C. path-goal theory.
D. two-factor theory.
E. the hierarchy of needs.

Characteristics of the workplace, such as company policies, working conditions, pay and supervision, that can make people dissatisfied are referred to as
A. hygiene factors.
B. motivators.
C. feedback.
D. autonomy.
E. reward structure.
82. Herzberg's hygiene factors are
   A. one of two broad categories of factors affecting workers.
   B. capable of making employees unhappy if they are poorly managed.
   C. incapable of satisfying or motivating workers.
   D. company structures like policies, working conditions, pay and supervision.
   **E. all of the above.**

Hygiene factors are characteristics of the workplace: company policies, working conditions, pay, coworkers, supervision, and so forth. These factors can make people unhappy if they are poorly managed. If they are well managed, and viewed as positive by employees, the employees will no longer be dissatisfied. However, no matter how good these factors are, they will not make people truly satisfied or motivated to do a good job.

83. Which of the following describes Herzberg's motivators?
   A. Characteristics of the workplace
   B. Capable of making employees unhappy if they are poorly managed
   C. Capable of satisfying and motivating workers
   D. Company structures like policies, working conditions, pay and supervision
   E. Even when well managed employees will not be satisfied

Motivators describe the job itself, that is, what people do at work. Motivators are the nature of the work itself, actual job responsibilities, opportunity for personal growth and recognition, and the feelings of achievement the job provides. According to Herzberg, the key to true job satisfaction and motivation to perform lies in this category of factors.

84. According to Herzberg, the key to true job satisfaction and motivation to perform lies in the
   A. hygiene factors.
   B. characteristics of the workplace.
   **C. motivators.**
   D. working conditions.
   E. motivators and hygiene factors.

Motivators describe the job itself, that is, what people do at work. Motivators are the nature of the work itself, actual job responsibilities, opportunity for personal growth and recognition, and the feelings of achievement the job provides. According to Herzberg, the key to true job satisfaction and motivation to perform lies in this category of factors.
85. A contribution of Herzberg's two-factor theory is that it
   A. distinguishes between a need for power versus achievement.
   B. reminds managers to focus on intrinsic as well as extrinsic rewards.
   C. illustrates the difficulty of actually motivating workers.
   D. compounds the problems inherent in motivation theory.
   E. notes that job design is of little consequence to employee motivation.

Herzberg made several important contributions. Herzberg's theory highlights the important distinction between extrinsic rewards (from hygiene factors) and intrinsic rewards (from motivators). It also reminds managers not to count solely on extrinsic rewards to motivate workers but to focus on intrinsic rewards as well.

86. Ensuring the core job dimensions of skill variety, task identity and task significance is linked to what critical psychological state of enriched jobs?
   A. Knowing about results of work activity
   B. Experiencing responsibility for outcome of work
   C. Experiencing high work motivation
   D. Learning about how well the job was performed
   E. Experiencing meaningfulness of the work

According to Figure 10.4, the Hackman and Oldham model links skill variety, task identity and task significance with experiencing meaningfulness of the work.

87. The positive outcomes of Hackman and Oldham's model of job design will occur when
   A. employees believe they are doing something meaningful.
   B. employees feel responsible for the work that they do.
   C. employees receive feedback about their performance.
   D. employees feel that their work is important to other people.
   E. all of the above occur.

According to the Hackman and Oldham model, positive outcomes occur when people experience three critical psychological states (noted in the middle column of the figure): they believe they are doing something meaningful because their work is important to other people, they feel personally responsible for how the work turns out, they learn how well they performed their jobs.
According to the Hackman and Oldham model, the best way to design an enriched job in which employees experience responsibility for the outcome of the work is to provide
A. task identity.
B. feedback.
C. skill variety.
D. autonomy.
E. task responsibility.

According to Figure 10.4, the Hackman and Oldham model links autonomy with experiencing responsibility for outcome of the work.

According to Hackman and Oldham's model of job design, the degree to which a job provides independence and discretion in making decisions refers to
A. skill variety.
B. task identify.
C. meaningfulness.
D. autonomy.
E. rationalization.

According to the Hackman and Oldham model, autonomy is independence and discretion in making decisions.

People who are likely to respond most positively to job enrichment are those who have
A. a low growth need strength.
B. a high growth need strength.
C. high expectations.
D. low expectations.
E. none of the above

Growth need strength is the degree to which individuals want personal and psychological development. Job enrichment would be more successful for people with high growth need strength.

Growth need strength refers to
A. the desire people have for responsibility.
B. the desire people have for experiences that enable them to advance in the corporate hierarchy.
C. the desire people have for experiences that contribute to personal and psychological development.
D. the desire people have for retirement.
E. the desire people have for experiences that allow for socialization and affiliation.
92. Empowerment encourages what set of beliefs among employees?
   A. Clarity, power, self confidence, punishment
   B. Meaning, competence, self determination, impact
   C. Information, knowledge, rewards
   D. Earning, refinement, understanding
   E. None of the above

Empowerment changes employees' beliefs—from feeling powerless to believing strongly in their own personal effectiveness. Specifically, empowerment encourages the following beliefs among employees: finding meaning in their work, feeling competence, having a sense of self-determination, and having an impact.

AACSB: Analytic
Bateman - Chapter 10 #92
Blooms: Comprehension
Learning Objective: 10-06 Define ways to create jobs that motivate. Level of Difficulty: Medium
Topic: Designing Motivating Jobs

93. The degree to which individuals want personal and psychological development is known as
   A. empowerment.
   B. career enrichment.
   C. growth need strength.
   D. motivation.
   E. hygiene factors.

AACSB: Analytic
Bateman - Chapter 10 #93
Blooms: Knowledge
Learning Objective: 10-06 Define ways to create jobs that motivate. Level of Difficulty: Easy
Topic: Designing Motivating Jobs

94. The process of sharing power with employees, thereby enhancing their confidence in their ability to perform their jobs and their belief that they are influential contributors to the organization is known as
   A. empowerment.
   B. job enrichment.
   C. growth need strength.
   D. restoring equity.
   E. expectancy.

AACSB: Analytic
Bateman - Chapter 10 #94
Blooms: Knowledge
Learning Objective: 10-06 Define ways to create jobs that motivate. Level of Difficulty: Easy
Topic: Designing Motivating Jobs

95. An "empowered" workforce
   A. increases hidden costs.
   B. improves quality and service.
   C. maintains personal power at top levels.
   D. applies socialized power to lower levels.
   E. all of the above

Empowerment improves quality and service because high performance is inspired at the source, the people who do the work.

AACSB: Analytic
Bateman - Chapter 10 #95
Blooms: Comprehension
Learning Objective: 10-06 Define ways to create jobs that motivate. Level of Difficulty: Medium
Topic: Designing Motivating Jobs
96. A theory stating that people assess how fairly they have been treated according to outcomes and inputs is referred to as
A. quality of work life.  
B. psychological contract.  
C. equity theory.  
D. ERG theory.  
E. empowerment.

Learning Objective: 10-07 Summarize how people assess fairness and how to achieve fairness.  
Level of Difficulty: Easy  
Topic: Achieving Fairness

97. Which of the following statements is supported by equity theory?  
A. Inequity causes dissatisfaction.  
B. Equity will result in an effort to restore balance.  
C. If the ratios of outcomes/inputs are equivalent, people will be dissatisfied.  
D. It is advisable for managers to compute the outcomes/inputs ratios in order to maintain equity.  
E. Equity theory causes people to be dissatisfied with their treatment.

Under equity theory, the person who believes his or her outcome/input ratio is lower than another's will feel inequitably treated. Inequity causes dissatisfaction and leads to an attempt to restore balance to the relationship.

Learning Objective: 10-07 Summarize how people assess fairness and how to achieve fairness.  
Level of Difficulty: Medium  
Topic: Achieving Fairness

98. Under equity theory, employees may attempt to _________ in their efforts to restore balance.  
A. reduce their outcomes  
B. increase their inputs  
C. decrease others' outcomes  
D. increase others' outcomes  
E. use procedural justice

Under equity theory, options for restoring equity include decreasing others' outcomes: For example, an employee may sabotage work to create problems for his company or boss.

Learning Objective: 10-07 Summarize how people assess fairness and how to achieve fairness.  
Level of Difficulty: Medium  
Topic: Achieving Fairness

99. Using fair processes in decision making and making sure others know that the process was as fair as possible is referred to as  
A. procedural justice.  
B. participation.  
C. job equity.  
D. job enrichment.  
E. participative equity.

Learning Objective: 10-07 Summarize how people assess fairness and how to achieve fairness.  
Level of Difficulty: Medium  
Topic: Achieving Fairness
100. Programs designed to create a workplace that enhances employee well-being are referred to as
A. quality analysis.
B. quality circles.
C. quality control.
D. QWL programs.
E. equity circles.

AACSB: Analytic
Bateman - Chapter 10 #100
Blooms: Knowledge

Learning Objective: 10-08 Identify causes and consequences of a satisfied workforce.
Level of Difficulty: Easy
Topic: Achieving Fairness

101. The general goal of Quality of Work Life programs is to
A. lower absenteeism.
B. attract employees.
C. satisfy the full range of employee needs.
D. improve working conditions.
E. provide socialization opportunities.

Quality of work life (QWL) programs create a workplace that enhances employee well-being and satisfaction. The general goal of QWL programs is to satisfy the full range of employee needs.

AACSB: Analytic
Bateman - Chapter 10 #101
Blooms: Comprehension

Learning Objective: 10-08 Identify causes and consequences of a satisfied workforce.
Level of Difficulty: Medium
Topic: Job Satisfaction

102. Which of the following is the aspect of quality of working life that provides for personal privacy and the right to dissent?
A. Social equity
B. A safe and healthy environment
C. Lowered demands for personal growth
D. Constitutionalism
E. Freedom from prejudice

Quality of work life (QWL) programs address eight categories, among them constitutionalism, the rights of personal privacy, dissent, and due process.

AACSB: Analytic
Bateman - Chapter 10 #102
Blooms: Comprehension

Learning Objective: 10-08 Identify causes and consequences of a satisfied workforce.
Level of Difficulty: Medium
Topic: Job Satisfaction

103. A "psychological contract" resides in the minds of
A. employers.
B. CEO's.
C. customers.
D. employees.
E. competitors.

In employees' minds there exists a psychological contract — a set of perceptions of what they owe their employers and what their employers owe them.

AACSB: Analytic
Bateman - Chapter 10 #103
Blooms: Comprehension

Learning Objective: 10-08 Identify causes and consequences of a satisfied workforce.
Level of Difficulty: Medium
Topic: Job Satisfaction
104. A set of perceptions of what employees owe their employers and what their employers owe them is known as a
A. personality contract.
B. quality circle.
C. psychological contract.
D. statistical process control.
E. equity theory.

AACSB: Analytic
Bateman - Chapter 10 #104
Blooms: Knowledge
Learning Objective: 10-08 Identify causes and consequences of a satisfied workforce.
Level of Difficulty: Easy
Topic: Job Satisfaction

105. Successful managers must motivate their employees to do more than just work hard. Describe some of the other goals of employee motivation.

Answers will vary.

AACSB: Analytic
Bateman - Chapter 10 #105
Blooms: Comprehension
Learning Objective: 10-01 Identify the kinds of behaviors managers need to motivate in people.
Level of Difficulty: Medium
Topic: Motivating for Performance

106. Describe the characteristics of goals that most effectively motivate people.

Answers will vary.

AACSB: Analytic
Bateman - Chapter 10 #106
Blooms: Comprehension
Learning Objective: 10-02 List principles for setting goals that motivate employees.
Level of Difficulty: Medium
Topic: Setting Goals

107. Briefly describe Edward Thordike's law of effect, and discuss the theory that uses it to alter employee behavior.

Answers will vary.

AACSB: Analytic
Bateman - Chapter 10 #107
Blooms: Comprehension
Learning Objective: 10-03 Summarize how to reward good performance effectively.
Level of Difficulty: Medium
Topic: Reinforcing Performance

108. Distinguish between negative reinforcement, punishment and extinction. Provide examples of each.

Answers will vary.

AACSB: Analytic
Bateman - Chapter 10 #108
Blooms: Application
Learning Objective: 10-03 Summarize how to reward good performance effectively.
Level of Difficulty: Hard
Topic: Reinforcing Performance
109. Discuss the basic concepts and related managerial implications of expectancy theory.

Answers will vary.

**AACSB: Analytic**  
**Bateman - Chapter 10 #109**  
**Blooms: Comprehension**

**Learning Objective:** 10-04 Describe the key beliefs that affect peoples motivation.  
**Level of Difficulty:** Medium  
**Topic:** Performance-Related Beliefs

110. Compare and contrast Maslow's need hierarchy and Alderfer's ERG theory. Give examples of needs in both constructs.

Answers will vary.

**AACSB: Analytic**  
**Bateman - Chapter 10 #110**  
**Blooms: Application**

**Learning Objective:** 10-05 Discuss ways in which peoples individual needs affect their behavior.  
**Level of Difficulty:** Hard  
**Topic:** Understanding Peoples Needs

111. Compare and contrast job enlargement, job enrichment and job rotation. Give an example of each.

Answers will vary.

**AACSB: Analytic**  
**Bateman - Chapter 10 #111**  
**Blooms: Application**

**Learning Objective:** 10-06 Define ways to create jobs that motivate.  
**Level of Difficulty:** Hard  
**Topic:** Designing Motivating Jobs

112. Discuss how employees assess and, if necessary restore, equity.

Answers will vary.

**AACSB: Analytic**  
**Bateman - Chapter 10 #112**  
**Blooms: Comprehension**

**Learning Objective:** 10-07 Summarize how people assess fairness and how to achieve fairness.  
**Level of Difficulty:** Medium  
**Topic:** Achieving Fairness

113. Describe several of the importance components of a QWL program using examples.

Answers will vary.

**AACSB: Analytic**  
**Bateman - Chapter 10 #113**  
**Blooms: Application**

**Learning Objective:** 10-08 Identify causes and consequences of a satisfied workforce.  
**Level of Difficulty:** Hard  
**Topic:** Job Satisfaction

Scenario A. Suppose that your employee Umberto has been having trouble with the paperwork he must do for his job. Your goal is for the employee to improve his performance; i.e. decrease his rate of errors. You are considering two approaches:  
1. Option 1 is to spend time with Umberto every day helping him with his job. This is an appealing option to Umberto because he appreciates the attention and sees it as a positive reward.
2. Option 2 is to tell Umberto that has now lost his incentive option until his performance improves.
3. Option 3 is to tell Umberto that you are not taking away his incentive option for the coming quarter provided he makes improvements.

Bateman - Chapter 10
114. Option 1 in the scenario above is an example of
A. positive reinforcement.  
B. punishment.  
C. negative reinforcement.  
D. extinction.  
E. none of the above

Positive reinforcement is applying a consequence that increases the likelihood that the person will repeat the behavior that led to it.

AACS:B: Analytic  
Bateman - Chapter 10 #114  
Blooms: Application  
Learning Objective: 10-03 Summarize how to reward good performance effectively.  
Level of Difficulty: Hard  
Topic: Reinforcing Performance

115. Option 2 in the scenario above is an example of
A. positive reinforcement.  
B. punishment.  
C. negative reinforcement.  
D. extinction.  
E. none of the above

Punishment is administering an aversive consequence.

AACS:B: Analytic  
Bateman - Chapter 10 #115  
Blooms: Application  
Learning Objective: 10-03 Summarize how to reward good performance effectively.  
Level of Difficulty: Hard  
Topic: Reinforcing Performance

116. Option 3 in the scenario above is an example of
A. positive reinforcement.  
B. punishment.  
C. negative reinforcement.  
D. extinction.  
E. none of the above

Negative reinforcement is removing or withholding an undesirable consequence. Negative reinforcement can involve the threat of punishment by not delivering punishment when employees perform satisfactorily.

AACS:B: Analytic  
Bateman - Chapter 10 #116  
Blooms: Application  
Learning Objective: 10-03 Summarize how to reward good performance effectively.  
Level of Difficulty: Hard  
Topic: Reinforcing Performance
117. Suppose you use option 1 and spend time with Umberto every day and his work improves. When you stop meeting with employee daily, his performance declines. How might you explain this change?
   A. You have punished him by stopping the meetings.
   B. You have inadvertently decreased the desired behavior through extinction.
   C. You have negatively reinforced his behavior.
   D. You have disproved the law of effect.
   E. You have delivered an aversive consequence.

   Extinction is withdrawing or failing to provide a reinforcing consequence. When this occurs, motivation is reduced, and the behavior is extinguished, or eliminated.

Scenario B. Suppose you have a group of employees whom you find very difficult to motivate. One of them, a young man named Carlos, consistently tells you that he doesn't believe he will ever succeed. He regularly tells his colleagues that "no matter how well I do in this job, I'll never get a raise or promotion." Another named Susan simply doesn't care about any of the rewards that your organization offers and so she says, "it just isn't worth it to me to work that hard!" The third, an employee named Jeannie, feels that she is no longer able to "keep up" in her job, and that she is no longer physically able to do the job, so there is little use in trying.

118. Carlos illustrates which of the following concepts?
   A. High expectancy
   B. Low instrumentality
   C. Negative valence
   D. Low equity
   E. High empowerment

   Instrumentality is the perceived likelihood that performance will be followed by a particular outcome. Like expectancies, instrumentalities can be high (up to 100 percent) or low (approaching 0 percent).

119. Susan illustrates which of the following concepts?
   A. High expectancy
   B. Low instrumentality
   C. Negative valence
   D. Low equity
   E. High empowerment

   Valence is the value the person places on the outcome. Valences can be positive, as a Hawaiian vacation would be for most people, or negative, as in the case of the other salespeople's resentment.
120. Jeannie illustrates which of the following concepts?
   A. Low expectancy
   B. Low instrumentality
   C. Negative valence
   D. High equity
   E. High empowerment

   Expectancy is people's perceived likelihood that their efforts will enable them to attain their performance goals. An expectancy can be high (up to 100 percent), such as when a student is confident that if she studies hard, she can get a good grade on the final exam. An expectancy can also be low (down to a 0 percent likelihood), such as when a suitor is convinced that his dream date will never go out with him.

   AACSB: Analytic
   Bateman - Chapter 10 #120
   Blooms: Application
   Learning Objective: 10-04 Describe the key beliefs that affect peoples motivation.
   Level of Difficulty: Hard
   Topic: Performance-Related Beliefs

   Scenario C. Caroline is a marketing representative for a publishing house. She is about to set her yearly goals with the manager of her department. There are a few goals that they are considering:
   1. Increase her sales from 10,000 units to 20,000.
   2. Design a cause marketing event to benefit St. Jude's Children's Hospital.
   3. Develop a campaign to promote a product to overweight teens.

   Bateman - Chapter 10
   (p. 231)

   121. Caroline is especially excited about goal 2, since it appeals to her higher values. In terms of desirable characteristics for goals, this goal would be considered
   A. meaningful.
   B. challenging but attainable.
   C. acceptable.
   D. well compensated.
   E. specific and quantifiable.

   The most powerful goals are meaningful; noble purposes that appeal to people's "higher" values add extra motivating power.

   AACSB: Analytic
   Bateman - Chapter 10 #121
   Blooms: Application
   Learning Objective: 10-02 List principles for setting goals that motivate employees.
   Level of Difficulty: Hard
   Topic: Setting Goals

   122. Goal 3 conflicts with Caroline's personal value system, which means that which of the following goal criteria is not being met?
   A. Meaningful
   B. Challenging but attainable
   C. Acceptable
   D. Well compensated
   E. Specific and quantifiable

   Goals also should be acceptable to employees. This means, among other things, that they should not conflict with people's personal values and that people should have reasons to pursue the goals.

   AACSB: Analytic
   Bateman - Chapter 10 #122
   Blooms: Application
   Learning Objective: 10-02 List principles for setting goals that motivate employees.
   Level of Difficulty: Hard
   Topic: Setting Goals
123. Caroline knows that in a great year a representative may improve her sales by about 25%, so which of
the following goal criteria would be a problem for the first goal listed above?
A. Meaningful
B. Challenging but attainable
C. Acceptable
D. Well compensated
E. Specific and quantifiable

Acceptable, maximally motivating goals are challenging but attainable. In other words, they should be
high enough to inspire better performance but not so high that people can never reach them.

AACSB: Analytic
Bateman - Chapter 10 #123
Blooms: Application
Learning Objective: 10-02 List principles for setting goals that motivate employees.
Level of Difficulty: Hard
Topic: Setting Goals

Scenario D. Rafael is assessing some of his employees for a promotion to a management position.
Amanda seems interested in improving the department and sometimes makes persuasive, influential
arguments supporting her position, even though it has made her somewhat unpopular. Beth has
impressed him lately with strong desire to succeed and near obsession with meeting all of her goals.
Pieter is very well liked in the department, and seems to be motivated to get along with everyone.

Bateman - Chapter 10

124. According to McClelland, Amanda demonstrates a need for
A. existence.
B. affiliation.
C. power.
D. growth.
E. achievement.

The need for power is a desire to influence or control other people. The need for power can be a
positive motive, called socialized power, which is channeled toward the constructive improvement of
organizations and societies.

AACSB: Analytic
Bateman - Chapter 10 #124
Blooms: Application
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Hard
Topic: Understanding Peoples Needs

125. According to McClelland, Beth is high in what need?
A. Existence
B. Affiliation
C. Power
D. Growth
E. Achievement

The need for achievement is a strong orientation toward accomplishment and an obsession with
success and goal attainment. Most managers and entrepreneurs in the United States have high levels of
this need and like to see it in their employees.

AACSB: Analytic
Bateman - Chapter 10 #125
Blooms: Application
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.
Level of Difficulty: Hard
Topic: Understanding Peoples Needs
126. According to McClelland, Pieter is high in what need?

A. Existence  
B. Affiliation  
C. Power  
D. Growth  
E. Achievement

The need for affiliation is a strong desire to be liked by other people. Individuals who have high levels of this need are oriented toward getting along with others and may be less concerned with performing at high levels.

AACSB: Analytic  
Bateman - Chapter 10 #126  
Blooms: Application  
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.  
Level of Difficulty: Hard  
Topic: Understanding Peoples Needs

127. Which of Rafael's staff has needs associated with managerial success?

A. Beth and Pieter  
B. Amanda and Pieter  
C. Pieter only  
D. Beth and Amanda  
E. All three have such needs

Most managers and entrepreneurs in the United States have high levels of achievement need and like to see it in their employees. Additionally, low need for affiliation and moderate/high need for power are associated with managerial success for both higher- and lower-level managers. One reason the need for affiliation is not necessary for leadership success is that managers high on this need have difficulty making tough but necessary decisions that will upset some people.

AACSB: Analytic  
Bateman - Chapter 10 #127  
Blooms: Application  
Learning Objective: 10-05 Discuss ways in which peoples individual needs affect their behavior.  
Level of Difficulty: Hard  
Topic: Understanding Peoples Needs
## Ch10 Summary

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