Organizational Behavior 20th edition Robbins Test Bank

SKU: 9780135431771-TEST-BANK

Organizational Behavior, 20e **(Robbins)**
Chapter 1 What Is Organizational Behavior?

1) _____, are individuals who contribute to the accomplishment of work goals; they are people within an organization who gets things done.
A) Assistants
B) Managers
C) Workers
D) CEOs
E) Apprentices
Answer: C
Explanation: Workers are people within organizations who get things done. Workers, as individuals, members of work groups, teams, or organizations, contribute to the accomplishment of goals.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

2) _____ get things done through other people. They make decisions, allocate resources, and direct the activities of others to attain goals.
A) Assistants
B) Managers
C) Secretaries
D) Interns
E) Apprentices
Answer: B
Explanation: The defining characteristic of managers is that they get things done through other people. They make decisions, allocate resources, and direct the activities of others to attain goals.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

3) A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals is known as _____.
A) an organization
B) middle managers
C) a secretarial pool
D) internships
E) apprentices
Answer: A
Explanation: A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals is known as an organization.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

4) Managers' work can be categorized into which four different activities?
A) Planning, Performing administrative activities, Data collection, and Decision making
B) Process, Procurement, Budgeting, Marketing
C) Planning, Organizing, Leading, Controlling
D) Process improvement, Data collection, Leadership summits, Networking
E) Planning, Performing administrative tasks, Processing data, Organizing
Answer: C
Explanation: Managers' work can be categorized into four different activities: planning, organizing, leading, and controlling.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Moderate
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

5) The function that encompasses defining an organization's goals, establishing an overall strategy for achieving those goals and developing a comprehensive set of plans to integrate and coordinate activities.
A) Controlling
B) Budgeting
C) Planning
D) Organizing
E) Leading
Answer: C
Explanation: The planning function encompasses defining an organization's goals, establishing an overall strategy for achieving those goals, and developing a comprehensive set of plans to integrate and coordinate activities. Evidence indicates the need for planning increases the most as managers move from lower-level to mid-level management.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Moderate
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

6) The function that includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.
A) Controlling
B) Budgeting
C) Planning
D) Organizing
E) Leading
Answer: D
Explanation: When managers design their work unit's structure, they organize. The organizing function includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Moderate
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

7) The function that includes motivating employees, directing their activities, selecting communication channels, and resolving conflicts.
A) Controlling
B) Budgeting
C) Planning
D) Organizing
E) Leading
Answer: E
Explanation: Every organization contains people, and it is management's job to direct and coordinate those people, which is the *leading* function. When managers motivate employees, direct their activities, select the most effective communication channels, or resolve conflicts, they are leading.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Moderate
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

8) Monitoring an organization's performance and comparing it with previously set goals to ensure that activities are going as they should.
A) Controlling
B) Budgeting
C) Planning
D) Organizing
E) Leading
Answer: A
Explanation: Management must monitor its organization's performance and compare it with previously set goals to ensure that activities are going as they should. If there are any significant deviations, management's job is to get the organization back on track. This monitoring, comparing, and potential correcting is the controlling function.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

9) Jude, a manager at an environmental organization, is working on a climate change project. She's identifying key tasks, selecting team members to engage with the public and lobby the government, and assigning roles to ensure tasks are completed promptly. Which category of functions is Jude performing?
A) Planning
B) Organizing
C) Scrutinizing
D) Controlling
E) Envisioning
Answer: B
Explanation: Managers are responsible for designing an organization's structure. This function is called organizing. It includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Challenging
Employability Skills: Knowledge Application and Analysis
Quest. Category: Application

10) Johanna, a campaign manager at a child rights organization, is leading an illiteracy project. She must motivate her team and guide them through each project phase. Which function do these tasks fall under?
A) Planning
B) Organizing
C) Scrutinizing
D) Evaluating
E) Leading
Answer: E
Explanation: The leading function of managers involves motivating employees, directing their activities, selecting the most effective communication channels, and resolving conflicts among members.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Challenging
Employability Skills: Knowledge Application and Analysis
Quest. Category: Application

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

11) As project manager for "Saving Sicily's Small Farms," Arthur addressed a campaign delay by identifying the cause and assigning more team members to accelerate implementation. Which management function does this illustrate?
A) Controlling
B) Planning
C) Formulating
D) Leading
E) Organizing
Answer: A
Explanation: To ensure things are going as they should, management must monitor the organization's performance and compare it with previously set goals. If there are any significant deviations, it is management's job to get the organization back on track. Tasks which involve monitoring, comparing, and potentially correcting are part of the controlling function.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Challenging
Employability Skills: Knowledge Application and Analysis
Quest. Category: Application

12) Which of the following activities do managers undertake as part of planning functions?
A) Defining an organization's goals
B) Implementing strategies for achieving goals
C) Executing plans to integrate activities
D) Accomplishing the goals of a project
E) Employing strategies to coordinate tasks
Answer: A
Explanation: The planning function encompasses defining an organization's goals, establishing an overall strategy for achieving those goals, and developing a comprehensive set of plans to integrate and coordinate activities.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Moderate
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

13) According to Henry Mintzberg, a factory supervisor giving a group of high school students a tour of the plant may be described as a _____.
A) leader
B) figurehead
C) resource allocator
D) negotiator
E) disturbance handler
Answer: B
Explanation: According to Henry Mintzberg, a figurehead is a symbolic head who is required to perform a number of routine duties of a legal or social nature.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

14) Linda, a sales manager at Diconex–a commercial and household heating and cooling equipment company–will train her team on their new heat pump, motivate them to meet sales goals, and address questions about the product. Which of the following roles is Ortiz playing?
A) Leader
B) Liaison
C) Disseminator
D) Spokesperson
E) Negotiator
Answer: A
Explanation: A leadership role comprises hiring, training, motivating, and disciplining employees.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Challenging
Employability Skills: Knowledge Application and Analysis
Quest. Category: Application

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

15) Regina, a campaign manager at a not-for-profit in Hampshire, is networking with food safety managers to gather information on stakeholders and lobby groups for a campaign against genetic engineering. According to Mintzberg's managerial roles, which role is she most likely fulfilling?
A) Figurehead
B) Leader
C) Liaison
D) Entrepreneur
E) Resource allocator
Answer: C
Explanation: The liaison role involves maintaining a network of contacts who provide favors and information.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Challenging
Employability Skills: Knowledge Application and Analysis
Quest. Category: Application

16) Annette works at a Paris fashion house, preparing for the winter clothing launch. She researches current trends and connects with media contacts to gauge consumer preferences. Which Mintzberg managerial role does she embody?
A) Figurehead
B) Leader
C) Symbol head
D) Monitor
E) Spokesperson
Answer: D
Explanation: According to Mintzberg's classification of managerial roles, the monitor role comprises collecting information from external organizations and institutions, typically by scanning the news media, talking with other people to learn about changes in the public's tastes and what competitors may be planning, and so forth.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Challenging
Employability Skills: Knowledge Application and Analysis
Quest. Category: Application

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

17) According to Mintzberg's classification of managerial roles, the role of a(n) _____ is to transmit information received from outsiders or from other employees to members of the organization.
A) entrepreneur
B) resource allocator
C) spokesperson
D) leader
E) disseminator
Answer: E
Explanation: According to Mintzberg's classification of managerial roles, the role of a disseminator is to transmit information received from outsiders or from other employees to members of the organization.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

18) The role of a(n) _____, according to Mintzberg's classification of managerial roles, is to transmit information to outsiders about an organization's plans, policies, actions, and results and to serve as an expert in the organization's industry.
A) spokesperson
B) disturbance handler
C) entrepreneur
D) leader
E) liaison
Answer: A
Explanation: According to Mintzberg's classification of managerial roles, the role of a spokesperson is to transmit information to outsiders about an organization's plans, policies, actions, and results and to serve as an expert in the organization's industry.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

19) According to Mintzberg's classification of managerial roles, the role of a(n) _____ is to make or approve significant organizational decisions and assign human, physical, and monetary assets.
A) disseminator
B) liaison
C) entrepreneur
D) resource allocator
E) disturbance handlers
Answer: D
Explanation: According to Mintzberg's classification of managerial roles, the role of a resource allocator is to make or approve significant organizational decisions and assign human, physical, and monetary assets.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

20) According to Mintzberg's classification of managerial roles, which of the following is a kind of interpersonal role?
A) Monitor
B) Disseminator
C) Spokesperson
D) Entrepreneur
E) Liaison
Answer: E
Explanation: According to Mintzberg's classification of managerial roles, the role of a liaison is a kind of interpersonal role that involves maintaining a network of outside contacts who provide favors and information.
LO: 1.1: Define organizational behavior (OB).
AACSB: Interpersonal relations and teamwork
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

21) According to Mintzberg's classification of managerial roles, which of the following is a kind of decisional role?
A) Negotiator
B) Disseminator
C) Liaison
D) Spokesperson
E) Monitor
Answer: A
Explanation: According to Mintzberg's classification of managerial roles, the role of a negotiator is a kind of decisional role that involves representing the organization at major negotiations.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

22) A(n) _____ is a type of informational role according to Mintzberg's classification of managerial roles.
A) figurehead
B) disseminator
C) liaison
D) entrepreneur
E) negotiator
Answer: B
Explanation: According to Mintzberg's classification of managerial roles, the role of a disseminator is a type of informational role which involves transmitting information received from outsiders or from other employees to members of the organization.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Easy
Employability Skills: Knowledge Application and Analysis
Quest. Category: Concept

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

23) Which of the following is true regarding technical skills?
A) They can be learned only through formal education.
B) They encompass the ability to apply specialized knowledge.
C) They are not required at all kinds of jobs.
D) They are monopolized by professionals.
E) They comprise the ability to understand and motivate people.
Answer: B
Explanation: Technical skills encompass the ability to apply specialized knowledge or expertise. All jobs require some specialized expertise, and many people develop their technical skills on the job.
LO: 1.1: Define organizational behavior (OB).
AACSB: Analytical thinking
Difficulty: Moderate
Employability Skills: IT Application and Computing Skills
Quest. Category: Concept

24) The ability to understand, communicate with, motivate, and support other people, both individually and in groups, may be defined as _____.
A) people skills
B) technical skills
C) conceptual skills
D) cognitive skills
E) analytical skills
Answer: A
Explanation: The ability to understand, communicate with, motivate, and support other people, both individually and in groups, may be defined as people's skills. Managers get things done through other people, and it is crucial for them to have good people skills.
LO: 1.1: Define organizational behavior (OB).
AACSB: Written and oral communication
Difficulty: Easy
Employability Skills: Communication
Quest. Category: Concept

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

CHAPTER 1

What Is Organizational Behavior?

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

1-1. Define *organizational behavior (OB)*.
1-2. Show the value of systematic study to OB.
1-3. Identify the major behavioral science disciplines that contribute to OB.
1-4. Demonstrate why few absolutes apply to OB.
1-5. Identify managers' challenges and opportunities in applying OB concepts.
1-6. Compare the three levels of analysis in this text's OB model.
1-7. Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

This chapter begins with a vignette entitled "The Rise and Fall of WeWork's CEO." The details of this story are jarring, reflecting the complexity and speed of organizational life. The effects of behavior ring through organizations—felt by workers, managers, groups, teams, and sometimes, by the whole organization. WeWork's Fall also highlights several issues of interest to those seeking to understand organizational behavior, including motivation, justice, ethics, structure, culture, personality, and organizationally relevant outcomes, such as turnover, productivity, and survival. Throughout this text, students will learn how organizational challenges, like these, can be better understood with the systematic study approach and the Basic OB Model used in this text.

BRIEF CHAPTER OUTLINE

I. Management and Organizational Behavior
  A. Who's Who in the World of Work
    1. **Worker**: An individual who contributes to the accomplishment of work goals.
    2. **Manager**: An individual who achieves goals through other people.
    3. **Organization**: A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals.
  B. Management Activities
    1. Although workers' activities may also involve interacting and coordinating work with other people, these functions are a much more significant component of managerial jobs. Managers' work is categorized into four different activities: **planning, organizing, leading, and controlling**.
  C. Management Roles
    1. Introduction

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

a. Henry Mintzberg studied executives to determine what they did in their jobs. He concluded that managers perform ten different, highly interrelated roles or sets of behaviors in organizations.
b. The ten roles can be grouped as interpersonal, informational, and decisional. (Exhibit 1-1)

2. **Interpersonal Roles**: As a figurehead, a manager performs ceremonial duties, while as a leader, they hire, train, motivate, and evaluate employees. As a liaison, a manager fosters relationships with others who provide valuable information.
3. **Informational Roles**: As a monitor, disseminator, or spokesperson, a manager acts as a conduit to transmit information to organizational members.
4. **Decisional Roles** As a(n) entrepreneur, disturbance handler, resource allocator, or negotiator, a manager acts in a role that requires them to make choices.

D. Management Skills
1. **Technical Skills**: The ability to apply specialized knowledge or expertise. All jobs require some specialized expertise, and many people develop their technical skills on the job.
2. **People Skills**: The ability to work with, understand, and motivate other people, both individually and in groups.
3. **Conceptual Skills**: The mental ability to analyze and diagnose complex situations.

E. How Managers Allocate Their Time
1. As shown in Exhibit 1-2, middle managers spend about half of their time working on nonmanagerial work and only 28% of their time on talent development.
a. Changes organizations can make to better support managers include:
i. Give managers more time with the employees they supervise.
ii. Reduce excessive bureaucratic work.
iii. Provide managers with personalized incentives to motivate them to do their best work.

F. **Organizational Behavior (OB)** Defined
1. OB is a field of study investigating the impact of individuals, groups, and structure on behavior within organizations to apply such knowledge toward improving an organization's effectiveness.
2. OB studies three determinants of behavior in organizations: individuals, groups, and structure.
3. OB is concerned specifically with employment-related situations. It examines behavior in the context of job attitudes, absenteeism, employee turnover, productivity, performance, and management.

II. Complementing Intuition with Systematic Study
A. Introduction
1. It is human nature to be a student of other people's behavior. Reading others can often lead to erroneous predictions, but using a systematic approach can improve accuracy.
a. The systematic approach in this textbook assumes behavior is not random.
b. **Systematic study** means looking at relationships, attempting to attribute causes and effects, and drawing conclusions based on scientific evidence.

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

2. **Evidence-Based Management (EBM)** means basing managerial decisions on the best available scientific evidence. EBM argues managers should think more scientifically about management problems.
    a. Mounting public distrust of scientists and researchers often leads managers to ignore evidence and rely too heavily on intuition to make decisions.
3. **Intuition** is an instinctive thought process driven by past experience, emotions, or other subjective factors.
    a. A review of hundreds of studies suggests that data-driven judgments (based on algorithms) were about 10 percent more accurate than human intuitive judgments.
    b. Lay people prefer data-driven judgments made by others.
    c. Managers who make all decisions with intuition are working with incomplete information.
4. Managers are often motivated to hold onto beliefs derived from intuition even in the face of contradictory evidence.
    a. EMB asks managers to critically weigh evidence from multiple sources, and the best managers use both intuition and evidence to guide their decision-making.

B. Leveraging Data Analytics With Artificial Intelligence
1. Data analytics and artificial intelligence (AI) have allowed organizations to utilize large amounts of data and, as a result, transform the workplace.
    a. Data analytics involves applying a variety of tools, technologies, and processes to large volumes of data to discover trends and solve problems.
    b. AI is software that also relies on using large amounts of data to identify and learn from data trends.
        i. Data analytics is dependent on human interaction to identify trends and test assumptions. AI can also identify trends and learn from trends autonomously, without human intervention.
2. **Current Usage:** The use of Big Data to understand, help, and manage people. Generative AI (GenAI), a type of AI under the broader category of machine learning, has many practical applications for businesses, such as producing credible writing in mere seconds or creating new product designs.
    a. GenAI is increasingly being used to support managing people in organizations.
3. **Future Trends:** AI will replace some repetitive jobs and tasks that humans now perform. A recent study indicates that AI is more likely to enhance job roles than eliminate them, and AI will make companies more productive and profitable.
4. **Limitations:** As technological capabilities for handling Big Data and AI have increased, so have privacy issues and concerns about appropriate applications (e.g., surveillance and selling personal information).

III. Disciplines That Contribute to the OB Field

A. Introduction
1. Organizational behavior is an applied behavioral science that is built upon contributions from several behavioral disciplines.
2. The predominant areas are psychology, sociology, social psychology, and anthropology.
3. Exhibit 1-3 overviews the major contributions to the study of organizational behavior.

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

B. Psychology
   1. **Psychology** is the science that seeks to measure, explain, and sometimes change the behavior of humans and other animals.

C. Social Psychology
   1. **Social psychology** blends the concepts of psychology and sociology to focus on the influence of people on one another.

D. Sociology
   1. Sociologists study group behavior in organizations to understand group behaviors in organizations. **Sociology** studies people in relation to their environment or culture.

E. Anthropology
   1. **Anthropology** is the study of societies to learn about human beings and their activities.

IV. There Are Few Absolutes in OB

A. Introduction
   1. There are only a few simple and universal principles that explain organizational behavior.
      a. Two people often act very differently in the same situation, and the same person's behavior changes in different cases. Thus, to offer reasonably accurate explanations of human behavior, OB concepts must reflect situational or contingency conditions.
      b. **Contingency variables** are situational factors or variables that moderate the relationship between independent and dependent variables.

V. Challenges and Opportunities

A. Introduction
   1. Today's challenges bring opportunities that call on managers to use OB concepts to find solutions and insights to help them and their workers adapt.

B. Workforce Diversity and Inclusion
   1. **Workforce diversity** is the concept that organizations are becoming more heterogeneous in terms of gender, age, race, ethnicity, sexual orientation, and other characteristics.
   2. **Workforce inclusion** is the act of creating and maintaining workplaces that support and leverage the diversity of their members. An inclusive workplace is one in which workers feel that they are involved in critical processes, feel welcomed and valued, and are treated as "insiders."
   3. OB researchers study how people from diverse backgrounds fare in the workplace, the unique challenges and benefits they experience, and how their conditions can be improved.

C. Continuing Globalization
   1. **Globalization** is the process in which worldwide integration and interdependence **are** promoted across national borders.
      a. Globalization can change the employment landscape through the choices made by nations regarding immigration, free trade, and social and political openness**. These**

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

choices have many and complex implications for wage growth, employment, poverty, and economic inequality.

2. The Fourth Industrial Revolution is rapidly increasing automation and the emergence of new categories of jobs.
   a. This revolution carries the potential to improve the quality of life for individuals across the world and carries the risk of increasing income inequality.
3. Globalization requires managers to anticipate and adapt their approach to global issues.

D. Working With People From Different Cultures
1. Managers working in their own and other countries collaborate with people born and raised in different cultures. This requires them to be effective at working with people from different cultures. It means understanding how cultures and backgrounds shape people so managers can adapt their management style to accommodate these differences.

E. Technology and Employee Well-Being
1. Organizations are grappling with the impact of technology on employee well-being, and the field of OB is trying to show how to help managers improve employee attitudes and therefore enhance positive organizational outcomes.
2. Technology allows some organizations to develop policies that reinforce an "always-on" culture.
   a. One of the biggest challenges to maintaining employee well-being is many workers' inability to get away from the virtual workplace.
   b. Another challenge to well-being is that organizations are asking employees to put in longer hours.
   c. Employee well-being is also challenged by their heavy outside-of-work commitments.
3. Employees want jobs that give them flexibility in their work schedules so they can better manage work–life conflicts.
   a. Organizations that do not help their employees achieve work–life balance will find it increasingly difficult to attract and retain the most capable and motivated individuals.

F. (Un)ethical Behavior
1. The increasing complexity of the corporate world means employees will increasingly face ethical dilemmas and ethical choices.
   a. **Ethical dilemmas and ethical choices** are situations in which individuals are required to confront situations with moral overtones and make decisions and choices accordingly.
2. **Unethical behavior** is any action that violates widely accepted moral norms (e.g., lying, cheating, stealing, harming others). In contrast, **ethical behavior** meets or exceeds widely accepted moral norms (e.g., following the rules, going above self-interest to help others).
3. Companies that promote justice in how rewards and resources are allocated (i.e., equal treatment of all), how procedures are defined, how people are treated, and how information is distributed can help improve worker perceptions of fairness.

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

a. Managers need to continually evaluate the effectiveness of ethics training offered and follow up with employees to strengthen the connections between organizational policies and daily habits.

G. Corporate Social Responsibility (CSR)
1. CSR is an organization's self-regulated actions to benefit society or the environment beyond what is required by law.
2. CSR positively affects worker attitudes, turnover intentions, and performance. CSR has an even larger effect on discretionary behaviors such as organizational citizenship behavior and deviance (discussed later in this chapter). CSR efforts predict organizations' financial performance.
3. Job seekers are more skeptical of the authenticity of organizations' CSR initiatives. Still, the next generation of employees continues to seek out employers that are focused on the triple bottom line (e.g., people, planet, and profit).

H. Positive Work Environments
1. **Positive organizational scholarship** is an area of OB research that studies how organizations develop human strengths, foster vitality and resilience, and unlock potential; also called *positive organizational behavior*.

VI. Developing an OB Model and Coming Attractions

A. An Overview
1. A **model** is an abstraction of reality, a simplified representation of some real-world phenomenon. (Exhibit 1-4)
2. It proposes three types of variables (inputs, processes, and outcomes) at three levels of analysis (individual, group, and organizational).
3. The model proceeds from left to right, with inputs leading to processes, and processes leading to outcomes.

B. Inputs
1. **Inputs** are the variables like personality, group structure, and organizational culture that lead to processes.
2. Group structure, roles, and team responsibilities are typically assigned immediately before or after a group is formed.
a. Organizational structure and culture are usually the result of years of development and change as the organization adapts to its environment and builds up customs and norms.

C. Processes
1. If inputs are like the nouns in organizational behavior, **processes** are like verbs.
2. **Processes** are actions that individuals, groups, and organizations engage in as a result of inputs and that lead to certain outcomes.
a. At the individual level, processes include emotions and moods, motivation, perception, and decision-making.
b. At the group level, they include communication, leadership, power and politics, and conflict and negotiation.
c. Finally, at the organizational level, processes include HR management and changing practices.

D. Outcomes
1. **Outcomes** are the key variables that you want to explain or predict and that are affected by some other variables.

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

   a. At the group level, cohesion and functioning are the dependent variables.
   b. Finally, at the organizational level, we look at overall profitability and survival.
2. **Attitudes and Stress:** Employee **attitudes** are evaluative statements or judgments about objects, people, or events.
   a. **Stress** is a generally unpleasant psychological perception of conditions or events that an individual perceives as challenging or threatening.
   b. Evidence shows that employees who are more satisfied are more willing to engage in the above-and-beyond citizenship behavior so vital in the contemporary business environment; in turn, performing such behaviors leads to even greater satisfaction.
3. **Job performance:** The total value of a worker's contribution to an organization through their behavior over time reflects their level of **job performance**.
   a. Task performance, a significant component of job performance, describes how well a worker accomplishes the specific tasks that comprise their job or their responsibilities to the organization that employs them.
   b. Job performance is the essential human output contributing to organizational effectiveness. Every chapter details how task performance is affected by the topic in question.
4. **Organizational Citizenship Behavior (OCB):** Discretionary behavior that contributes to the psychological and social environment of the workplace; also called citizenship behavior, is called **OCB.**
   a. Successful organizations have employees who will do more than their usual job duties, which include:
      i. Help others on their teams.
      ii. Volunteer for extra work.
      iii. Avoid unnecessary conflicts.
      iv. Respect rules and regulations.
      v. Tolerate occasional work-related nuisances.
5. **Withdrawal behavior: Withdrawal behavior** is the set of actions that employees take to separate themselves from the organization.
   a. There are many forms of withdrawal, ranging from showing up late or failing to attend meetings to absenteeism and turnover.
   b. Employee withdrawal can have a very negative effect on an organization.
      i. Absenteeism also costs organizations significant amounts of money and time every year.
      ii. Levels of absenteeism beyond the normal range directly impact effectiveness and efficiency.
   c. All organizations, of course, experience some turnover.
      i. Voluntary terminations by the employee (quitting), involuntary terminations by the employer without cause (layoffs and discharges), and other separations, including involuntary terminations with cause (firing).
      ii. Turnover varies significantly by country and, in part, reflects the economy of that country.
   d. While high turnover often impairs an organization's ability to achieve its goals, quitting is not entirely negative.

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

i. If the "right" people are leaving—the poorer performers—quits can be positive for an organization. They can create opportunities to replace underperforming individuals with those higher in skill or motivation, open up increased opportunities for promotions, and bring new and fresh ideas to the organization.
ii. Reasonable levels of employee-initiated turnover improve organizational flexibility and employee independence.

6. **Team Performance: Team performance** is the quantity and quality of a team's work output.
   a. Similar to how a sports team's performance is more than the sum of individual players' performance, group functioning in work organizations is more than the sum of individual task performances.
7. **Productivity:** The highest level of analysis in organizational behavior is the organization.
   a. **Productivity** is the combination of the effectiveness and efficiency of an organization.
   b. An organization is productive if it achieves its goals by transforming inputs into outputs at the lowest cost. This requires both **effectiveness** and **efficiency**.
      i. **Effectiveness** is the degree to which an organization meets the needs of its clientele or customers.
      ii. **Efficiency** is the degree to which an organization can achieve its end at a low cost.
8. **Survival**: **Organizational survival** is the degree to which an organization is able to exist and grow over the long term.

VII. Employability Skills

A. Challenges relevant to OB can be found in just about every business function, from finance and accounting to management and marketing.
   1. A review of the significant challenges that most businesses face reveals that OB is an essential piece of the puzzle in solving many organizational problems. For instance, these problems may involve managing integrity/social responsibility, resource management, competition among businesses, bolstering customer and employee loyalty, reducing uncertainty, complying with government regulation, managing risks, and finding the right staff—all while growing revenue and increasing profit.
      a. OB principles matter for students of all majors. They can help increase employability as well as interpersonal skills in the workplace.
   2. Both entry-level employees and working professionals can benefit from having solid foundational skills in OB, such as communication, collaboration, critical thinking, problem solving, social responsibility, and knowledge application and analysis.

B. Employability Skills that Apply across Majors
   1. Throughout this text, you will learn and practice many skills that hiring managers identify as crucial to success in various business settings, including small and large firms, nonprofit organizations, and public service. These skills will also be useful if you plan to start your own business, for example:
      a. *Critical thinking* involves purposeful and goal-directed thinking used to define and solve problems, make decisions, or form judgments related to a particular situation. The goal of this process is to produce novel and useful ideas.

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

b. *Communication* is defined as effective use of oral, written, and nonverbal communication skills for multiple purposes (e.g., to inform, instruct, motivate, persuade, and share ideas); effective listening; using technology to communicate; and being able to evaluate the effectiveness of communication efforts—all within diverse contexts.
c. *Collaboration* is a skill in which individuals can actively work together on a task, constructing meaning and knowledge as a group through dialogue and negotiation that results in a final product reflective of their joint, interdependent actions.
d. *Social responsibility* includes skills related to both business ethics and corporate social responsibility. *Business ethics* includes sets of guiding principles that influence the way individuals and organizations behave within the society in which they operate. *Corporate social responsibility* is a form of ethical behavior that requires organizations to understand, identify, and eliminate unethical economic, environmental, and social behaviors.
e. *Self-management* is a person's ability to intentionally and strategically manage their behavior, effort, and emotions in the pursuit of goals. It involves building skill in self-control, self-monitoring, and self-regulation.
f. *Leadership,* as described in depth in the corresponding chapter, focuses on the ability or skill to influence a group toward the achievement of a vision or set of goals. Leadership involves learning to establish a vision, modify one's style or approach to meet particular goals, build productive and meaningful relationships with followers, and engage in influence behaviors.
g. *Career management* involves developing an understanding of the "real world" employment context, along with the professional acumen needed to successfully transition between jobs and careers. This involves exploring different careers, impression management and personal branding, networking skills, and navigating the labor market.

VIII. Summary

A. Managers need to develop their interpersonal, or people, skills to be effective in their jobs.
B. OB investigates the impact that individuals, groups, and structures have on behavior within an organization, and it applies that knowledge to make organizations work more effectively.
C. OB is a system of inputs, processes, and outputs of importance to organizations.
D. A knowledge of OB can benefit students because it helps them develop employability skills they can use, regardless of their background, aiding them in their current and future careers.

IX. Implications for Managers

A. Resist the inclination to rely on generalizations. While some provide useful insights into human behavior, many are erroneous.
B. A nuanced understanding of the situation is often needed to reach the best solution. Try to understand the people involved and the context. From there, determine what works, what does not work, and any contingencies that qualify these practices.
C. Strive for evidence-based solutions to problems, and evaluate your hunches and intuition critically.

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

D. Work on your people skills to better interact with peers, collaborate effectively in teams, and lead and manage followers to achieve great outcomes.
E. Improve your technical and conceptual skills through training, development, and staying current with OB trends affecting the workplace.
F. Recognize the across-the-board importance of OB. OB is crucial for individual and group outcomes, such as worker satisfaction and team performance. It also contributes to significant organizational outcomes, including financial performance, labor productivity, and turnover reduction.

INSTRUCTOR RESOURCES

Below is a list of the text's exhibits, OB poll, and instructor resources for each of the text's exercises. Instructors may wish to use some of these resources when presenting this chapter to students. These instructor resources also include teaching notes and suggestions, class and group exercises, and supplemental assignments useful for teaching and learning.

Exhibits

- Exhibit 1-1 Mintzberg's Managerial Roles
- Exhibit 1-2 How Managers Allocate Their Time
- Exhibit 1-3 Toward an OB Discipline
- Exhibit 1-4 A Basic OB Model

OB Poll

- Gender Pay Gap: Narrowing but Still There

Text Exercises

- Myth or Science?: Management by Walking Around Is the Most Effective Management
- Toward a Better World: Ben & Jerry's: The Scoop on What It Takes to Be a CSR-Oriented Company
- An Ethical Choice: What Should You Do If Your Values Do Not Align With Your Company's?
- Point/Counterpoint: Business Books: Facts? Or Just Fads?
- Chapter Review Questions for Review
- Experiential Exercise: Managing Hybrid Teams
- Ethical Dilemma: Credit Where Credit Is Due

Text Case

- Case Incident: Work-Life Balance at R.G. & Company

Supplemental Assignment or Activity

This next section presents an exercise that is NOT found in the student's textbook. These assignments or activities reinforce the text's emphasis through various activities. Some activities are centered on debates, group exercises, Internet research, and student experiences. Some can be used in class in their entirety, while others require some additional work on the student's part. The course instructor may choose to use these at any time throughout the class—some may be

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

more effective as icebreakers, while others may be used to pull together various concepts covered in the chapter.

Supplemental Web Exercises

At the end of each chapter of this Instructor's Manual, instructors will find suggested exercises and ideas for researching OB topics on the Internet. Instructors may want to assign the exercises as an out-of-class activity or as lab activities with their class.

Myth or Science?
Management by Walking Around Is the Most Effective Management

This exercise contributes to:
***Learning Objective**: Show the value of systematic study to OB.*
***Learning Outcomes**: Apply the study of perception and attribution to the workplace; Discuss the influence of culture on organizational behavior; Explain the effects of power and political behavior on organizations*
***AASCB**: Ethical understanding and reasoning; Reflective thinking*

This statement is somewhat the subject of debate. Management by walking around (MBWA) is an organizational principle made famous with the 1982 publication of In Search of Excellence and was based on a 1970s initiative by Hewlett-Packard. It involves managers leaving their offices to observe and interact with employees in the field. Many companies expecting managers and executives to do regular "floor time" have claimed benefits ranging from increased employee engagement to deeper management understanding of company issues. A three-year study also suggested that a modified form of MBWA may significantly improve safety in organizations because employees become more mindful of following regulatory procedures when supervisors observe and monitor them frequently. Another study found that manager visits to bank branches resulted in better team performance in the days prior to the visit and for a period of time afterward. In general, though, research on the effectiveness of MWBA remains inconclusive and scarce.

Research suggests that, while it can be an effective management practice, MBWA alone does not lead to effective management. Research from Gallup indicates that employees who receive weekly feedback from managers are significantly more engaged than those who only receive feedback annually. Beyond regular check-ins, employees also benefit from dedicated time to reflect on their workday.

MBWA can be a useful practice, but it does have limitations. The top priority should be ensuring that management practices focus on building trust and relationships. Limitations of MBWA include available hours, focus, and application.

1. **Available hours.** As you have already learned, managers are charged with planning, organizing, leading, and controlling. Yet even CEOs—the managers who should be the

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank

most in control of their time—report spending 72 percent of their total work time in meetings.

2. **Focus.** MBWA turns management's focus toward the concerns of employees. Such a focus is good, but only to a degree. As noted by Jeff Weiner, executive chairman of LinkedIn, "Part of the key to time management is carving out time to think, as opposed to constantly reacting. And during that thinking time, you're not only thinking strategically, thinking proactively, thinking longer-term, but you're literally thinking about what is urgent versus important." Weiner and other executives argue that meetings distract them from their purpose.
3. **Application.** The principle behind MBWA is that the more managers know their employees, the more effective those managers will be. This principle is not always (or even often) true. As you will learn in Chapter 6, Perception and Individual Decision Making, knowing something (or thinking we know it) should not always lead us to act only on that information. Our internal decision-making is subjective, so we need objective data to make the most effective management decisions.

As more business functions are performed virtually, MBWA looks quite different than it did when it was first popularized. The dramatic rise of remote work and virtual meetings in recent years has led many workplaces to recognize that, in fact, "face time" does matter. Managers and employees who are primarily connecting virtually may find it difficult to communicate and build the trust necessary for an effective employee–manager relationship. As the workforce becomes increasingly global, and employees are not co-located, managers need to think creatively about how they can digitally engage with employees and empower them from afar to make decisions. So, evidence of MBWA's effectiveness remains unclear. If it is to be used, it must be adapted for the digital workplace and applied in tandem with other practices.

Sources: A. Kemp, "Organizations Can Redefine Feedback by Including Recognition," *Gallup*, October 23, 2024, https://www.gallup.com/workplace/651812/organizations-redefine-feedback-including-recognition.aspx; J. McKendrick, "Managing by Walking Around-Digitally," *Forbes*, February 25, 2022, https://www.forbes.com/sites/joemckendrick/2022/02/25/managing-by-walking-around---digitally/; M. Gavin, "7 Strategies for Improving Your Management Skills," *Harvard Business School*, January 9, 2020, https://online.hbs.edu/blog/post/how-to-improve-management-skills; M.E. Porter and N. Nohria, "How CEOs Manage Time,"<AU QUERY: Is the following reference meant here? *Porter*, Michael E., and Nitin *Nohria*. "*How CEOs Manage Time*." Harvard Business Review 96, no. 4 (July–August 2018): 42–51.> P. Casas-Arce, "Motivating From the Heights: A Field Experiment on Top Managers Visiting the Front-line," *Review of Accounting Studies* (2024).

Class Exercise

1. Divide the class into heterogeneous groups with 5 to 6 students in each group, where one student in each group will serve as a note-taker of the group's discussion. This group exercise is applicable to face-to-face courses, synchronous online classes, and asynchronous classes with online discussion boards or forums. Fifteen to thirty minutes is an ideal time for a synchronous group discussion. This allows students to prepare for

Copyright © 2027 Pearson Education, Inc.

Organizational Behavior 20th edition Robbins Test Bank