## **Unit 01: Organizational Behaviour & Foundations of Individual Behaviour**

| 1. |   |  |   |                      |  |
|----|---|--|---|----------------------|--|
|    | A study of human behavior in organizational settings is |  |   |                      |  |
|    | Individual behavior                                     | Group behavior   | Organizational behavior   | None of these        |  |
| 2. |   |  |   |                      |  |
|    | Organization Behav                                      | vior is  |   |                      |  |
|    | An interdisciplinary approach                           | A humanistic approach                                  | Total system approach   | All of these         |  |
| 3. |   |  |   |                      |  |
|    | studies   | behavior as it relates                                 | to concerns such as ab  | senteeism, turnover, |  |
|    | productivity, and po                                    | erformance.  |   |                      |  |
|    | Psychology  | Kinetics   | Organizational<br>Behavior  | Ergonomics           |  |
| 4. |   |  |   |                      |  |
|    | Benefits for manag                                      | gers who understand o                                  | rganizational behavior  | (OB) are that they   |  |
|    | can:  |  |   |                      |  |
|    | Explain, predict and influence behavior                 | Know why some<br>employees engage in<br>some behaviors | Predict how employees will respond to various actions and decisions | All of the above     |  |
| 5. |   |  |   |                      |  |
|    | Benefits of OB for employees include to help them:      |  |   |                      |  |
|    | Clarify their goals                                     | Understand what motivates them                         | Increase their job satisfaction                                     | All of the above     |  |
| 6. |   |  |   |                      |  |
|    | OB is concerned wi                                      | th describing and expla                                | ining organizational ph   | enomena.             |  |
|    | True  | False  |   |                      |  |

| 7. |  |                          |                          |                      |  |
|----|--|--------------------------|--------------------------|----------------------|--|
|    | How Organizational   | Behavior concepts help   | managers to build string | g foundation?        |  |
|    | Managers are less  | Managers are not able    | Relationships are        | None of the above    |  |
|    | effective in motivating  | to predict and control   | better between           |                      |  |
|    | their subordinates.  | employee behavior.       | management and           |                      |  |
|    |  |                          | employees.               |                      |  |
| 8. |  |                          |                          |                      |  |
|    | represent basic  | convictions that "a s    | pecific mode of conduc   | et or end state of   |  |
|    | existence is personall   | y or socially preferable | to an opposite mode of c | conduct."            |  |
|    | Values   | Attitude                 | Conviction               | Preferences          |  |
| 9. |  |                          |                          |                      |  |
|    | Values like working h  | nard, being creative and | honest are the means w   | hich lead towards    |  |
|    | achieving organization   | onal goals. Which of the | following term describe  | s these values?      |  |
|    | Terminal Values  | Instrumental values      | Theoretical Values       | Societal Values      |  |
| 10 |  |                          |                          |                      |  |
|    | Values are not   |                          |                          |                      |  |
|    | Static   | Stable                   | Constant                 | Invariable           |  |
| 11 |  |                          |                          |                      |  |
|    | Mitch likes Toyota a   | nutomobiles because he   | thinks they have the hig | ghest reliability of |  |
|    | all automobiles. His belief about Toyota's reliability represents which component of |                          |                          |                      |  |
|    | Mitch's attitude?  |                          |                          |                      |  |
|    | Affective  | Cognitive                | Factual                  | Behavioral           |  |
| 12 |  |                          |                          |                      |  |
|    | The belief that "disc  | erimination is wrong" is | a value statement. Such  | an opinion is the    |  |
|    | component of an attitude.  |                          |                          |                      |  |
|    | Cognitive  | Affective                | Reactive                 | Behavioral           |  |

| Steve is unhapp   | y with his job. He take  | es every possible vacat                                     | ion and sick day and                                      |  |  |
|---|--|---|---|--|--|
| sometimes shows   | sometimes shows up for work late. He is expressing his dissatisfaction with a                        |   |   |  |  |
| response.   |  |   |   |  |  |
| Exit  | Voice  | Loyalty   | Neglect   |  |  |
| 14.   |  |   |   |  |  |
| An attitude can   | be inferred from a perso   | on's:   |   |  |  |
| Cognition   | Affect   | Behavior  | All of the above  |  |  |
| 15.   |  |   |   |  |  |
| The employee w  | vho is not satisfied with  | n self esteem need will                                     | feel inferior and loss                                    |  |  |
| confidence.   |  |   |   |  |  |
| True  | False  |   |   |  |  |
| 16.   |  |   |   |  |  |
|   |  |   |   |  |  |
| A common be   | havior that is typical   | lly studied in organi                                       | zational behavior is                                      |  |  |
| A common be   | havior that is typical   | lly studied in organi                                       | zational behavior is                                      |  |  |
|   |  |   |   |  |  |
| Job Satisfaction  | havior that is typical   | Ily studied in organi Individualism                         | zational behavior is  Risk Taking                         |  |  |
|   |  |   |   |  |  |
| Job Satisfaction  17.   |  | Individualism   | Risk Taking   |  |  |
| Job Satisfaction  17.   | Pay Satisfaction   | Individualism   | Risk Taking   |  |  |
| Job Satisfaction  17.  Which of the f   | Pay Satisfaction   | Individualism   | Risk Taking   |  |  |
| Job Satisfaction  17.  Which of the free employees?   | Pay Satisfaction  following is true abou   | Individualism  t organizationally con                       | Risk Taking  nmitted and satisfied                        |  |  |
| Job Satisfaction  17.  Which of the frequency of the property | Pay Satisfaction  following is true abou   | Individualism  t organizationally con                       | Risk Taking  nmitted and satisfied                        |  |  |
| Job Satisfaction  17.  Which of the free employees?  lower rates of turnover and absenteeism  | Pay Satisfaction  following is true about  higher rates of voluntary turnover                        | Individualism  t organizationally con                       | Risk Taking  mitted and satisfied  much higher pay levels |  |  |
| Job Satisfaction  17.  Which of the free employees?  lower rates of turnover and absenteeism  18.   | Pay Satisfaction  following is true about  higher rates of voluntary turnover                        | t organizationally con higher rates of cognitive dissonance | Risk Taking  mitted and satisfied  much higher pay levels |  |  |
| Job Satisfaction  17.  Which of the free employees?  lower rates of turnover and absenteeism  18.   | Pay Satisfaction  following is true about  higher rates of voluntary turnover  is employees' general | t organizationally con higher rates of cognitive dissonance | Risk Taking  mitted and satisfied  much higher pay levels |  |  |

| 19 |   | iah an annalawa idan4:                                  | Cas with a nauticular                                       |  |
|----|---|---|---|--|
|    | G   |   | fies with a particular or ship in the organization          |  |
|    | job involvement   | organizational<br>commitment                            | global commitment   | organizational<br>citizenship  |
| 20 | . The smell of fresh cake theory?                         | paking makes Alia's mouth wat                           | ery is an example of which one                              | of the following learning  |
|    | Social Learning   | Classical Conditioning                                  | Operant Conditioning  | Reinforcement Theory   |
| 21 | . When it comes to applyir                                | ng learning theory to the classr                        | oom, the most pressing probler                              | m for educators is:  |
|    | Finding age-<br>appropriate learning<br>materials         | Getting students to learn                               | Presenting the learning material in a gender-neutral manner | Presenting students with the right stimuli on which to focus their attention and mental effort |
| 22 | . According to operant cor                                | nditioning,   |   |  |
|    | Behavior is controlled by its consequences                | Once a behavior is learned, it is not forgotten         | Punishment and negative reinforcement are the same          | Punishment can strengthen behavior   |
| 23 | . In classical conditioning,                              | what is paired  |   |  |
|    | The unconditioned response and the unconditioned stimulus | The conditioned stimulus and the unconditioned stimulus | The conditioned stimulus and neutral stimuli                | The unconditioned stimulus and the neutral stimuli   |
| 24 |   | bodies a team conce                                     | pt, is based on the p                                       | orinciple of mutual  |
|    |   | ployer and employees.                                   | per an amount off the p                                     | pro or mutual  |
|    | Autocratic model  | Custodial model   | Supportive Model  | Collegial Model  |
| 25 |   |   |   |  |

**OB** focuses at 3 Levels.

|     | Individuals,   | Society, Organization,   | Employee, Employer,     | Individual, Groups,  |  |
|-----|--|--------------------------|-------------------------|----------------------|--|
|     | Organization, Society  | Nation                   | Management              | Organization.        |  |
| 26. |  |                          |                         |                      |  |
|     | Organizational b   | ehaviors are an appl     | ied behavioral scien    | ce that is built on  |  |
|     | contributions from   | a number of behaviora    | l disciplines.          |                      |  |
|     | True   | False                    |                         |                      |  |
| 27. |  |                          |                         |                      |  |
|     | Sociology is a bra   | anch of psychology whi   | ch borrows concepts     | from psychology and  |  |
|     | social psychology a  | nd focuses on the influe | nce of people on one ar | nother.              |  |
|     | True   | False                    |                         |                      |  |
| 28. |  |                          |                         |                      |  |
|     | "Leadership motiv  | vates the people to work | x and not the power of  | money", this concept |  |
|     | is related to  |                          |                         |                      |  |
|     | Autocratic model   | Custodial model          | Supportive Model        | Collegial Model      |  |
| 29. |  |                          |                         |                      |  |
|     | What is not a cont   | ribution of individual p | sychology to OB?        |                      |  |
|     | Learning   | Perception               | Motivation              | Power                |  |
| 30. |  |                          |                         |                      |  |
|     | studies people in relation to their social environment or culture. |                          |                         |                      |  |
|     | Individual Psychology  | Social Psychology        | Sociology               | Anthropology         |  |
| 31. |  |                          |                         |                      |  |
|     |  | he study of societies    | to learn about huma     | an beings and their  |  |
|     | activities.  |                          |                         |                      |  |
|     | Individual Psychology  | Social Psychology        | Sociology               | Anthropology         |  |