

Chapter 5

1) Effort, persistence, and direction are basic components of

- A) attitude.
- B) equity
- C) expectancy.
- D) performance.
- E) motivation.

Answer: E

Page Ref: 152

Skill: Recall

2) According to the text, which of the following is not a basic characteristic or component of motivation?

- A) Effort
- B) Direction
- C) Performance
- D) Persistence
- E) Goals

Answer: C

Page Ref: 152

Skill: Recall

3) Which of the following is most likely to stimulate intrinsic motivation?

- A) Company policies
- B) Challenging job
- C) High pay
- D) Generous fringe benefits
- E) Close supervision

Answer: B

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Skill: Applied

4) The extent to which an organizational member contributes to achieving the objectives of the organization is called

- A) performance.
- B) expectancy.
- C) intrinsic motivation.
- D) extrinsic motivation.
- E) effort.

Answer: A

Page Ref: 153

Skill: Recall

- 5) Al told his friends that "the job makes me feel good about myself. I feel a real sense of accomplishment at the end of the day." Al is probably
- A) intrinsically motivated.
 - B) extrinsically motivated.
 - C) self-actualized.
 - D) fulfilling his relatedness needs on the job.
 - E) experiencing inequity.

Answer: A

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Skill: Applied

- 6) "An interesting job that pays well" suggests that the job
- A) is high in extrinsic motivation.
 - B) meets the motivational requirements of equity theory.
 - C) is high in extrinsic but low in intrinsic motivation.
 - D) is high in intrinsic and extrinsic motivation.
 - E) is high in intrinsic motivation.

Answer: D

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Skill: Applied

- 7) Some researchers have argued that intrinsic and extrinsic motivation are incompatible. By this, they mean that
- A) intrinsic rewards may decrease extrinsic motivation.
 - B) when used in combination, they result in lower levels of performance.
 - C) extrinsic rewards usually lead to better performance than intrinsic rewards.
 - D) intrinsic rewards usually lead to better performance than extrinsic rewards.
 - E) extrinsic rewards may decrease intrinsic motivation.

Answer: E

Page Ref: 153

Skill: Applied

- 8) Which of the following statements about motivation and performance is FALSE?
- A) A person could be highly motivated and yet perform poorly.
 - B) General cognitive ability and emotional intelligence are important for motivation to be converted into performance.
 - C) A person could perform fairly well despite low motivation.
 - D) Motivation is defined as the extent to which workers contribute to achieving organizational objectives.
 - E) Task understanding is important for motivation to be converted into performance.

Answer: D

Page Ref: 154

Skill: Recall

- 9) Two process theories of motivation include
- A) Maslow's Need Hierarchy and Expectancy.
 - B) Maslow's Need Hierarchy and ERG.
 - C) Equity and Expectancy.
 - D) Equity and ERG.
 - E) Maslow's Need Hierarchy and McClelland's theory of needs.

Answer: C

Page Ref: 163

Skill: Recall

- 10) According to Maslow, once an individual has fulfilled his or her belongingness needs, the _____ needs become motivating.
- A) relatedness
 - B) esteem
 - C) affiliation
 - D) physiological
 - E) safety

Answer: B

Page Ref: 159

Skill: Recall

- 11) Which of the following theories proposes that individuals have basic needs, which are associated with extrinsic motivation, and higher-order needs, which are associated with intrinsic motivation?
- A) Expectancy theory
 - B) Goal setting theory
 - C) Equity theory
 - D) Maslow's Hierarchy of Needs
 - E) Valence theory

Answer: D

Page Ref: 158

Skill: Recall

- 12) According to Maslow's Hierarchy of Needs, a given worker at a given point in time is most motivated by
- A) the highest level unsatisfied need.
 - B) the lowest level unsatisfied need.
 - C) physiological needs, because these are most basic and important.
 - D) belongingness needs, because everyone needs some form of social interaction.
 - E) self-actualization, because all persons seek to fulfill their highest potential.

Answer: B

Page Ref: 159

Skill: Applied

- 13) According to Maslow, the _____ level _____ need is most motivational.
- A) highest; satisfied
 - B) lowest; unsatisfied
 - C) highest; unsatisfied
 - D) highest; emotional
 - E) lowest; satisfied

Answer: B

Page Ref: 159

Skill: Applied

- 14) Alderfer's existence needs correspond closely to Maslow's
- A) esteem needs.
 - B) physiological needs.
 - C) belongingness needs.
 - D) self-actualization needs.
 - E) growth needs.

Answer: B

Page Ref: 159

Skill: Recall

15) Other things equal, which ERG theory need should be of particular interest in a highly collective culture?

- A) Resistance
- B) Safety
- C) Relatedness
- D) Existence
- E) Growth

Answer: C

Page Ref: 159

Skill: Applied

16) Alderfer differs from Maslow in that his ERG theory assumes

- A) the least concrete needs become more desired as they are fulfilled.
- B) growth needs can be completely satisfied just as existence and relatedness needs can be.
- C) a lower level need must be gratified before a less concrete need becomes operative.
- D) if higher level needs are strong but ungratified, individuals will increase their desire for the gratification of lower level needs.
- E) a rigid hierarchy of needs exists.

Answer: D

Page Ref: 160

Skill: Applied

17) If Steve desires friendly and supportive supervision, he is trying to fulfill

- A) any one of his needs, depending on which is operative.
- B) his relatedness needs.
- C) his safety needs.
- D) his existence needs.
- E) his growth needs.

Answer: B

Page Ref: 159

Skill: Applied

18) Paul has a secure, well-paying, but boring job. He gets along well with his boss and his coworkers. Recently, he has put in a bid for several more interesting jobs that have opened up, but each time the job has been given to someone with more seniority. According to Alderfer's ERG theory Paul will probably

- A) continue to pursue a more interesting job indefinitely.
- B) quit his job and leave the company.
- C) exhibit frequent absenteeism.
- D) press for higher pay.
- E) seek support and additional attention from his boss and co-workers.

Answer: E

Page Ref: 160

Skill: Applied

19) Which theory proposes a weak or flexible hierarchy of needs?

- A) Equity
- B) ERG
- C) Expectancy
- D) Adams
- E) Maslow

Answer: B

Page Ref: 159

Skill: Recall

20) In McClelland's theory of needs sales jobs are attractive to those high in need for _____, and management jobs are attractive to those high in need for _____.

- A) affiliation; power
- B) achievement; affiliation
- C) power; achievement
- D) achievement; power
- E) achievement; achievement

Answer: D

Page Ref: 161

Skill: Applied

21) A person who is high in need for achievement will tend to favour _____ goals.

- A) fairly easy
- B) moderately difficult
- C) moderately easy
- D) fairly easy or very difficult
- E) very difficult

Answer: B

Page Ref: 161

Skill: Recall

22) McClelland's need for affiliation is most closely related to Alderfer's _____ need.

- A) growth
- B) relatedness
- C) existence
- D) esteem
- E) resistance

Answer: B

Page Ref: 161

Skill: Applied

23) According to McClelland, which need profile characterizes the most effective managers?

- A) High power, high affiliation
- B) High power, low affiliation
- C) High achievement, high affiliation
- D) High achievement, low power
- E) Low affiliation, high achievement

Answer: B

Page Ref: 161

Skill: Applied

24) McClelland's need for affiliation is most closely related to (or an example of) Maslow's _____ needs.

- A) esteem
- B) belongingness
- C) safety
- D) physiological
- E) self-actualization

Answer: B

Page Ref: 161

Skill: Applied

25) Which of the following statements about persons with high need for achievement is least accurate?

- A) High need achievers tend to seek out performance feedback.
- B) High need achievers tend to excel in sales jobs.
- C) High need achievers tend to set extremely difficult goals for themselves.
- D) High need achievers prefer situations in which they can take personal responsibility for outcomes.
- E) High need for achievement can be acquired through training.

Answer: C

Page Ref: 161

Skill: Recall

26) Maurice sees his organization's performance evaluation system as arbitrary, capricious, and unreliable. In motivational terms, this performance evaluation system has reduced

- A) expectancy.
- B) instrumentality.
- C) the valence of second-level outcomes.
- D) the valence of first-level outcomes.
- E) both levels of valence.

Answer: A

Page Ref: 163

Skill: Applied

27) The manager who tells an employee, "I'll recommend you for a promotion if you implement the new system by January" is attempting to strengthen which expectancy theory component?

- A) Valence of second-level outcomes
- B) Expectancy
- C) Relatedness
- D) Instrumentality
- E) Needs

Answer: D

Page Ref: 163

Skill: Applied

28) In expectancy theory, the valence of first-level outcomes is the sum of the product of

- A) force and instrumentalities.
- B) expectancies and instrumentalities.
- C) second-level valences and instrumentalities.
- D) second-level valences and expectancies.
- E) second-level instrumentalities and expectancies.

Answer: C

Page Ref: 163

Skill: Recall

- 29) According to the expectancy theory of motivation, if we find that workers feel that they are unable to perform at a high level, we are dealing with a problem of
- A) valence.
 - B) relatedness.
 - C) second-level outcomes.
 - D) expectancy.
 - E) instrumentality.

Answer: D

Page Ref: 163

Skill: Applied

- 30) Mike, a production worker, reports on a research questionnaire that high performance has a valence of 10, average performance a valence of 5, and low performance a valence of 1. Also, he reports that he is certain that he can perform at low or average levels but only 40 percent sure that he can perform at a high level. According to expectancy theory, at which level should Mike perform?
- A) Average
 - B) Low
 - C) Instrumentalities are also needed to answer this question
 - D) High if task complexity is low to moderate
 - E) High

Answer: A

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Skill: Applied

- 31) Cassandra's boss has not had time to clearly explain her new job to her. According to expectancy theory, this should have a direct impact on
- A) relatedness.
 - B) instrumentality.
 - C) first-level valence.
 - D) second-level valence.
 - E) expectancy.

Answer: E

Page Ref: 163

Skill: Applied

- 32) According to the expectancy theory of motivation, if we find that employees don't like the rewards the firm offers, we are dealing with a problem of
- A) first-level outcomes
 - B) inputs.
 - C) second-level outcomes.
 - D) expectancy.
 - E) instrumentality.

Answer: C

Page Ref: 163

Skill: Applied

- 33) The consultant said to a client company "Look, you people offer the highest pay in the industry! If you tied it to performance you'd get some motivational punch." The consultant is saying that
- A) expectancy is low.
 - B) expectancy is high.
 - C) instrumentality is low and second-level valence is high.
 - D) second-level valence is low and instrumentality is low.
 - E) second-level valence is low and instrumentality is high.

Answer: C

Page Ref: 163

Skill: Applied

- 34) Which theory suggests that a social comparison process which affects perceived fairness can have an impact on motivation?
- A) Maslow's hierarchy of needs
 - B) ERG theory
 - C) McClelland's need theory
 - D) Equity theory
 - E) Need hierarchy theory

Answer: D

Page Ref: 167

Skill: Recall

- 35) Which theory of work motivation most explicitly involves a comparison with others?
- A) Maslow
 - B) ERG
 - C) Expectancy
 - D) Alderfer
 - E) Equity

Answer: E

Page Ref: 167

Skill: Recall

- 36) According to equity theory, an underpaid individual would not _____ to achieve equity.
- A) reduce his or her outcomes
 - B) reduce his or her inputs
 - C) perceptually distort the inputs or outcomes of a comparison person
 - D) perceptually distort his or her inputs or outcomes
 - E) accept a job in another organization

Answer: A

Page Ref: 167

Skill: Applied

- 37) According to equity theory, the overpaid worker
- A) may reduce inputs and increase outcomes to achieve equity.
 - B) may increase inputs to achieve equity.
 - C) may increase outcomes to achieve equity.
 - D) should not experience inequity.
 - E) may reduce inputs to achieve equity.

Answer: B

Page Ref: 168

Skill: Applied

- 38) According to equity theory, individuals compare themselves with others when determining if the company is treating them fairly. Which of the following comparisons is likely to happen?
- A) men tend to make equity comparisons with women.
 - B) men tend to make equity comparisons with both men and women.
 - C) women tend to make equity comparisons with men.
 - D) men tend to make equity comparisons with men.
 - E) none of the above.

Answer: D

Page Ref: 168

Skill: Applied

- 39) How might equity theory explain employee theft?
- A) High work instrumentalities
 - B) Low work outcomes
 - C) High work expectancies
 - D) Low work inputs
 - E) Low need for achievement

Answer: B

Page Ref: 168

Skill: Applied

- 40) Which motivation theory seems to translate across cultures best?
- A) McClelland's theory of needs
 - B) Equity theory
 - C) Expectancy theory
 - D) Maslow's need hierarchy
 - E) ERG theory

Answer: C

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Skill: Recall

- 41) Expectancy theory
- A) applies across cultures because it was formulated to be explicitly cross-cultural.
 - B) applies to nearly as many cultures as Maslow's need hierarchy.
 - C) is most relevant to the Western cultures because of its need-based philosophy.
 - D) is most relevant to North America because of its rigid hierarchy.
 - E) applies across cultures because of its flexibility.

Answer: E

Page Ref: 176

Skill: Recall

- 42) In collective cultures it is often observed that groups favour an equality norm for reward allocation. Which theory's motivational premises does this norm most clearly contradict?
- A) ERG theory
 - B) Expectancy theory
 - C) Equity theory
 - D) McClelland's theory of needs
 - E) Maslow's need hierarchy

Answer: C

Page Ref: 174

Skill: Applied

43) A person's overall capacity and efficiency for processing information is called

- A) motivation.
- B) emotional intelligence.
- C) general cognitive ability.
- D) intelligence.
- E) performance.

Answer: C

Page Ref: 154

Skill: Recall

44) Which of the following is most accurate about the relationship between general cognitive ability and performance?

- A) General cognitive ability is a better predictor of performance for more complex tasks.
- B) General cognitive ability predicts performance to the same degree on all tasks.
- C) General cognitive ability predicts performance only on manual tasks.
- D) General cognitive ability does not predict performance.
- E) General cognitive ability predicts performance only on mental tasks.

Answer: A

Page Ref: 154

Skill: Recall

45) A study on the career success of MBA graduates found that

- A) students with high emotional intelligence and high motivation were most successful.
- B) students with high motivation were most successful.
- C) students with high general cognitive ability and high emotional intelligence were most successful.
- D) students with high general cognitive ability and high motivation were most successful.
- E) students with high general cognitive ability were most successful.

Answer: D

Page Ref: 154

Skill: Recall

46) From bottom to top, what is the correct order of Salovey and Mayer's model of emotional intelligence?

- A) Management of emotions; knowledge and understanding of emotions; integration and assimilation of emotions; perception of emotions.
- B) Knowledge and understanding of emotions; perception of emotions; integration and assimilation of emotions; management of emotions.
- C) Perception of emotions; knowledge and understanding of emotions; integration and assimilation of emotions; management of emotions.
- D) Perception of emotions; integration and assimilation of emotions; knowledge and understanding of emotions; management of emotions.
- E) Perception of emotions; management of emotions; knowledge and understanding of emotions; integration and assimilation of emotions.

Answer: D

Page Ref: 154

Skill: Recall

47) What step is the most basic level of emotional intelligence?

- A) It depends on the situation.
- B) Integration and assimilation of emotions.
- C) Perception of emotions.
- D) Knowledge and understanding of emotions.
- E) Management of emotions.

Answer: C

Page Ref: 154

Skill: Recall

48) Being able to calm oneself when angry or lower the anxiety of another person is an example of

- A) perception of emotions.
- B) knowledge and understanding of emotions.
- C) management of emotions.
- D) general cognitive ability.
- E) integration and assimilation of emotions.

Answer: C

Page Ref: 155

Skill: Applied

49) Emotional intelligence is especially important in jobs

- A) that involve manual tasks.
- B) that are complex.
- C) at higher organizational levels.
- D) that involve mental tasks.
- E) that involve social interaction.

Answer: E

Page Ref: 155

Skill: Recall

50) Research has found that emotional intelligence

- A) predicts job performance and academic performance.
- B) predicts job performance but not academic performance.
- C) does not predict job performance.
- D) does not predict academic performance.
- E) predicts academic performance but not job performance.

Answer: A

Page Ref: 155

Skill: Recall

51) Research has found that general cognitive ability

- A) predicts learning, training success, and job performance.
- B) predicts learning and job performance but not training success.
- C) predicts learning and training success but not job performance.
- D) does not predict learning, training success, or job performance.
- E) predicts training success and job performance but not learning.

Answer: A

Page Ref: 154

Skill: Recall

- 52) The ability to accurately identify emotions in people's faces and nonverbal behaviour is an example of the
- A) diagnosis of emotions.
 - B) knowledge and understanding of emotions.
 - C) management of emotions.
 - D) perception of emotions.
 - E) integration and assimilation of emotions.

Answer: D

Page Ref: 154

Skill: Recall

- 53) Which of the following is a good practical example of goal challenge?
- A) Encourage a D student to set a goal of achieving Ds in the coming semester.
 - B) Encourage a D student to set a goal of achieving Bs in the coming semester.
 - C) Encourage a D student to set a goal of achieving Cs in the coming semester.
 - D) Encourage a D student to set a goal of achieving As in the coming semester.
 - E) It depends on the student.

Answer: C

Page Ref: 170

Skill: Applied

- 54) Which of the following is most accurate concerning participation in goal setting?
- A) Participation should never be used for goal setting in a climate of distrust between employees and management.
 - B) Participation in goal setting never increases performance.
 - C) Participation in goal setting always increases performance.
 - D) Participation in goal setting almost always results in the setting of less difficult goals.
 - E) Participation in goal setting sometimes increases performance and sometimes it does not.

Answer: E

Page Ref: 170

Skill: Recall

- 55) Research shows that participation in goal setting
- A) can reduce performance by lowering the difficulty of goals that employees adopt.
 - B) can improve performance by lowering the difficulty of goals that employees adopt.
 - C) can reduce performance by increasing the difficulty of goals that employees adopt.
 - D) has no effect at all on performance or goal difficulty.
 - E) can improve performance by increasing the difficulty of goals that employees adopt.

Answer: E

Page Ref: 171

Skill: Recall

56) What is the relationship between monetary incentives in goal setting and performance?

- A) Goal setting has led to performance decreases when monetary incentives are not provided for goal accomplishment.
- B) It depends on the employees and the incentive.
- C) Goal setting has led to performance increases without monetary incentives for goal accomplishment.
- D) Goal setting has led to performance decreases with monetary incentives for goal accomplishment.
- E) Goal setting only leads to performance increases when monetary incentives for goal accomplishment are provided.

Answer: C

Page Ref: 171

Skill: Recall

57) Goals that focus attention on the achievement of specific performance outcomes are called

- A) specific goals.
- B) outcome goals.
- C) learning goals.
- D) performance goals.
- E) challenging goals.

Answer: D

Page Ref: 171

Skill: Recall

58) Process-oriented goals that enhance understanding of a task and the use of task strategies are called

- A) performance goals.
- B) strategy-oriented goals.
- C) task goals.
- D) learning goals.
- E) process goals.

Answer: D

Page Ref: 171

Skill: Recall

59) If your goal in this course is to achieve a particular grade, what kind of goal have you set?

- A) A performance goal.
- B) A learning goal.
- C) A proximal goal.
- D) A challenging goal.
- E) An outcome goal.

Answer: A

Page Ref: 171

Skill: Applied

60) What are the mechanisms of goal setting?

- A) Goal specificity, challenge, commitment, and feedback.
- B) Goal specificity, participation, rewards, supportiveness.
- C) Direction, effort, persistence, feedback.
- D) Direction, effort, persistence, and task strategies.
- E) Goal specificity, challenge, effort, persistence.

Answer: D

Page Ref: 169

Skill: Recall

61) You have two good friends who are about to graduate and begin working full-time. Omar wants to open his own small business and Jason wants to be a social worker. According to McClelland's theory of needs, what are the needs of your friends?

- A) Omar has a high need for power and Jason has a high need for affiliation
- B) Omar has a high need for achievement and Jason has a high need for affiliation
- C) Omar has a high need for affiliation and Jason has a high need for power
- D) Omar has a high need for achievement and Jason has a high need for achievement
- E) Omar has a high need for power and Jason has a high need for achievement

Answer: B

Page Ref: 161

Skill: Applied

62) What is employee engagement?

- A) the extent to which an organizational member contributes to achieving the objectives of the organization
- B) the extent to which persistent effort is directed toward a goal
- C) the extent to which an individual immerses his or her true self into his or her work roles
- D) motivation that stems from the direct relationship between the worker and the task
- E) the ability to understand and manage one's own and other's feelings and emotions

Answer: C

Page Ref: 157

Skill: Recall

63) When people are engaged, how do they express themselves in the performance of their role?

- A) physically, cognitively, and socially
- B) physically, cognitively, and emotionally
- C) physically, socially, and emotionally
- D) emotionally, cognitively, and socially
- E) socially, politically, and emotionally

Answer: B

Page Ref: 157

Skill: Recall

64) You have two friends who just started jobs after graduating. Tory says she spends a lot of time thinking about her job and she is engrossed in it. Rory says that his new job gives him feelings of achievement and accomplishment. What can you say about your two friends?

- A) Tory is engaged and Rory is engaged
- B) Tory has intrinsic motivation and Rory has intrinsic motivation
- C) Tory has intrinsic motivation and Rory is engaged
- D) Tory is engaged and Rory has intrinsic motivation
- E) Tory has extrinsic motivation and Rory has intrinsic motivation

Answer: D

Page Ref: 153

Skill: Applied

- 65) You have two coworkers who you like to work with because they are hard workers. Sal says he works hard because of the pay and benefits. Trisha says she works hard because the job gives her feelings of achievement and accomplishment. What can you say about your two coworkers?
- A) Sal has extrinsic motivation and Trisha is engaged
 - B) Sal has extrinsic motivation and Trisha has intrinsic motivation
 - C) Sal has intrinsic motivation and Trisha is engaged
 - D) Sal is engaged and Trisha is engaged
 - E) Sal has extrinsic motivation and Trisha has extrinsic motivation

Answer: B

Page Ref: 153

Skill: Applied

- 66) What are two important components of employee engagement?

- A) absorption and availability
- B) attention and meaningfulness
- C) attention and absorption
- D) meaningfulness and safety
- E) attention and availability

Answer: C

Page Ref: 157

Skill: Recall

- 67) As a manager, you need to evaluate the performance of your employees. Stan seems to always be engrossed in his work and focused on what he is doing. Sue seems to spend a great deal of time thinking about her work.

What can you say about each of these employees?

- A) Stan is motivated and Sue is attentive
- B) Sue is attentive and Stan is motivated
- C) Stan is engaged and Sue is motivated
- D) Stan is absorbed and Sue is attentive
- E) Sue is absorbed and Stan is attentive

Answer: D

Page Ref: 157

Skill: Applied

- 68) After several months on your new job, you ask your manager how you are doing. She says, "You are always psychologically present" at work. What does she mean?

- A) you are motivated
- B) you are high on general cognitive ability
- C) you are engaged
- D) you are emotionally intelligent
- E) you are high on intrinsic motivation

Answer: C

Page Ref: 157

Skill: Applied

69) What factors contribute to people's engagement at work?

- A) meaningfulness, safety, attention
- B) safety, attention, absorption
- C) availability, attention, absorption
- D) meaningfulness, attention, absorption
- E) meaningfulness, safety, availability

Answer: E

Page Ref: 157

Skill: Recall

70) If your job provides you with incentives and you feel worthwhile, useful, valuable, and not taken for granted, then you will experience:

- A) psychological safety
- B) psychological rewards
- C) intrinsic motivation
- D) psychological availability
- E) psychological meaningfulness

Answer: E

Page Ref: 157

Skill: Applied

71) If you have job in which you can employ and express yourself without fear of negative consequences to your self-image, status, or career, then you have:

- A) psychological meaningfulness
- B) psychological safety
- C) job security
- D) psychological security
- E) psychological availability

Answer: B

Page Ref: 157

Skill: Applied

72) If you have the physical, emotional, and cognitive resources required to engage yourself in your job then you have:

- A) physiological safety
- B) psychological availability
- C) psychological meaningfulness
- D) psychological safety
- E) psychological security

Answer: B

Page Ref: 157

Skill: Applied

73) Where did William Kahn study employee engagement?

- A) accounting firm and summer camp
- B) architectural firm and summer camp
- C) law firm and summer camp
- D) accounting firm and law firm
- E) accounting firm and architectural firm

Answer: B

Page Ref: 157

Skill: Recall

74) If you are learning a complex task and you do not have the required knowledge and skills, what kind of goal will be most effective for you?

- A) specific high learning goal
- B) specific high performance goal
- C) specific and challenging performance goal
- D) specific performance goal
- E) do your best goal

Answer: A

Page Ref: 172

Skill: Applied

75) What is the performance impact of specific, challenging goals?

- A) weaker for simple jobs
- B) stronger for complex jobs
- C) the same for all kinds of jobs
- D) stronger for simple jobs
- E) weaker for complex jobs

Answer: D

Page Ref: 174

Skill: Recall

76) When a task is novel or complex and individuals need to acquire new knowledge and skills for good performance, which of the following is most accurate?

- A) setting a specific learning goal will be most effective
- B) setting a do your best goal will be most effective
- C) setting a high performance goal and a low learning goal will be most effective
- D) setting a high performance goal and a high learning goal will be most effective
- E) setting a high performance goal will be most effective

Answer: A

Page Ref: 174

Skill: Applied

- 77) You have just been hired to perform a job that you have done before and have the ability to perform effectively. What kind of goal should your boss set for you?
- A) a high learning goal and a low performance goal
 - B) a specific learning goal
 - C) a do your best goal
 - D) a high performance goal
 - E) a high performance goal and a high learning goal

Answer: D

Page Ref: 174

Skill: Applied

- 78) Which of the following about the relationship between goals and performance is most accurate?
- A) when a task is straightforward, a specific learning goal will increase performance
 - B) when a task is complex, a specific challenging performance goal can decrease performance
 - C) when a task is novel, a specific challenging performance goal will increase performance
 - D) when a task is straightforward, a specific learning goal can decrease performance
 - E) when a task is complex, a specific learning goal can decrease performance

Answer: B

Page Ref: 172

Skill: Recall

- 79) Which of the following is true about the classic goal setting study conducted at Weyerhaeuser Company?
- A) drivers were assigned a specific learning goal
 - B) the results were achieved with driver participation
 - C) drivers were assigned a specific challenging performance goal
 - D) the effects were short-lived
 - E) the results were achieved with monetary incentives

Answer: C

Page Ref: 172

Skill: Recall

- 80) When will setting a specific learning goal be more effective than setting a high performance goal?
- A) when the job is simple
 - B) when the task is straightforward
 - C) when the task is complex
 - D) when individuals have the knowledge and skills to perform the task effectively
 - E) when the task is intrinsically motivating

Answer: C

Page Ref: 172

Skill: Recall

- 81) Equity theory predicts that someone who is underpaid on a piece rate basis will produce a high volume of low quality output.

Answer: ☒ True ☐ False

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Skill: Applied

- 82) The majority of Canadian workers are disengaged.

Answer: ☐ True ☒ False

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Skill: Recall

83) Most Canadian workers are highly engaged at work.

Answer: True ☒ False

Page Ref: 156

Skill: Recall

84) Motivation and engagement are pretty much the same thing.

Answer: True ☒ False

Page Ref: 156

Skill: Recall

85) Employee engagement has more to do with employee persistence than effort.

Answer: True ☒ False

Page Ref: 157

Skill: Recall

86) Employees who are motivated are also engaged.

Answer: True ☒ False

Page Ref: 157

Skill: Recall

87) Engagement involves the extent to which an individual immerses his or her true self into his or her work roles.

Answer: ☒ True ☐ False

Page Ref: 157

Skill: Recall

88) Two important components of employee engagement are attention and availability.

Answer: True ☒ False

Page Ref: 157

Skill: Recall

89) If you have a friend who is psychologically present at work, he or she is highly engaged.

Answer: ☒ True ☐ False

Page Ref: 157

Skill: Applied

90) If you have a friend who is psychologically present at work, he or she has high intrinsic motivation.

Answer: True ☒ False

Page Ref: 157

Skill: Applied

91) Research on engagement involved interviews and observations of members of an accounting firm.

Answer: True ☒ False

Page Ref: 157

Skill: Recall

92) The goal setting study conducted at Weyerhaeuser Company involved driver participating in goal setting.

Answer: True ☒ False

Page Ref: 172

Skill: Recall

93) In the goal setting study conducted at Weyerhaeuser Company, the drivers did not receive monetary incentives.

Answer: ☒ True ☐ False

Page Ref: 172

Skill: Recall

94) In the goal setting study conducted at Weyerhaeuser Company, the drivers were assigned a specific high learning goal.

Answer: ☐ True ☒ False

Page Ref: 172

Skill: Recall

95) When individuals lack the knowledge or skill to perform a task, a specific challenging goal can decrease performance.

Answer: ☒ True ☐ False

Page Ref: 172

Skill: Recall

96) If you are learning to perform a new task, your boss should set a specific challenging goal for you.

Answer: ☐ True ☒ False

Page Ref: 172

Skill: Applied

97) If you are performing a task that is straightforward, your boss should set a specific high learning goal for you.

Answer: ☐ True ☒ False

Page Ref: 172

Skill: Applied

98) When a task is straightforward, a specific high performance goal results in higher performance than a do-your-best goal.

Answer: ☒ True ☐ False

Page Ref: 172

Skill: Recall

99) A specific high learning goal is more effective than a specific high performance goal and a do your best goal when individuals are learning to perform a simple task.

Answer: ☐ True ☒ False

Page Ref: 172

Skill: Recall

100) The need theories of motivation are particularly universal in their applicability across cultures.

Answer: ☐ True ☒ False

Page Ref: 174

Skill: Applied

101) According to Maslow, self-actualization is the most potent motivator.

Answer: ☐ True ☒ False

Page Ref: 159

Skill: Recall

102) According to Maslow, physiological needs are the strongest motivators.

Answer: True ☒ False

Page Ref: 159

Skill: Recall

103) In more collective cultures, there is a tendency to favour reward allocation based on equality rather than equity.

Answer: ☒ True False

Page Ref: 174

Skill: Applied

104) Of all the motivation theories studied in the chapter, expectancy theory handles cross-cultural differences best.

Answer: ☒ True False

Page Ref: 175

Skill: Recall

105) Natasha wants a promotion to a more interesting and challenging job but doesn't get it. According to Alderfer's ERG theory and its frustration-regression hypothesis, she may now seek more social support from her boss.

Answer: ☒ True False

Page Ref: 160

Skill: Applied

106) High need for achievement is the need profile most consistently predictive of success as a manager.

Answer: True ☒ False

Page Ref: 161

Skill: Applied

107) The text defines performance as the extent to which persistent effort is directed toward a goal.

Answer: True ☒ False

Page Ref: 152

Skill: Recall

108) Gina sees herself as having identical job outcomes to Rob but having fewer inputs than Rob. According to equity theory, Gina should feel a sense of inequity.

Answer: ☒ True False

Page Ref: 168

Skill: Applied

109) "Choosing another comparison person or group" is a reaction that is associated with McClelland's theory of need for achievement.

Answer: True ☒ False

Page Ref: 161

Skill: Recall

110) In expectancy theory, the variable that links first and second level outcomes is instrumentality.

Answer: ☒ True False

Page Ref: 163

Skill: Recall

- 111) Ray's boss and mentor showed him in great detail how to write a marketing plan. In expectancy theory terminology, the boss increased Ray's expectancy.
Answer: ☒ True ☐ False
Page Ref: 163
Skill: Applied
- 112) Need for achievement and equity concepts are more applicable in collective societies than in individualistic societies.
Answer: ☐ True ☒ False
Page Ref: 174
Skill: Applied
- 113) Some potential motivators might have both extrinsic and intrinsic qualities.
Answer: ☒ True ☐ False
Page Ref: 153
Skill: Applied
- 114) People high in need for achievement tend to set remarkably difficult performance goals.
Answer: ☐ True ☒ False
Page Ref: 161
Skill: Applied
- 115) According to Maslow, once a person has experienced self-actualization, he or she will no longer be motivated by needs.
Answer: ☐ True ☒ False
Page Ref: 159
Skill: Recall
- 116) According to Alderfer's ERG theory, a satisfied need is no longer a motivator.
Answer: ☐ True ☒ False
Page Ref: 160
Skill: Recall
- 117) Researchers have argued that making intrinsic rewards contingent upon performance can reduce extrinsic motivation.
Answer: ☐ True ☒ False
Page Ref: 153
Skill: Applied
- 118) Expectancy theory is concerned with specifying how an employee might attempt to choose one first level outcome instead of another.
Answer: ☒ True ☐ False
Page Ref: 163
Skill: Recall
- 119) Valence is the expected value of outcomes.
Answer: ☒ True ☐ False
Page Ref: 163
Skill: Recall

- 120) Equity theory predicts that a person who is underpaid on an hourly basis will reduce inputs and perform at a low level.
Answer: ☒ True ☐ False
Page Ref: 168
Skill: Applied
- 121) People with high achievement needs are consistently better performers than people with high affiliation needs.
Answer: ☐ True ☒ False
Page Ref: 161
Skill: Recall
- 122) McClelland's affiliation need is essentially equivalent to Maslow's belongingness need.
Answer: ☒ True ☐ False
Page Ref: 161
Skill: Applied
- 123) High performance could occur despite fairly low motivation.
Answer: ☒ True ☐ False
Page Ref: 154
Skill: Applied
- 124) According to McClelland, people with high needs for affiliation are likely to be good salespersons.
Answer: ☐ True ☒ False
Page Ref: 161
Skill: Applied
- 125) According to ERG theory, a person whose existence needs are frustrated is likely to regress to a concern with growth needs.
Answer: ☐ True ☒ False
Page Ref: 160
Skill: Applied
- 126) General cognitive ability is only related to performance on complex tasks.
Answer: ☐ True ☒ False
Page Ref: 154
Skill: Recall
- 127) The most basic step in emotional intelligence is knowledge and understanding of emotions.
Answer: ☐ True ☒ False
Page Ref: 154
Skill: Recall
- 128) The highest level of emotional intelligence is perception of emotions.
Answer: ☐ True ☒ False
Page Ref: 154
Skill: Recall

129) Emotional intelligence predicts academic performance.

Answer: ☒ True ☐ False

Page Ref: 155

Skill: Recall

130) Emotional intelligence is most important for complex and higher-level jobs.

Answer: ☐ True ☒ False

Page Ref: 155

Skill: Recall

131) To make goals challenging, they should be based on past performance.

Answer: ☒ True ☐ False

Page Ref: 170

Skill: Recall

132) The effect of goals on performance is strongest when individuals have high goal commitment.

Answer: ☒ True ☐ False

Page Ref: 170

Skill: Recall

133) Participation in goal setting is necessary for goals to improve performance.

Answer: ☐ True ☒ False

Page Ref: 170

Skill: Recall

134) Participation can improve performance by increasing the difficulty of the goal that employees adopt.

Answer: ☒ True ☐ False

Page Ref: 171

Skill: Recall

135) Individuals with a learning goal orientation are most concerned about demonstrating their competence in performing a task.

Answer: ☐ True ☒ False

Page Ref: 171

Skill: Recall

136) If you have a job that provides with you feelings of achievement and accomplishment, then you have psychological meaningfulness.

Answer: ☐ True ☒ False

Page Ref: 157

Skill: Applied

137) If you have a job that in which you can express yourself without fear of negative consequences to your self-image, status, or career then you have psychological availability.

Answer: ☐ True ☒ False

Page Ref: 157

Skill: Applied

138) If your new job provides you with the physical, emotional, and cognitive resources required to engage yourself, then you have psychological safety.

Answer: True ☒ False

Page Ref: 157

Skill: Applied

139) Research on employee engagement involved observations and interviews of summer camp counsellors and members of a(n) _____ firm.

Answer: architectural

Page Ref: 157

Skill: Recall

140) Several recent surveys indicate that there is a deepening _____ among Canadian employees.

Answer: disengagement

Page Ref: 156

Skill: Recall

141) When people are engaged, they employ and express themselves physically, _____, and emotionally during role performances.

Answer: cognitively

Page Ref: 157

Skill: Recall

142) Two important components of employee engagement are _____ and absorption.

Answer: attention

Page Ref: 157

Skill: Recall

143) _____ refers to the amount of time one spends thinking about a role.

Answer: Attention

Page Ref: 157

Skill: Recall

144) _____ refers to being engrossed in a role and the intensity of one's focus on his or her role.

Answer: Absorption

Page Ref: 157

Skill: Recall

145) Your coworkers must be engaged because they exhibit a high degree of _____ and absorption.

Answer: attention

Page Ref: 157

Skill: Applied

146) In more simple terms, employee engagement means being _____ at work and in the performance of one's work roles.

Answer: psychologically present

Page Ref: 157

Skill: Recall

- 147) People experience _____ when there are incentives for them to engage, they receive a return on their investment, and they feel worthwhile, useful, valuable, and not taken for granted.
Answer: psychological meaningfulness
Page Ref: 157
Skill: Recall
- 148) People experience _____ when they can employ and express themselves without fear of negative consequences to their self-image, status, or career.
Answer: psychological safety
Page Ref: 157
Skill: Recall
- 149) People experience _____ when they feel they have the physical, emotional, and cognitive resources required to engage themselves in a situation.
Answer: psychological availability
Page Ref: 157
Skill: Recall
- 150) In the classic goal setting study conducted at Weyerhaeuser Company, truck drivers were assigned a specific, challenging _____ goal.
Answer: performance
Page Ref: 172
Skill: Recall
- 151) When a task is straightforward, a specific, high _____ goal results in higher performance than a do your best goal.
Answer: performance
Page Ref: 172
Skill: Recall
- 152) A specific, high learning goal is more effective than a specific, high performance goal or a do your best goal when a task is _____ .
Answer: novel or complex
Page Ref: 172
Skill: Recall
- 153) If you have just started a new job and must perform a complex task, then your boss should set a specific high _____ goal.
Answer: learning
Page Ref: 172
Skill: Applied
- 154) When individuals lack the knowledge or skills to perform a complex task effectively, a specific and challenging performance goal can _____ performance relative to a do your best goal.
Answer: decrease
Page Ref: 172
Skill: Recall

- 155) When a task is straightforward, a specific high performance goal results in _____ performance than a do your best goal.
Answer: higher or better
Page Ref: 172
Skill: Recall
- 156) Because of its flexibility, _____ is the motivation theory that seems to hold up well or translate best across cultures.
Answer: expectancy theory
Page Ref: 175
Skill: Applied
- 157) Both Maslow and _____ developed motivation theories that are hierarchical, meaning that one need must or might be filled before higher level needs can be filled.
Answer: Alderfer
Page Ref: 158
Skill: Recall
- 158) The text defines _____ as the extent to which persistent effort is directed toward a goal.
Answer: motivation
Page Ref: 152
Skill: Recall
- 159) The text defines _____ as the extent to which a member contributes to achieving the objectives of the organization.
Answer: performance
Page Ref: 153
Skill: Recall
- 160) In Maslow's hierarchy, _____ needs fall between esteem needs and safety needs.
Answer: belongingness
Page Ref: 158
Skill: Recall
- 161) Belongingness needs in Maslow's hierarchy correspond most closely to _____ needs in Alderfer's ERG theory.
Answer: relatedness
Page Ref: 159
Skill: Recall
- 162) Bob gives his employees clear instructions and training and then gives them feedback to improve their performance. In expectancy theory terminology, he is boosting _____.
Answer: expectancy
Page Ref: 163
Skill: Applied
- 163) According to David McClelland, the most effective managers have a high need for _____.
Answer: power
Page Ref: 161
Skill: Recall

- 164) Alice promises her employee a promotion if he can land a big contract. In expectancy theory terminology she is boosting _____.
Answer: instrumentality
Page Ref: 163
Skill: Applied
- 165) A controversy exists as to whether the provision of _____ rewards for task performance might damage intrinsic motivation.
Answer: extrinsic
Page Ref: 153
Skill: Recall
- 166) People with a high need for achievement prefer to set _____ goals.
Answer: moderately difficult
Page Ref: 161
Skill: Applied
- 167) Lew's boss promised him more vacation days if he completed the project on time, but Lew said he just wasn't interested in vacation days. In expectancy theory terminology, Lew is talking about _____.
Answer: valence or valence of a second-level outcome
Page Ref: 163
Skill: Applied
- 168) Clarence has been unable to establish friendly, supportive relationships at work. According to Alderfer's ERG theory, this may cause his _____ needs to become stronger.
Answer: existence
Page Ref: 160
Skill: Applied
- 169) Equity theory and expectancy theory are two prominent _____ theories of motivation.
Answer: process
Page Ref: 163
Skill: Recall
- 170) _____ motivation is self-applied and stems from a direct relationship between the person and the task.
Answer: Intrinsic
Page Ref: 153
Skill: Recall
- 171) McClelland's need for _____ corresponds most closely to Alderfer's relatedness needs.
Answer: affiliation
Page Ref: 161
Skill: Recall
- 172) The theories of Maslow, Alderfer, and McClelland are classified as _____ theories of motivation.
Answer: need
Page Ref: 158
Skill: Recall

173) According to David McClelland, a sales job is particularly suited to a person who is high in _____.

Answer: need for achievement

Page Ref: 161

Skill: Applied

174) In collective cultures, equal rewards for all in spite of individual performance may be the preferred mode of compensation. This preference actually violates the prescriptions of _____ theory.

Answer: equity

Page Ref: 174

Skill: Applied

175) Imagine workers who are underpaid on an hourly basis. According to equity theory, if these people remain employed their productivity will be _____.

Answer: low

Page Ref: 168

Skill: Applied

176) _____ is a term used to refer to a person's basic information processing capabilities.

Answer: General cognitive ability

Page Ref: 154

Skill: Recall

177) General cognitive ability is a better predictor of performance for _____ jobs.

Answer: complex

Page Ref: 154

Skill: Recall

178) _____ is the first and most basic level of emotional intelligence.

Answer: Perception of emotions

Page Ref: 154

Skill: Recall

179) _____ is the highest level of emotional intelligence.

Answer: Management of emotions

Page Ref: 155

Skill: Recall

180) _____ is particularly important in jobs that involve a lot of social interaction.

Answer: Emotional intelligence

Page Ref: 155

Skill: Recall

181) Specific goals are goals that specify an exact level of achievement for people to accomplish in a particular _____.

Answer: time frame

Page Ref: 169

Skill: Recall

182) Specific and challenging goals are most beneficial when they are accompanied by ongoing _____.

Answer: feedback

Page Ref: 170

Skill: Recall

183) Participation can improve performance by increasing the _____ of the goals that employees adopt.

Answer: difficulty

Page Ref: 171

Skill: Recall

184) _____ are process-oriented goals that enhance understanding of a task and the use of task strategies.

Answer: Learning goals

Page Ref: 171

Skill: Recall

185) Goal orientation has been found to be a stable _____.

Answer: individual difference

Page Ref: 171

Skill: Recall

186) The mechanisms of goal setting include direction, effort, persistence, and _____.

Answer: task strategies

Page Ref: 169

Skill: Recall

187) Define motivation and explain how it is related to performance. Is it possible to have high motivation and low performance? Low motivation and high performance? Explain your rationale and provide examples for each situation.

Answer: Motivation is the extent to which persistent effort is directed toward a goal. Motivation contributes to performance, but so do a number of other intervening factors like personality, general cognitive ability, emotional intelligence, and task understanding and luck. As a result, it is possible to have both situations described above. For example, a worker might be highly motivated, but perform poorly due to a lack of cognitive ability. On the other hand, a worker with low motivation might appear to excel at some task because they complete it with such minimal effort that they are perceived to be highly efficient. Understanding of a task, luck, certain personality characteristics, general cognitive ability, and emotional intelligence are all factors that might explain why somebody with low motivation is a good performer.

Page Ref: 155

Skill: Applied

188) Gordon Wong, the VP of Human Resources at Zeta Manufacturing, is concerned about the apparent lack of motivation among Zeta's employees. At a meeting with company executives, he proposes that workers' wages be immediately increased by 20% in order to improve motivation levels. Julia Franco, the VP of Operations disagrees. "If you throw more money at them, they will become even less motivated!" she exclaims. Who is correct? Explain your answer.

Answer: As discussed in the text, there is considerable debate about the relationship between extrinsic and intrinsic motivators. In support of Julia's position, there is research evidence which suggests that the proposed increase in pay (an extrinsic reward) may lead to reduced levels of intrinsic motivation stemming from the workers' tasks. Other studies suggest that intrinsic motivation is only negatively affected by extrinsic rewards in certain circumstances, and therefore, Julia's argument may not be relevant at Zeta. Either way, pay is only one type of reward and Zeta's management would be well advised to develop a strategy which includes both intrinsic and extrinsic motivators.

Page Ref: 153

Skill: Applied

189) What is the main difference between the need theories and process theories of work motivation?

Answer: Need theories are concerned with what motivates workers (e.g. needs and their associated goals); process theories are concerned with how various factors motivate people.

Page Ref: 163

Skill: Recall

190) Compare and contrast the motivation theories of Maslow and Alderfer. What advice would you have for a Canadian manager with respect to applying these theories in their workplace?

Answer: Both theories are based on need hierarchies; Alderfer's ERG theory (existence, relatedness, and growth) is a compressed version of Maslow's five-category need system (physiological, safety, belongingness, esteem, and self-actualization). Alderfer's theory is more flexible than Maslow's in that it does not assume that a lower level must be gratified before a higher level need becomes operative. It also suggests that frustration of a higher level need will lead a worker to regress to a lower, more concrete need category. Good advice for Canadian managers might be to focus relatively more attention to workers' higher level needs (i.e. appreciate intrinsic motivation), and remember that these models do not apply evenly across all employees or cultures (i.e. appreciate diversity).

Page Ref: 158

Skill: Applied

191) According to McClelland's theory, what are the main characteristics of individuals who are high in need of achievement? What types of jobs would likely motivate them?

Answer: People who are high in need for achievement prefer situations in which they can take personal responsibility, tend to set moderately difficult goals, and have a desire for performance feedback. They should be strongly motivated by sales jobs or entrepreneurial positions.

Page Ref: 161

Skill: Applied

- 192) David Lucero is the Regional Sales Manager for Western Canada at Kapster Enterprises. He enjoys his job and earns a good enough salary to comfortably support his wife and two children in an upscale area of Calgary. He was recently offered a promotion to General Sales Manager for Canada based in Toronto. The promotion would have increased his salary by \$10,000 per year and placed him a notch higher on the organization chart. However, the move to Toronto would have resulted in much higher housing expenses, and David's wife would have had to go back to work if they wanted to maintain the same overall living standards. David knew that he would make an excellent GM, but after some consideration, he declined the offer. Use expectancy theory to explain why David may have turned down the promotion.
- Answer: David's expectancy is high (i.e. he is certain that he can do the job) but the combination of both attractive and unattractive second level outcomes has resulted in low valence, overall.
- Page Ref: 163
Skill: Applied
- 193) What advice would you give to a manager about the effective use of expectancy theory as a model to improve motivation in their workplace?
- Answer: The manager should utilize strategies which boost expectancies, clarify reward contingencies and address the diverse needs of the workers.
- Page Ref: 166
Skill: Applied
- 194) What are the basic characteristics of highly motivating goals?
- Answer: Goals are most motivational when they are specific, challenging, and organizational members are committed to them. In addition, feedback about progress toward goal attainment should be provided.
- Page Ref: 169
Skill: Recall
- 195) From bottom to top, what are the levels in Salovey and Mayer's model of emotional intelligence?
- Answer: Perception of emotions, integration and assimilation of emotions, knowledge and understanding of emotions, and management of emotions.
- Page Ref: 154
Skill: Recall
- 196) What is the difference between a learning goal and a performance goal orientation and what effect do they have on learning and performance?
- Answer: Learning goals are process-oriented goals that focus on learning and understanding of a task and the use of task strategies. Performance goals are outcome-oriented goals that focus on the achievement of specific performance outcomes. Learning goals have been found to be related to effort, self-efficacy, and goal-setting level as well as performance.
- Page Ref: 171
Skill: Recall
- 197) What are the mechanisms that explain the relationship between goals and performance?
- Answer: The mechanisms of goal setting are: direction, effort, persistence, and task strategies.
- Page Ref: 169
Skill: Recall
- 198) Discuss some of the factors that might affect commitment to challenging, specific goals.
- Answer: The factors that might affect commitment to challenging and specific goals are participation, rewards, and supportiveness.
- Page Ref: 170
Skill: Recall

199) Discuss the extent to which each of the theories of motivation translate across cultures.

Answer: Most theories that revolve around human needs will come up against cultural limitations to their generality; Equity theory will depend on how rewards are allocated in a particular culture; because of its flexibility, expectancy theory is very effective when applied cross-culturally; goal setting has been found to translate in numerous countries and cultures, however, the goal setting process must be adjusted in each culture.

Page Ref: 174

Skill: Recall

200) Discuss motivation and employee engagement. What would you say to people who believe they are the same thing?

Answer: Motivation refers to the extent to which persistent effort is directed toward a goal. Engagement refers to the extent to which an individual immerses his or her true self into his or her work roles. When people are engaged, they employ and express themselves physically, cognitively, and emotionally during role performances. Thus, motivation involves effort and persistence toward goal achievement while engagement involves fully immersing oneself into the performance of a role. It is possible to be motivated but not fully engaged in a task. Engagement has more to do with how people perform their roles than how motivated they are to achieve a goal. Thus, it is possible to think of motivation in relation to engagement in that organizations need to motivate employees to engage themselves.

Page Ref: 156

Skill: Recall

201) What is engagement and disengagement and what are the components of engagement?

Answer: Engagement refers to the extent to which an individual immerses his or her true self into his or her work roles. When people are engaged, they employ and express themselves physically, cognitively, and emotionally during role performances. When a person is disengaged, they remove or decouple their true selves from their roles. They withdraw and defend themselves physically, cognitively, or emotionally during role performances. Two important components of engagement are attention and absorption. Attention refers to the amount of time one spends thinking about a role. Absorption refers to being engrossed in a role and the intensity of one's focus on his or her role.

Page Ref: 157

Skill: Recall

202) Many employees today are disengaged and less than 20 percent of employees are highly engaged at work. As a manager who is responsible for the performance of employees, what would you do to increase employee engagement?

Answer: Three psychological conditions contribute to engagement: psychological meaningfulness, psychological safety, and psychological availability. To increase engagement, a manager must increase each of these by making employees feel worthwhile, useful, valuable, and not taken for granted (meaningfulness); allow them to employ and express themselves without fear of negative consequences to their self-image, status, or career (safety); and provide them with the physical, emotional, and cognitive resources required to engage themselves (availability).

Page Ref: 157

Skill: Applied

203) As a manager who is responsible for employee performance, you are considering using goal setting to motivate employees to improve their performance. However, you are not sure what kinds of goals to set. You have new employees who are learning to perform complex tasks and you also have experienced employees who can perform their tasks effectively. In the past, you have just told all employees to do their best. What kinds of goals should you set to motivate your employees?

Answer: For new employees who do not have the knowledge or skill to perform novel and complex tasks, you should set a specific high learning goal which will be more effective than a specific high performance goal or a do your best goal. In fact, for these employees a specific high performance goal might decrease performance. For the more experienced employees for whom the task is now straightforward, you should set a high performance goal which will result in higher performance than a do your best goal.

Page Ref: 172

Skill: Applied