



# Stress

## Abood alissa

### Ch5

1. The particular demands that cause people to experience stress are called strains.  
True **False**
2. When people first encounter stressors, the process of primary appraisal is triggered.  
**True** False
3. Job demands that tend to be appraised as stressful are called benign job demands.  
True **False**
4. Stressful demands that are perceived as obstructing progress toward personal accomplishments or goal attainment are called challenge stressors.  
True **False**
5. Although hindrance stressors can be exhausting, they often trigger positive emotions such as pride and enthusiasm.  
True **False**
6. Role ambiguity is often experienced among new employees who haven't been around long enough to receive instructions from supervisors or observe and model the role behaviors of more senior colleagues.  
**True** False
7. Role overload reflects the relatively minor day-to-day demands that get in the way of accomplishing the things that we really want to accomplish.  
True **False**
8. Most people appraise situations with high time pressure as rather stressful, and they also tend to appraise these situations as more hindering than challenging.  
True **False**
9. Work complexity refers to the degree to which the requirements of the work, in terms of knowledge, skills, and abilities, tax or exceed the capabilities of the person who is responsible for performing the work.  
**True** False
10. The level of responsibility in a job is higher when the number, scope, and importance of the obligations in the level of responsibility at job are higher.  
**True** False
11. Work-family conflict is an example of work hindrance stressor.  
True **False**
12. Family time activities include participation in formal education programs, music lessons, sports-related training, hobby-related self-education, participation in local government, or volunteer work.  
True **False**
13. In contrast to cognitive coping, behavioral coping refers to the thoughts that are involved in trying to deal with a stressful situation.  
True **False**

14. Problem-focused coping refers to behaviors and cognitions intended to manage the stressful situation itself.  
True False
15. Seeking assistance is an emotion-focused cognitive coping strategy.  
True False
16. A critical factor that determines coping strategy choice is the degree to which people believe that a particular strategy gives them some degree of control over the stressor or how they feel about it.  
True False
17. People are likely to feel more control over a stressor when they appraise it as a hindrance rather than a challenge.  
True False
18. Headaches, tight shoulders, and back pain have all been linked to a variety of stressors.  
True False
19. Stressors can cause gastrointestinal system problems.  
True False
20. Physiological strains that result from stressors include depression, anxiety, anger, hostility, and reduced self-confidence.  
True False
21. Compulsive eating is an example of behavioral strain.  
True False
22. Social support refers to the help that people receive when they are confronted with stressful demands.  
True False
23. Instrumental support refers to the help people receive that can be used to address the stressful demand directly.  
True False
24. Hindrance stressors have a strong positive relationship with job performance.  
True False
25. The first step in managing stress is to assess colleagues in the workplace.  
True False
26. Job sharing means splitting one job into two to reduce role overload.  
True False
27. Although reducing stressors may reduce the overall level of stress that a person experiences, this approach is likely to be most beneficial when the focus of the effort is on challenge stressors rather than hindrance stressors.  
True False
28. Hindrance stressors such as role ambiguity, conflict, and overload not only cause strain but also decrease commitment and job performance.  
True False
29. One way that organizations provide resources to employees is through training interventions aimed at increasing job-related competencies and skills.  
True False
30. Supportive practices are one way of helping employees cope with stressful demands.  
True False
31. In general, relaxation techniques to reduce strain attempt to help people appraise and cope with stressors in a more rational manner.  
True False

32. One type of strain-reducing practice involves training in relaxation techniques.  
True False
33. Normative-behavioral techniques attempt to help people appraise and cope with stressors in a more rational manner.  
True False
34. Which of the following is defined as a psychological response to demands for which there is something at stake and coping with those demands taxes or exceeds a person's capacity or resources?  
A. Stressors  
B. Type A behavior  
C. Strains  
D. Stress  
E. Type B behavior
35. The particular demands that cause people to experience stress are called:  
A. stressors.  
B. Type C demands.  
C. strains.  
D. burnouts.  
E. Type B demands.
36. The negative consequences that occur when demands tax or exceed one's capacity or resources are called:  
A. stressors.  
B. Type C patterns.  
C. strains.  
D. crises.  
E. Type B patterns.
37. Transactional theory of stress deals with:  
A. motion-focused behavior coping.  
B. primary appraisal & benign job demands.  
C. emotion-focused cognitive coping.  
D. problem-focused cognitive coping.  
E. classification of stressors.
38. When people first encounter stressors, the process of \_\_\_\_\_ is triggered.  
A. behavioral appraisal  
B. problem-focused appraisal  
C. primary appraisal  
D. emotional venting  
E. critical thinking
39. \_\_\_\_\_ occurs as people evaluate the significance and the meaning of the stressors they are confronting.  
A. Primary appraisal  
B. Transactional analysis  
C. Cognitive appraisal  
D. Role conflict  
E. Problem-focused appraisal
40. Job demands that tend not to be appraised as stressful are called:  
A. secondary job demands.  
B. positive demands.  
C. routine demands.  
D. non-competitive demands.  
E. benign job demands.

41. Stressful demands that are perceived as hindering progress toward personal accomplishments or goal attainment are called:
- A. role stressors.
  - B. time pressures.
  - C. psychological stressors.
  - D. hindrance stressors.**
  - E. work complexities.
42. Stressful demands that are perceived as opportunities for learning, growth, and achievement are called:
- A. challenge stressors.**
  - B. daily hassles.
  - C. role conflicts.
  - D. hindrance stressors.
  - E. work-family conflicts.
43. Which of these is a work hindrance stressor?
- A. Time pressure
  - B. Positive life events
  - C. Role overload**
  - D. Negative life events
  - E. Work complexity
44. \_\_\_\_\_ is a work hindrance stressor that occurs from incompatible demands within a single role that a person may hold.
- A. Time pressure
  - B. Daily hassles
  - C. Role overload
  - D. Role ambiguity
  - E. Role conflict**
45. \_\_\_\_\_ is a work hindrance stressor that occurs when the number of demanding roles a person holds is so high that the person simply cannot perform some or all of the roles very effectively.
- A. Time pressure
  - B. Daily hassle
  - C. Role overload**
  - D. Role ambiguity
  - E. Role conflict
46. Tim is working as the marketing head at Blue Chip Investments. His work requires him to travel extensively and meet clients in various countries. However, his role also requires him to mentor several marketing representatives who work under him and keep track of their progress. Since Tim stays away from his office most of the time, he finds it difficult to manage both types of work responsibilities. Tim faces which of the following challenges?
- A. Role complexities
  - B. Role conflict**
  - C. Role penetration
  - D. Role ambiguity
  - E. Role enrichment

47. Elis and Phoebe work at United Insurance, a medium-sized insurance company with 240 branches in 8 states. Elis works as a teller and Phoebe works as one of five regional supervisors, who are each expected to supervise a team tellers. Elis recently received instructions from her supervisor that all tellers will be evaluated on the number of people they assists at their window per day. Serving more customers means higher performance effectiveness. However, Elis is also expected to follow the bank's number one goal of customer satisfaction. Phoebe on the other hand is facing a difficult situation. Two of the regional supervisors left the bank for other opportunities resulting in significant increase in the work responsibility and time pressure for Phoebe and the remaining two supervisors. The bank hired Jason as a trainee for the supervisor position. Two days into his new job, he was asked to take up all the responsibilities of a regional supervisor. Jason was given very few instructions or guidelines about how things are supposed to be done. He was expected to learn on the job.

Elis is facing which of these stressors?

- A. Work enlargement
- B. Work hindrance**
- C. Work enrichment
- D. Work challenge
- E. Work complexity

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Elis, unable to meet both types of expectations associated with her role, is facing\_\_\_\_\_.

- A. role complexity
- B. role conflict**
- C. role ambiguity
- D. work responsibility
- E. work enrichment

49. Elis and Phoebe work at United Insurance, a medium-sized insurance company with 240 branches in 8 states. Elis works as a teller and Phoebe works as one of five regional supervisors, who are each expected to supervise a team tellers. Elis recently received instructions from her supervisor that all tellers will be evaluated on the number of people they assists at their window per day. Serving more customers means higher performance effectiveness. However, Elis is also expected to follow the bank's number one goal of customer satisfaction. Phoebe on the other hand is facing a difficult situation. Two of the regional supervisors left the bank for other opportunities resulting in significant increase in the work responsibility and time pressure for Phoebe and the remaining two supervisors. The bank hired Jason as a trainee for the supervisor position. Two days into his new job, he was asked to take up all the responsibilities of a regional supervisor. Jason was given very few instructions or guidelines about how things are supposed to be done. He was expected to learn on the job.

Jason is facing\_\_\_\_\_.

- A. work complexity
- B. role conflict
- C. role ambiguity**
- D. negative life events
- E. daily hassles

50. Elis and Phoebe work at United Insurance, a medium-sized insurance company with 240 branches in 8 states. Elis works as a teller and Phoebe works as one of five regional supervisors, who are each expected to supervise a team tellers. Elis recently received instructions from her supervisor that all tellers will be evaluated on the number of people they assists at their window per day. Serving more customers means higher performance effectiveness. However, Elis is also expected to follow the bank's number one goal of customer satisfaction. Phoebe on the other hand is facing a difficult situation. Two of the regional supervisors left the bank for other opportunities resulting in significant increase in the work responsibility and time pressure for Phoebe and the remaining two supervisors. The bank hired Jason as a trainee for the supervisor position. Two days into his new job, he was asked to take up all the responsibilities of a regional supervisor. Jason was given very few instructions or guidelines about how things are supposed to be done. He was expected to learn on the job.

Phoebe's stress is related to a\_\_\_\_\_.

- A. cognitive distortion
  - B. self-serving bias
  - C. nonwork hindrance
  - D. work challenge**
  - E. performance hindrance
51. Which of these is NOT a work hindrance stressor?
- A. Time pressure**
  - B. Daily hassles
  - C. Role overload
  - D. Role ambiguity
  - E. Role conflict
52. \_\_\_\_\_refers to the lack of information regarding what needs to be done in a role, as well as unpredictability regarding the consequences of performance in that role.
- A. Time pressure
  - B. Daily hassles
  - C. Role overload
  - D. Role ambiguity**
  - E. Role conflict
53. Which of the following reflects the relatively minor routine demands that get in the way of accomplishing the things that we really want to accomplish?
- A. Family time demands
  - B. Daily hassles**
  - C. Personal development
  - D. Positive life events
  - E. Negative life events
54. Which of the following is a work challenge stressor?
- A. Time pressure**
  - B. Positive life events
  - C. Role overload
  - D. Negative life events
  - E. Role ambiguity
55. Which of the following refers to the degree to which the requirements of the work, in terms of knowledge, skills, and abilities, tax or exceed the capabilities of the person who is responsible for performing the work?
- A. Work responsibility
  - B. Time pressure
  - C. Work complexity**
  - D. Role conflict
  - E. Negative life events

56. \_\_\_\_\_ refers to the nature of the obligations that a person has toward others.
- A. Negative life events
  - B. Time pressure
  - C. Work complexity
  - D. Role conflict
  - E. Work responsibility
57. Beth is a senior accountant at The American Bank. Her job profile includes preparing monthly financial statements, getting high net worth individuals to invest in the bank, and dealing with people who want loans above \$30,000. Her work involves a lot of paper work as well as traveling to meet clients. The month ends are especially busy when Beth has to check the audit reports as well. Unable to handle the pressure, Beth has requested the management for an assistant. This is an example of:
- A. primary appraisal demands.
  - B. role ambiguity.
  - C. role overload.
  - D. benign job demands.
  - E. secondary job demands.
58. Work-family conflict is a type of \_\_\_\_\_ stressor.
- A. nonwork hindrance
  - B. primary work challenge
  - C. nonwork challenge
  - D. work hindrance
  - E. job enrichment
59. According to research which of the following is considered the most stressful life-event?
- A. Retirement
  - B. Change in residence
  - C. Death of a spouse
  - D. Fired at work
  - E. Child leaving home
60. Which of the following is a nonwork hindrance stressor?
- A. Family time demands
  - B. Positive life events
  - C. Personal development
  - D. Time pressure
  - E. Financial uncertainty
61. Which of these is a nonwork challenge stressor?
- A. Daily hassles
  - B. Positive life events
  - C. Role overload
  - D. Negative life events
  - E. Role conflict
62. Family time demands refers to which type of stressor?
- A. Nonwork challenge stressor
  - B. Nonwork hindrance stressor
  - C. Work challenge stressor
  - D. Work hindrance stressor
  - E. Emotional stressor

63. Activities including participation in formal education programs, music lessons, sports-related training, hobby-related self-education, and volunteer work are examples of:
- A. personal development.
  - B. professional development.
  - C. self actualization.
  - D. management development.
  - E. change management.
64. \_\_\_\_\_ refers to the behaviors and thoughts that people use to manage both the stressful demands that they face and the emotions associated with those stressful demands.
- A. Coping
  - B. Strains
  - C. Type A behavior pattern
  - D. Stressors
  - E. Negative life events
65. Ariel is the assistant editor at the local newspaper - The Morning Mail. With the increased readership, the editorial committee had decided to reduce the deadline for article submissions to eight hours. This move was not welcomed by the junior writers and editors. Ariel though unhappy with the decision faced the problem head on and chose to cope by working faster and harder. This is an example of:
- A. emotion-focused behavior coping.
  - B. problem-focused behavior coping.
  - C. fear-focused cognitive coping.
  - D. anxiety-focused cognitive coping.
  - E. stress-focused behavior coping.
66. Which of these is an example of problem-focused coping?
- A. Maintaining a positive outlook
  - B. Talking to a friend to release pent-up emotions
  - C. Taking time out to listen to some music
  - D. Seeking the assistance of a supervisor
  - E. Dwelling on less annoying aspects of the daily events
67. Kristen attempts to address time pressure by working harder, and seeking assistance to devise a strategy for accomplishing the work more efficiently. In the example, Kristen uses:
- A. emotion-focused coping
  - B. primary coping devices
  - C. nonwork coping mechanisms
  - D. problem-focused coping
  - E. self-destructive mechanisms
68. Self-motivation and changing priorities are examples of:
- A. fear-avoidance behavior coping strategies.
  - B. emotion-focused behavior coping strategies.
  - C. emotion-focused cognitive coping strategies.
  - D. problem-focused cognitive coping strategies.
  - E. primary coping strategies.
69. All of these are examples of emotion-focused coping strategies EXCEPT:
- A. venting anger.
  - B. self-motivation.
  - C. engaging in alternative activities.
  - D. seeking support.
  - E. reappraising.



70. Seeking support and venting anger are examples of which of the following coping strategies?
- A. Emotion-focused behavior coping
  - B. Problem-focused behavior coping
  - C. Stress-focused cognitive coping
  - D. Fear-avoidance cognitive coping
  - E. Problem-focused cognitive coping
71. Eliza and Samantha work at the Snack Time factory. The company is short staffed and the employees are finding it difficult to meet the daily production requirements. Both Eliza and Samantha indicated that they were facing time pressures in their respective departments. Eliza decided to work longer hours to meet the deadline. Whereas, Samantha tries to distance herself from her problems at work by thinking about the positive things in her life.
- Which of these coping strategies is utilized by Eliza?
- A. Emotion-focused behavior coping.
  - B. Problem-focused behavior coping.
  - C. Emotion-focused cognitive coping.
  - D. Problem-focused cognitive coping.
  - E. Primary Cognitive coping.
72. Eliza and Samantha work at the Snack Time factory. The company is short staffed and the employees are finding it difficult to meet the daily production requirements. Both Eliza and Samantha indicated that they were facing time pressures in their respective departments. Eliza decided to work longer hours to meet the deadline. Whereas, Samantha tries to distance herself from her problems at work by thinking about the positive things in her life.
- Which of these coping strategies is utilized by Samantha?
- A. Social support
  - B. Problem-focused behavior coping
  - C. Emotion-focused cognitive coping
  - D. Instrumental support
  - E. Behavior coping
73. Looking for the positive in the negative; and avoiding, distancing, and ignoring are examples of:
- A. problem-focused cognitive coping strategies.
  - B. problem-focused behavior coping strategies.
  - C. emotion-focused cognitive coping strategies.
  - D. primary cognitive coping strategies.
  - E. primary behavior coping strategies.
74. Martha owns an event management firm. During the holiday season, especially during Christmas, she finds herself overloaded with work which often makes her feel irritable and anxious. To calm herself, she often takes time out to go swimming. In this example, the coping strategy that Martha uses can be classified as:
- A. primary appraisals
  - B. cognitive coping
  - C. emotion-focused coping
  - D. Type A coping behavior
  - E. Type B coping behavior
75. The emotional, mental, and physical exhaustion that results from having to cope with stressful demands on an ongoing basis is called:
- A. burnout.
  - B. type A behavior pattern.
  - C. type B behavior pattern.
  - D. stressor.
  - E. benign job demands.

76. Due to time pressure and heavy workload, Dan has developed high blood pressure and started to show forgetfulness at work and home. These are examples of:
- A. physiological and behavioral strains.
  - B. psychological and behavioral strains.
  - C. physiological and psychological strains.**
  - D. internal and external strains.
  - E. psychological and cognitive strains.
77. Depression, anxiety, and anger reflect \_\_\_\_\_.
- A. physiological strain
  - B. psychological strain**
  - C. behavioral strain
  - D. nonwork strain
  - E. cognitive strain
78. George is a stock broker in a leading brokerage firm. Recently he has been assigned several additional tasks. He begins to consume alcohol to cope with the increasing workload. George also becomes demanding and overly critical of his coworkers and his family. In this example, George is exhibiting \_\_\_\_\_.
- A. physiological strain
  - B. psychological strain
  - C. behavioral strain**
  - D. nonwork strain
  - E. cognitive strain
79. Which of the following is NOT true about Type A behavior pattern.
- A. It has a direct influence on the level of stressors that a person confronts.
  - B. It refers to people who tend to be hard-driving and have a strong desire to achieve.
  - C. It has been directly linked to the coronary heart disease.
  - D. It promotes physiological but not psychological and behavioral strains.**
  - E. It refers to behavior patterns such as sense of time urgency.
80. There are two major types of social support:
- A. physiological and behavioral.
  - B. instrumental and emotional.**
  - C. physiological and psychological.
  - D. internal and external.
  - E. behavioral and cognitive.
81. Which of these refers to the help people receive that addresses the stressful demand directly?
- A. Instrumental support**
  - B. Physiological support
  - C. Emotional support
  - D. Psychological support
  - E. Internal support
82. A supervisor appears understanding and empathizes with his subordinates when they experience work related stress. In the example, the supervisor provides:
- A. instrumental support.
  - B. emotional support.**
  - C. tangible support.
  - D. physiological support.
  - E. cognitive support.

83. Danny is an associate with the Valley Chartered Accounts, NY. Among various other work commitments, Danny has to file the tax returns of Emerald Builders, an important client. It is a job with heavy workload and a short turnaround deadline. Sam, Danny's colleague observed this stressful situation and volunteered to assist Danny in meeting a deadline. The support received by Danny can be best described as\_\_\_\_\_.
- A. marginal support
  - B. physiological support
  - C. emotional support
  - D. adaptive support
  - E. instrumental support**
84. Which of the following statements is true regarding social support?
- A. Social support refers to the support that occurs outside the stress-causing environment.
  - B. Social support refers to the level of financial security that an individual receives from Government managed social work programs.
  - C. Social support is classified into two types: emotional support and cognitive support.
  - D. Most research on social support focuses on the ways that social support buffers the relationship between stressors and strains.**
  - E. Social support cannot directly influence the stress process.
85. Hindrance stressors have a\_\_\_\_\_effect on job performance.
- A. high negative
  - B. strong negative
  - C. strong positive
  - D. weak negative**
  - E. moderately positive
86. Hindrance stressors have a\_\_\_\_\_relationship with organizational commitment.
- A. weak positive
  - B. strong negative**
  - C. strong positive
  - D. moderately negative
  - E. moderately positive
87. Which of the following statements is true about the effects of stressors?
- A. Hindrance stressors have a strong negative effect on job performance.
  - B. Hindrance stressors have a moderate negative effect on organizational commitment.
  - C. Challenge stressors have a strong negative relationship with job performance.
  - D. Employees who experience higher levels of challenge stressors also tend to have lower levels of job performance.
  - E. Challenge stressors have a moderate positive relationship with organizational commitment.**
88. People who experience higher levels of challenge stressors tend to have higher levels of:
- A. job performance.**
  - B. burnout.
  - C. withdrawal behavior.
  - D. job dissatisfaction.
  - E. conformist behavior.
89. Two people sharing the responsibilities of a single job, as if the two people were a single performing unit is known as:
- A. job sharing.**
  - B. telecommuting.
  - C. compressed working hours.
  - D. contracting.
  - E. term-time working.

90. Organizations can provide \_\_\_\_\_, aimed at increasing job-related competencies and Skills, that help employees to cope with stressful demands.
- A. primary appraisal
  - B. role overloads
  - C. training interventions**
  - D. supportive practices
  - E. role ambiguity
91. All of these are examples of supportive practices used by organizations that help employees manage and balance the demands that exist for them in their jobs EXCEPT:
- A. compressed workweek.
  - B. full-time telecommuting.
  - C. on-site child care.
  - D. primary appraisal.**
  - E. flextime.
92. As an alternative to managing stressors, many organizations teach employees to use \_\_\_\_\_ to counteract the effects of stressors by engaging in activities that slow the heart rate, breathing rate, and blood pressure.
- A. heuristics
  - B. relaxation techniques**
  - C. emotional suppression
  - D. primary performance appraisal
  - E. transactional analysis
93. Which of these techniques attempt to help people appraise and cope with stressors in a more rational manner?
- A. Self-hypnosis techniques
  - B. Relaxation techniques
  - C. Catharsis
  - D. Cognitive-behavioral techniques**
  - E. Free association
94. Define the terms Stress, Stressor, and Strains.

Stress is defined as a psychological response to demands that possess certain stakes for the person and that tax or exceed the person's capacity or resources. The demands that cause people to experience stress are called stressors. The negative consequences that occur when demands tax or exceed a person's capacity or resources are called strains. This definition of stress illustrates that it depends on both the nature of the demand and the person who confronts it. People differ in terms of how they perceive and evaluate stressors and the way they cope with them. As a result, different people may experience different levels of stress even when confronted with the exact same situation

95. Write a note on the transactional theory of stress.

This theory explains how stressors are perceived and appraised, as well as how people respond to those perceptions and appraisals. When people first encounter stressors, the process of primary appraisal is triggered. Primary appraisal occurs as people evaluate the significance and the meaning of the stressor they're confronting. Here, people first consider whether a demand causes them to feel stressed, and if it does, they consider the implications of the stressor in terms of their personal goals and overall well-being. Job demands that tend not to be appraised as stressful are called benign job demands.

96. Explain the difference between hindrance stressors and challenge stressors. What are the four types of stressors? Provide an example of a stressor for each type.

Hindrance stressors are stressful demands that are perceived as hindering progress toward personal accomplishments or goal attainment. These stressors tend to trigger negative emotions. Challenge stressors are stressful demands that are perceived as opportunities for learning, growth, and achievement. Challenge stressors can be exhausting; they often trigger positive emotions such as pride and enthusiasm. The four types of stressors are work hindrance stressors, work challenge stressors, nonwork hindrance stressors, and nonwork challenge stressors. Several examples are provided under each of the four types. Role conflict, role ambiguity, role overload, and daily hassles are examples of work hindrance stressors. Time pressure, work complexity, and work responsibility are examples of work challenge stressors. Nonwork hindrance stressors include work-family conflict and negative life events. Nonwork challenge stressors are family time demands, personal development, and positive life events.

97. Christopher works as a financial analyst in an investment firm. Because several of his colleagues resigned from the firm, he had to take over extra responsibilities. His manager notices that Christopher has started smoking heavily and often gets irritable with his co-workers. What kind of strain is Christopher experiencing? If you were his manager, what kind of coping mechanism would you prefer that he uses to cope with the stress?

Christopher is experiencing behavioral strains. Behavioral strains are unhealthy behaviors such as grinding one's teeth at night, being overly critical and bossy, excessive smoking, compulsive gum chewing, overuse of alcohol, and compulsive eating. The coping strategy that Christopher uses will ultimately have important implications for how effectively he can meet or adapt to the different stressors that they face. A manager would most likely want subordinates to cope with the stress of heavy workload by using a problem-focused strategy—working harder—rather than an emotion-focused strategy—leaving work several hours early to create distance from the stressor. Students' answers to the last part of the question will vary.

Tina, being a Type A individual, is more likely to appraise demands as being stressful rather than being benign. Her hard-driving competitiveness could make her hypersensitive to demands that could potentially affect her progress toward goal attainment. Tina may be more prone to interpersonal conflict. Student's answers will vary for last response. The Type A Behavior Pattern has been directly linked to coronary heart disease and other physiological, psychological, and behavioral strains

98. Tina is a highly ambitious graphic designer. She has a constant sense of urgency, and tends to be impatient with persons who do not live up to her sense of perfection. Her general activity level is very high, and she sets high standards for herself work-wise. She puts in much more effort into my work than other people do? What type of behavior pattern does she have? How would this influence her work? Are there any risks associated with her behavior pattern?

Tina exhibits Type A Behavior Pattern. Such people have a strong sense of time urgency and tend to be impatient, hard-driving, competitive, controlling, aggressive, and even hostile. They also have a strong desire to achieve.

99. Do people cope with stressors differently? Explain the four broad categories of coping.

Yes, people deal with stressors in various ways. Coping involves different activities which can be grouped into four broad categories based on two dimensions. The first dimension refers to the method of coping and the second dimension refers to the focus of coping. Behavioral coping involves the set of physical activities that are used to deal with a stressful situation. Cognitive coping refers to the thoughts that are involved in trying to deal with a stressful situation. Problem-focused coping refers to behaviors and cognitions intended to manage the stressful situation itself. Emotion-focused coping refers to the various ways in which people manage their own emotional reactions to stressful demands.

100. Fin Smart, a finance firm plans to hire an industrial counselor to help employees cope with stress. The firm also holds relaxation trainings, and plans to build a recreation room where employees can relax. The finance manager of the firm feels that these are unnecessary costs. How would you counter his argument? Select an organization, and identify the stress management approach it uses.

Employee stress results in strains that cost organizations in terms of reduced employee performance and commitment. Health-related costs are driven to a great extent by employee stress. Estimates are that between 60 percent and 90 percent of all doctor visits can be attributed to stress-related causes, 89 and the cost of providing health care to people who experience high levels of stress appears to be approximately 50 percent higher than for those who experience lower levels of stress. The relationship between stress and health care costs means that there could be huge dividends for FinSmart if it manages employees' stress more effectively. Student's answers to the last part of the question will vary

101. What is a stress audit? Explain how to reduce stressors and strains.

A stress audit is an assessment of the level and sources of stress in the workplace. This is the first step in managing stress. If a stress audit reveals that stress may be a problem, then alternative courses of action must be taken into consideration. Managing or reducing stressors is one general course of action. One way to reduce stressors is the organization could try to eliminate or significantly reduce stressful demands. Job sharing is an example of this approach. This is to reduce role overload and foster work-life balance. As an alternative to managing stressors, many organizations use practices that reduce strains. One type of strain-reducing practice involves relaxation techniques, such as progressive muscle relaxation, meditation and miscellaneous calming activities. Another practice involves cognitive-behavioral techniques. These techniques tend to help people appraise and cope with stressors in a more rational manner. A third practice involves health and wellness programs. These are comprehensive efforts that include health screening and health-related courses and information.

102. The organization must help its employees cope with stress. List the various resources an organization can provide to help employees cope with stressors.

One way that organizations provide resources to employees is through training interventions aimed at increasing job-related competencies and skills. Employees who possess more competencies and skills can handle more demands before they begin to appraise these demands as overly taxing or exceeding their capacity. Training that increases employee competencies and skills is also beneficial to the extent that it promotes a sense that the demands are more controllable, and as we discussed in a previous section, a sense of control promotes problem-focused coping strategies. A second way that organizations provide resources to employees so that they can cope more effectively is through supportive practices that help employees manage and balance the demands that exist in the different roles they have. For example, organizations use flextime to give employees some degree of latitude in terms of which hours they need to be present at the workplace. Flexible working hours give employees the ability to cope with demands away from work, so they don't have to worry about these demands while they're at work. Some organizations allow telecommuting on a part-time basis. Strain-reducing practices involve health and wellness programs. The nature of these programs and resources varies a great deal from organization to organization, but in general, they're comprehensive efforts that include health screening (blood pressure, cholesterol levels, pulmonary functioning) and health-related courses and information. Other examples of health and wellness programs intended to reduce strain include smoking cessation programs, on-site fitness centers or fitness center memberships, and weight loss and nutrition programs. Cognitive-behavioral techniques that attempt to help people appraise and cope with stressors in a more rational manner. To understand what these techniques involve, think of someone you know who not only exaggerates the level and importance of stressful demands but also predicts doom and disaster after quickly concluding that the demands simply cannot be met. Some organizations use relaxation techniques, such as progressive muscle relaxation, meditation, and miscellaneous calming activities like taking walks, writing in a journal, and deep breathing. Although these relaxation techniques differ, the basic idea is the same—they teach people how to counteract the effects of stressors by engaging in activities that slow the heart rate, breathing rate, and blood pressure

103. Describe the practices that organizations use to reduce employee strains.

As an alternative to managing stressors, many organizations use practices that reduce strains



# Motivation

## Ch6

1. **Motivation** determines what employees do at a given moment—the direction in which their effort is channeled.  
True False
2. **Motivation** is not one thing but rather a set of distinct forces.  
True False
3. **Expectancy** represents the belief that low performance is the outcome of high efforts.  
True False
4. The belief that a person has the capabilities needed to execute the behaviors required for task success is known as **self-actualization**.  
True False
5. **Instrumentality** represents the belief that stressful performance will result in some outcome(s).  
True False
6. **Valences** can be positive, negative, or zero.  
True False
7. **Valence** can be defined as cognitive groupings or clusters of outcomes that are viewed as having critical psychological or physiological consequences.  
True False
8. **Motivation** that is controlled by some contingency that depends on task performance is **intrinsic** motivation.  
True False
9. **Pay, bonuses, and promotions** are some of the **positive valenced** outcomes considered in studies of motivation.  
True False
10. A **difficult goal** is one that stretches an employee to perform at his/her maximum level while still staying within the boundaries of his/her ability.  
True False
11. As **goals** move from **moderate to difficult**, the intensity and persistence of effort minimize.  
True False
12. In the absence of a **goal**, it is difficult to rely on trial and error to figure out how best to do a task.  
True False
13. When **goal commitment is high**, assigning specific and difficult goals will have significant benefits for task performance.  
True False
14. **Task strategy** reflects how complicated the information and actions involved in a task are, as well as how much the task changes.  
True False

15. The **extrinsic theory** acknowledges that motivation does not just depend on your own beliefs and circumstances but also on what happens to other people.  
True  False
16. When your ratio of outcomes to inputs is greater than your comparison other's ratio, **equity distress** gets experienced, and the tension likely creates negative emotions such as anger or envy.  
True  False
17. **Equity theory** argues that you compare your ratio of outcomes and inputs to the ratio of some 'comparison other'.  
True  False
18. **Cognitive distortion** allows you to restore balance mentally by altering your behavior in certain ways.  
True  False
19. **Meaningfulness** reflects energy rooted in the belief that work tasks contribute to some larger purpose.  
True  False
20. **Self-determination** captures the value of a work goal or purpose, relative to a person's own ideals and passions.  
True  False
21. A sense of **self-determination** is a strong driver of extrinsic motivation.  
True  False
22. **Competence** brings with it a sense of pride and mastery that is itself intrinsically motivating.  
True  False
23. Employees with high levels of **competence** can choose what tasks to work on, how to structure those tasks, and how long to pursue those tasks.  
True  False
24. The motivating force with the strongest performance effect is **perceptions of equity**.  
True  False
25. People who experience higher levels of **equity** tend to feel higher levels of affective commitment and higher levels of normative commitment.  
True  False
26. Employees who feel a sense of **equity** on the job are more likely to engage in citizenship behaviors, particularly when those behaviors aid the organization.  
True  False
27. **Merit pay** and **profit sharing** offer little in the way of difficult and specific goals.  
True  False
28. **Merit pay** represents the most common element of organizational compensation plans.  
True  False
29. **Lump-sum bonus** is a bonus received for meeting unit goals for criteria controllable by employees.  
True  False
30. **Profit sharing** tends to have a stronger motivational effect on employee effort than individual incentives.  
True  False



31. The set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence is known as:
- A. organizational commitment.
  - B. job satisfaction.
  - C. job performance.
  - D. motivation.
  - E. leadership.
32. Motivation is a critical consideration because effective job performance is largely a function of:
- A. motivation and emotions.
  - B. emotions and ability.
  - C. ability and expectations.
  - D. motivation and ability.
  - E. expectations and emotions.
33. Which theory focuses most specifically on describing the cognitive process that employees go through to make choices among different voluntary responses?
- A. Equity theory
  - B. Extrinsic theory
  - C. Expectancy theory
  - D. Goal-setting theory
  - E. Psychological empowerment theory
34. \_\_\_\_\_ theory argues that employee behavior is directed toward pleasure and away from pain or, more generally, toward certain outcomes and away from others.
- A. Psychological empowerment
  - B. Expectancy
  - C. Goal setting
  - D. Extrinsic
  - E. Equity
35. The belief that exerting a high level of effort will result in the successful performance of some task is known as:
- A. instrumentality.
  - B. valence.
  - C. equity.
  - D. expectancy.
  - E. psychological empowerment.
36. Expectancy is a subjective probability ranging from:
- A. 0 to 1.
  - B. 1 to 5.
  - C. 10 to 20.
  - D. -1 to +1.
  - E. .5 to 1.5.
37. The belief that a person has the capabilities needed to execute the behaviors required for task success is known as:
- A. instrumentality.
  - B. valence.
  - C. equity.
  - D. complexity.
  - E. self-efficacy.
38. When employees consider efficacy levels for a given task, they first consider their:
- A. past accomplishments.
  - B. vicarious experiences.
  - C. current projects.
  - D. extrinsic motivators.
  - E. instrumentality.

39. Employees consider \_\_\_\_\_ for a given task by taking into account their observations and discussions with others who have performed similar tasks.
- A. emotional cues
  - B. instrumentality
  - C. past accomplishments
  - D. verbal persuasion
  - E. vicarious experiences
40. Efficacy is dictated by \_\_\_\_\_, where feelings of fear or anxiety can create doubts about task accomplishment, while pride and enthusiasm can bolster confidence levels.
- A. emotional cues
  - B. instrumentality
  - C. past accomplishments
  - D. verbal persuasion
  - E. vicarious experiences
41. The belief that successful performance will result in some outcome(s) is known as:
- A. instrumentality.
  - B. valence.
  - C. complexity.
  - D. expectancy.
  - E. self-efficacy.
42. Technically, \_\_\_\_\_ is a set of subjective probabilities, each ranging from 0 to 1, that successful performance will bring a set of outcomes.
- A. valence
  - B. instrumentality
  - C. expectancy
  - D. self-efficacy
  - E. complexity
43. The Cotton Yard is a family run knitting company. They specialize in custom-made woolen sweaters, pullovers, scarves and gloves. The workers are family members who have learnt the art of knitting through observation. What kind of learning has The Cotton Yard adopted?
- A. Past accomplishments
  - B. Vicarious experiences
  - C. Lecture sessions
  - D. Emotional cues
  - E. Instrumentality
44. Nathan is defending his first place at the annual debate competition. Just minutes before his turn, Nathan gets cold feet and cannot remember his arguments. His teacher speaks to him which helps reinforce the lost confidence. Nathan delivered his best and defended his title. Which of the following considerations dictated Nathan's self-efficacy?
- A. Past accomplishments
  - B. Vicarious experiences
  - C. Verbal persuasion
  - D. Equity distress
  - E. Instrumentality

45. Emily and Steffi work at Education Yours, a non-profit educational institution. Last month, Steffi, newly hired on a temporary teaching assignment, was asked by her supervisor to prepare material for teaching their courses online. Online teaching being her first time, Steffi is considering her efficacy. Steffi has been talking to several individuals including Emily who have been teaching online for several years. Emily takes pride in her teaching and always approaches her teaching with total enthusiasm. Giving her tips for effective online teaching and other do's and don'ts, Emily believes that exerting high level of effort will result in the successful performance in her online teaching.

Which of the following best describes Emily's belief about exerting high level of effort?

- A. Valence
  - B. Equity
  - C. Expectancy
  - D. Instrumentality
  - E. Emotional cues
46. Emily and Steffi work at Education Yours, a non-profit educational institution. Last month, Steffi, newly hired on a temporary teaching assignment, was asked by her supervisor to prepare material for teaching their courses online. Online teaching being her first time, Steffi is considering her efficacy. Steffi has been talking to several individuals including Emily who have been teaching online for several years. Emily takes pride in her teaching and always approaches her teaching with total enthusiasm. Giving her tips for effective online teaching and other do's and don'ts, Emily believes that exerting high level of effort will result in the successful performance in her online teaching.

Emily's self-efficacy source appears to be:

- A. past accomplishments.
  - B. vicarious experiences.
  - C. verbal persuasion.
  - D. emotional cues.
  - E. instrumentality.
47. The efficacy of an individual can be dictated by all of these except:
- A. past accomplishments.
  - B. vicarious experiences.
  - C. verbal persuasion.
  - D. the valence of rewards.
  - E. emotional cues.
48. The anticipated value of the outcomes associated with performance is known as:
- A. instrumentality.
  - B. valence.
  - C. equity.
  - D. expectancy.
  - E. self-efficacy.
49. The cognitive groupings or clusters of outcomes that are viewed as having critical psychological or physiological consequences are known as:
- A. instrumentality.
  - B. valence.
  - C. equity.
  - D. expectancy.
  - E. needs.
50. The dimensions of psychological empowerment include all of these except:
- A. meaningfulness.
  - B. self-determination.
  - C. competence.
  - D. impact.
  - E. needs.

51. Food, shelter, safety, and protection that is required for human existence is a \_\_\_\_\_ need.
- A. physiological
  - B. relatedness
  - C. control
  - D. self-regard
  - E. self-actualization
52. The \_\_\_\_\_ need to be able to predict and control one's future is a(n) \_\_\_\_\_ need.
- A. relatedness
  - B. autonomy
  - C. esteem
  - D. self-actualization
  - E. self-regard
53. To hold a high evaluation of oneself and to feel effective and respected by others is a(n) \_\_\_\_\_ need.
- A. control
  - B. self-actualization
  - C. self-regard
  - D. autonomy
  - E. relatedness
54. The need to perform tasks that one cares about and that appeal to one's ideals and sense of purpose is a(n) \_\_\_\_\_ need.
- A. relatedness
  - B. self-actualization
  - C. control
  - D. responsibility
  - E. self-regard
55. Motivation that is controlled by some contingency that depends on task performance is known as \_\_\_\_\_ motivation.
- A. control
  - B. extrinsic
  - C. intrinsic
  - D. expectant
  - E. efficacious
56. Motivation that is felt when task performance serves as its own reward is known as \_\_\_\_\_ motivation.
- A. instrumental
  - B. extrinsic
  - C. intrinsic
  - D. expectant
  - E. efficacious
57. \_\_\_\_\_ are defined as the objective or aim of an action and typically refer to attaining a specific standard of proficiency, often within a specified time limit.
- A. Values
  - B. Goals
  - C. Internal comparisons
  - D. Strategies
  - E. External comparisons

58. Which of these refer to the learning plans and problem-solving approaches used to achieve successful performance?
- A. Expectancy
  - B. Emotional cues
  - C. Vicarious experiences
  - D. Goal setting
  - E. Task strategies
59. \_\_\_\_\_ consists of updates on employee progress toward goal attainment.
- A. Task complexity
  - B. Goal commitment
  - C. Feedback
  - D. Self-efficacy
  - E. Instrumentality
60. \_\_\_\_\_ reflects how complicated the information and actions involved in a task are, as well as how much the task changes.
- A. Task complexity
  - B. Self-efficacy
  - C. Goal commitment
  - D. Feedback
  - E. Instrumentality
61. \_\_\_\_\_ is defined as the degree to which a person accepts a goal and is determined to try to reach it.
- A. Feedback
  - B. Self-efficacy
  - C. Instrumentality
  - D. Task complexity
  - E. Goal commitment
62. After the annual appraisal, Ted was disappointed with his 10% increase in pay compared to the 40% increase his colleagues got. When Ted spoke to his manager, he was told his colleagues were able to perform well over the minimum standard. But Ted is not aware of the minimum standard or the numbers he has to compete with. What would help Ted improve his performance?
- A. Goal commitment
  - B. Task complexity
  - C. Feedback
  - D. Valence
  - E. Expectancy
63. "S" in the S.M.A.R.T. goals stands for:
- A. systematic.
  - B. specific.
  - C. self-set.
  - D. scientific.
  - E. serious.
64. "M" in the S.M.A.R.T. goals stands for:
- A. measurable.
  - B. monetary.
  - C. methodical.
  - D. model.
  - E. major.

65. "A" in the S.M.A.R.T. goals stands for:
- A. affordable.
  - B. ability.
  - C. achievable.
  - D. aspire.
  - E. assess.
66. "R" in the S.M.A.R.T. goals stands for:
- A. robust.
  - B. resolved.
  - C. requirements.
  - D. results-based.
  - E. realist.
67. "T" in the S.M.A.R.T. goals stands for:
- A. time-sensitive.
  - B. task-driven.
  - C. tenacious.
  - D. tempered.
  - E. team-oriented.
68. \_\_\_\_\_ theory acknowledges that motivation doesn't just depend on your own beliefs and circumstances, but also what happens to other people.
- A. Equity
  - B. Extrinsic
  - C. Expectancy
  - D. Goal setting
  - E. Psychological empowerment
69. Which theory suggests that employees create a "mental ledger" of the outcomes they get from their job duties?
- A. Expectancy theory
  - B. Goal-setting theory
  - C. Equity theory
  - D. Psychological empowerment theory
  - E. Extrinsic theory
70. The person who seems to provide an intuitive frame of reference for judging equity is known as:
- A. equity resolver.
  - B. comparison other.
  - C. cognitive distortion creator.
  - D. goals monitor.
  - E. outcome evaluator.
71. In equity theory, the internal tension that is caused by an imbalance to the ratios is known as:
- A. cognitive distortion.
  - B. expectancy.
  - C. equity distress.
  - D. goal commitment.
  - E. comparison other.

72. Noticing his reduced efficiency at work, Dan enrolled himself for the training sessions offered and saw that there was a significant change in his productivity. Dan's manager was pleased with the efforts he had taken to improve his work and rewarded him with a 25% increase in his daily allowances. This helped restore the balance of comparison ratios. Dan was experiencing:
- A. positive equity distress.
  - B. self-efficacy.
  - C. cognitive distortion.
  - D. expectancy.
  - E. goal commitment.
73. In equity theory, rethinking your inputs to restore mental balance without altering your behavior in any way is known as:
- A. equity distress.
  - B. instrumentality.
  - C. cognitive distortion.
  - D. internal comparisons.
  - E. external comparisons.
74. A(n) \_\_\_\_\_ involves a 'comparison other' in the same company.
- A. equity distress
  - B. emotional cue
  - C. cognitive distortion
  - D. internal comparison
  - E. external comparison
75. When someone from another company is referred to as the 'comparison other', one is involved in a(n):
- A. equity distress.
  - B. emotional cue.
  - C. cognitive distortion.
  - D. internal comparison.
  - E. external comparison.
76. Allan and Danny have been working for Yummy Treats for about five years, at the same level of management and doing similar kind of work. Allan has been focusing on setting specific and difficult goals and believes that exerting a high level of effort will result in the successful performance in his job and that is what he should focus on. Danny on the other hand compares himself to other managers, such as Jim who works for the competitor in a similar work position. He feels disheartened when he finds out that he is significantly underrewarded at Yummy Treats.
- Allan's focus on concepts such as difficulty and specificity which are key aspects of:
- A. Equity theory
  - B. Extrinsic motivation
  - C. Goal setting
  - D. Expectancy
  - E. Psychological empowerment

77. Allan and Danny have been working for Yummy Treats for about five years, at the same level of management and doing similar kind of work. Allan has been focusing on setting specific and difficult goals and believes that exerting a high level of effort will result in the successful performance in his job and that is what he should focus on. Danny on the other hand compares himself to other managers, such as Jim who works for the competitor in a similar work position. He feels disheartened when he finds out that he is significantly underrewarded at Yummy Treats.

From Danny's view in the above situation, Allan is a(n):

- A. empowerment evaluator.
- B. internal comparison.
- C. valence generator.
- D. cognitive distorter.
- E. external comparison.

78. Allan and Danny have been working for Yummy Treats for about five years, at the same level of management and doing similar kind of work. Allan has been focusing on setting specific and difficult goals and believes that exerting a high level of effort will result in the successful performance in his job and that is what he should focus on. Danny on the other hand compares himself to other managers, such as Jim who works for the competitor in a similar work position. He feels disheartened when he finds out that he is significantly underrewarded at Yummy Treats.

From Danny's view in the above situation, Jim is a(n):

- A. empowerment evaluator.
- B. valence generator.
- C. cognitive distorter.
- D. external comparison.
- E. internal comparison.

79. Comparison with others in the same organization doing substantially different jobs is:

- A. job equity.
- B. occupational equity.
- C. company equity.
- D. age equity.
- E. educational equity.

80. An energy rooted in the belief that work tasks contribute to some larger purpose is known as:

- A. self-efficacy.
- B. goal commitment.
- C. goal setting.
- D. vicarious experience.
- E. psychological empowerment.

81. \_\_\_\_\_ captures the value of a work goal or purpose, relative to a person's own ideals and passions.

- A. Meaningfulness
- B. Self-determination
- C. Competence
- D. Impact
- E. Integrity

82. Karen is a senior manager at The American Bank. A good part of her workday is spent in meetings with clients, subordinates at the bank, prospective customers, and the auditors. Though Karen has such a busy schedule, she manages to find time for her equally important meetings with the PETA foundation.

Karen's commitment can be classified under which of the following concepts of psychological empowerment?

- A. meaningfulness.
- B. self-determination.
- C. competence.
- D. expectancy.
- E. impact.



83. GroundWork is a venture capital firm that helps in financing small businesses. The new hires of the firm are given a project worth \$50,000 to work on with minimum interference from the senior associates. The project had immense scope of innovation and creation. What was the management attempting to instill in the new hires?
- A. Meaningfulness
  - B. Self-determination
  - C. Surface-level diversity
  - D. Expectancy
  - E. Outcome interdependence
84. Which of the following reflects the sense that a person's actions "make a difference," indicating that progress is being made toward fulfilling some important purpose?
- A. Impact
  - B. Meaningfulness
  - C. Self-determination
  - D. Competence
  - E. Integrity
85. Larry is a commercial financial analyst but wants to become a commercial lender, so he engages in self-directed learning, seeks out feedback from his managers, and manages his own workload. Larry is attempting to build his own\_\_\_\_\_.
- A. meaningfulness
  - B. valence
  - C. competence
  - D. impact
  - E. instrumentality
86. The efforts of Coach Anderson have made the Silver Hawks the best football team in Brooklyn. The management hopes that with continued efforts from both the team and the Coach, Silver Hawks would become the best team along the East Coast. Which psychological empowerment concept would best suit Coach Anderson's efforts?
- A. Meaningfulness
  - B. Self-determination
  - C. Competence
  - D. Impact
  - E. Self-dignity
87. Which of the following is the motivating force with the strongest performance effect?
- A. Difficult goals
  - B. High levels of valence and instrumentality
  - C. Perceptions of equity
  - D. High levels of expectancy
  - E. Self-efficacy/competence
88. Motivation has a \_\_\_\_\_ effect on job performance.
- A. strong positive
  - B. moderate positive
  - C. weak positive
  - D. moderate negative
  - E. strong negative
89. Equity has \_\_\_\_\_ effect on citizenship behavior and a \_\_\_\_\_ effect on counterproductive behavior.
- A. a strong positive; strong negative
  - B. a moderate positive; moderate negative
  - C. no; moderate positive
  - D. a moderate negative; strong negative
  - E. a strong negative; moderate positive

90. Which of the following is a unit-focused compensation plan element?
- A. Merit pay
  - B. Lump-sum bonuses
  - C. Gain sharing
  - D. Profit sharing
  - E. Piece-rate

91. Joe was having trouble meeting his deadlines at work. He showed signs of lethargy, absent mindedness, and lack of interest toward his work. Joe found this quote in a book "the more motivated employees are, the more empowered the team is."  
Define and explain motivation and its forces.

91. Motivation is a defined set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence. Motivation is a critical consideration because job performance is largely a function of two factors: motivation and ability. Motivation is not one thing, but rather a set of distinct forces. Some of those forces are internal to the employee, such as a sense of self-confidence, whereas others are external to the employee, such as the goals an employee is given. Motivation also determines a number of facets of an employee's work effort. Motivation determines what employees do at a given moment. Once the direction of effort has been decided, motivation goes on to determine how hard an employee works and for how long.

92. How do employees make the choices that take them in the "right direction"?  
Justify your answer with the help of expectancy theory.

(p. 166) The expectancy theory describes the cognitive process that employees go through to make choices among different voluntary responses. The theory suggests that our choices depend on three specific beliefs that are based in our past learning and experience: expectancy, instrumentality, and valence. Expectancy represents the belief that exerting a high level of effort will result in the successful performance of some task. Instrumentality represents the belief that successful performance will result in some outcomes. It is a set of subjective probabilities, each ranging from 0 (no chance!) to 1 (a mortal lock!) that successful performance will bring a set of outcomes. Valence reflects the anticipated value of the outcomes associated with performance. Salary increases, bonuses, and more informal rewards are typical examples of "positively valenced" outcomes, whereas disciplinary actions, demotions, and terminations are typical examples of "negatively valenced" outcomes.

Motivational force equals zero if performance doesn't result in any outcomes.

Motivation increases as successful performance is linked to more and more attractive outcomes.

$\Sigma$  signifies that instrumentalities and valences are judged with various outcomes in mind.

$E \rightarrow P$  is expectancy;  $P \rightarrow O$  is instrumentality;  $V$  is valence.

Motivational force =  $E \rightarrow P * \Sigma [(P \rightarrow O) * V]$

93. Identify and explain the mathematical formula for expectancy theory.

The mathematical formula for expectancy theory:

Emotional cues: feelings of pride or fear that can create doubt about task accomplishment, whereas pride and enthusiasm can bolster confidence levels.

Verbal persuasion: friends, coworkers, and leaders' persuasion that someone can "get the job done."

Vicarious experiences: observations and discussions with others who have performed such tasks.

Past accomplishments: degree to which they have succeeded or failed in similar sorts of tasks in the past.

94. Martha was assigned to present the bank's financial statement to its shareholders. The management chose Martha because she was good at negotiating and had the skills to tackle any question thrown her way. Though Martha was not confident in the beginning, she managed to pull it off with ease.  
Define self-efficacy and identify and explain its determinants.

Self-efficacy: the belief that a person has the capabilities needed to execute the behaviors required for task success. Self-efficacy determinants are:

95. What is the difference between extrinsic and intrinsic motivation? Give some examples of outcomes associated with each of these. Are you more motivated by extrinsic or intrinsic outcomes?

Extrinsic motivation is motivation that is controlled by some contingency that depends on task performance. Intrinsic motivation is felt when task performance serves as its own reward. Extrinsic and intrinsic motivation together represents an employee's "total motivation" level. Some examples of extrinsic outcomes include pay, bonuses, promotions, benefits and perks, spot awards, praise, job security, etc. Intrinsic outcomes include enjoyment, interestingness, accomplishment, knowledge gain, skill development, and personal expression. Student responses will vary.

- Goal commitment: the degree to which a person accepts a goal and is determined to try to reach it.
- Task complexity: reflects how complicated the information and actions involved in a task are, as well as how much the task changes.
- Feedback: updates on employee progress toward goal attainment.

96. Identify and explain some factors that alter the effects of goal setting on task performance.

Factors that alter the effects of goal setting on task performance are:

Managers at Microsoft found that approximately 25-40 percent of employees were working under goals that were either not specific enough or not measurable enough to offer feedback. To combat these trends, managers are now trained to identify five to seven S.M.A.R.T. goals for each employee and to link rewards directly to goal achievement. In this way, managers and employees come to understand the "how" of achievement, not just the "what."

T = Time-sensitive  
R = Results-based  
A = Achievable  
M = Measurable  
S = Specific

97. Identify and explain the acronym for goals in goal setting theory.

S.M.A.R.T. goals

98. Describe the strategies for fostering goal commitment.

There are five strategies for fostering goal commitment. The first strategy is rewards which ties goal achievement to the receipt of monetary or nonmonetary rewards. Publicity is another strategy and it publicizes the goal to significant others and coworkers to create some social pressure to attain it. Support provides supportive supervision to aid employees if they struggle to attain the goal. Participation is a strategy that collaborates on setting the specific proficiency level and due date for a goal, so that the employee feels a sense of ownership over the goal. A resource strategy is one that provides the resources needed to attain the goal and remove any constraints that could hold back task efforts.

99. Describe equity theory. What are the three general possibilities that can result from the comparison of the ratio of outcomes and inputs to the ratio of some comparison other? Describe a situation and your response to it when you experienced a sense of inequity.

Equity theory acknowledges that motivation doesn't just depend on your own beliefs and circumstances but also on what happens to other people. It suggests that employees create a "mental ledger" of the outcomes (or rewards) they get from their job duties and further suggests that employees create a mental ledger of the inputs (or contributions and investments) they put into their job duties. The first possibility is that the ratio of outcomes to inputs is balanced between you and your comparison other. The second possibility is that your ratio of outcomes to inputs is less than your comparison other's ratio. According to the equity theory, any imbalance in ratios triggers equity distress. The third possibility is that your ratio of outcomes to inputs is greater than your comparison other's ratio. Equity distress is experienced again, and the tension likely creates negative emotions such as guilt or anxiety. Student answers will vary in response to the last portion of the question.

Ways to restore balance include: Shrinking one's outcomes; Growing his or her inputs through more high quality work or through some cognitive distortion.

Overreward inequity: when the comparison of a person's "mental ledger" of the inputs (contributions and investments) to the outcomes (rewards) they get from their job duties to another person is out of balance in favor of you.

Ways to restore balance include: Growing one's outcomes by talking to his or her boss or by stealing from the company; Shrinking his or her inputs by lowering the intensity or persistence of effort.

Underreward Inequity: when the comparison of a person's "mental ledger" of the inputs (contributions and investments) to the outcomes (rewards) they get from their job duties to another person is out of balance in favor of the other person.

Ways to restore balance: No actions are needed to restore balance.

## 100. Identify and explain the possible outcomes of equity theory comparisons and ways to restore the balance for each outcome.

Equity: when the comparison of a person's "mental ledger" of the inputs (contributions and investments) to the outcomes (rewards) they get from their job duties to another person is in balance.

## 101. What is psychological empowerment? Identify the four concepts that can make work tasks intrinsically motivating? Explain each concept.

Psychological empowerment represents a form of intrinsic motivation, in that merely performing the work tasks serves as its own reward and supplies many of the intrinsic outcomes. The four concepts that are particularly important are meaningfulness, self-determination, competence, and impact. Meaningfulness captures the value of a work goal or purpose, relative to a person's own ideals and passions. Self-determination reflects a sense of choice in the initiation and continuation of work tasks. Competence captures a person's belief in his or her capability to perform work tasks successfully. Impact reflects the sense that a person's actions "make a difference"; that progress is being made toward fulfilling some important purpose.

- Equity: employees who feel a sense of equity are more emotionally attached to their firms and feel a stronger sense of obligation to remain.
- Organizational commitment-
- Expectancy theory: the motivational force created by high levels of valence, instrumentality and, expectancy is a powerful motivational variable on task performance.
- Difficult goals: people who receive difficult goals outperform the recipients of easy goals.
- Self-efficacy/competence: people who feel a sense of internal self-confidence tend to outperform those who doubt their capabilities.
- Task performance-

## 102. Explain how motivation relates to job performance and organizational commitment.

Motivation relates to job performance and organizational commitment in the following ways:

- Profit Sharing: A bonus received when the publicly reported earnings of a company exceed some minimum level, with the magnitude of the bonus contingent on the magnitude of the profits. No change is made to base salary. The potential bonus represents "at risk" pay that must be re-earned each year. Base salary may be lower in cases in which potential bonuses may be large.
- Organization-focused elements-
- Gain sharing: a bonus received for meeting unit goals (department goals, plant goals, business unit goals) for criteria controllable by employees (labor costs use of materials, quality). No change is made to base salary. The potential bonus represents "at risk" pay that must be re-earned each year. Base salary may be lower in cases in which potential bonuses may be large.
- Unit-focused elements-
- Recognition awards: tangible awards (gift cards, merchandise, trips, special events, time off, plaques) or intangible awards (praise) are given on an impromptu basis to recognize achievement.
- Lump-sum bonuses: a bonus is received for meeting individual goals but no change is made to base salary. The potential bonus represents "at risk" pay that must be re-earned each year. Base salary may be lower in cases in which potential bonuses may be large.
- Merit pay: an increase to base salary is made in accordance with performance evaluation ratings.
  - Piece-rate: a specified rate is paid for each unit produced, each unit sold, or each service provided.

## 103. Identify and explain individual-, unit-, and organization-focused compensation plan elements.

Individual-focused elements

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