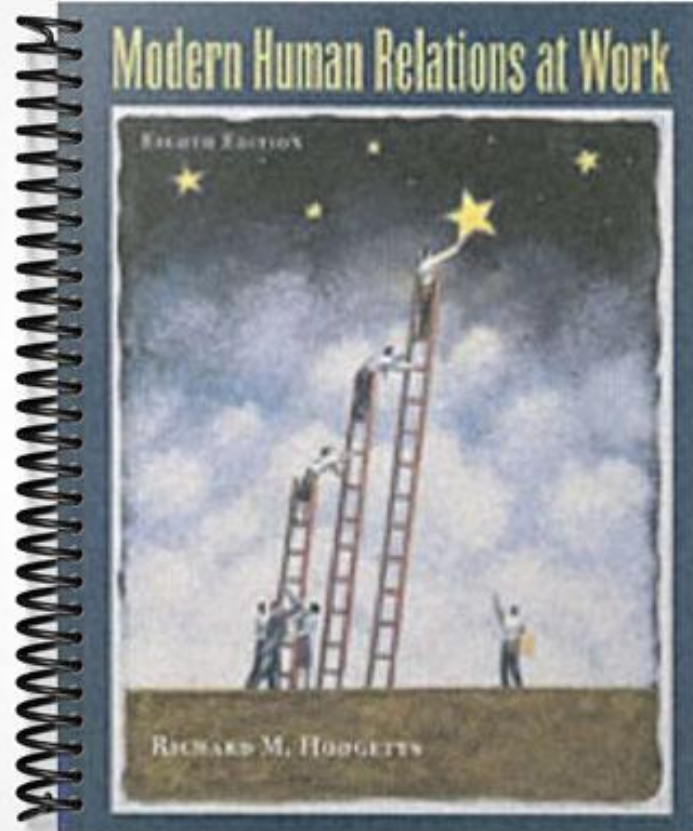


TEST BANK



CHAPTER 2

FUNDAMENTALS OF MOTIVATION

True/False

- T F 1. Movement and motive are basically the same thing.
Answer: F Learning Objective: 1
Level: Moderate Page: 48
- T F 2. Any systematic analysis of motivation must be concerned with both how and why people act as they do.
Answer: T Learning Objective: 1
Level: Easy Page: 48
- T F 3. Motivation involves both physical and mental movement.
Answer: T Learning Objective: 1
Level: Moderate Page: 48
- T F 4. There are two types of motives: physical and psychological.
Answer: T Learning Objective: 1
Level: Difficult Page: 49
- T F 5. Motives are usually directed toward goals.
Answer: T Learning Objective: 1
Level: Easy Page: 49
- T F 6. Positive motivation techniques are used to enforce rules and shape employee behavior.
Answer: F Learning Objective: 1
Level: Moderate Page: 50
- T F 7. When an individual is given the opportunity to attain a desired goal, he or she is positively motivated and will pursue the objective.
Answer: T Learning Objective: 1
Level: Moderate Page: 51

- T F 8. Abraham Maslow set forth a total of ten needs that he believed to be universal.
- Answer: F Learning Objective: 2
Level: Moderate Page: 51
- T F 9. One way of helping people satisfy their social need is to allow them to interact and talk with each other on the job.
- Answer: T Learning Objective: 2
Level: Moderate Page: 53
- T F 10. Esteem is more psychological in nature than is self-actualization.
- Answer: F Learning Objective: 2
Level: Difficult Page: 53
- T F 11. Research indicates that competence and achievement are related to self-actualization.
- Answer: T Learning Objective: 2
Level: Difficult Pages: 54
- T F 12. On the job, the competence motive reveals itself in the form of a desire for job mastery and professional growth.
- Answer: T Learning Objective: 2
Level: Difficult Page: 54
- T F 13. High achievers are high risk takers.
- Answer: F Learning Objective: 2
Level: Moderate Page: 54
- T F 14. Most people in our society are partially satisfied at each level of the hierarchy as well as partially unsatisfied at each level.
- Answer: T Learning Objective: 2
Level: Easy Page: 55
- T F 15. One way to increase your achievement drive is by rewarding yourself for every accomplishment.
- Answer: T Learning Objective: 2
Level: Moderate Page: 55

- T F 16. Frederick Herzberg put forth the two-factor theory and the needs-hierarchy theory.
- Answer: F Learning Objective: 3
Level: Easy Page: 57
- T F 17. Hygiene factors are those associated with negative feelings.
- Answer: T Learning Objective: 3
Level: Moderate Page: 58
- T F 18. Frederick Herzberg, in this two-factor theory of motivation, reports that salary is a motivator while working conditions are hygiene factors.
- Answer: F Learning Objective: 3
Level: Moderate Page: 58
- T F 19. According to Herzberg, positive feelings are associated with motivators.
- Answer: T Learning Objective: 3
Level: Moderate Page: 58
- T F 20. Herzberg did not believe that motivators caused increases in performance.
- Answer: F Learning Objective: 3
Level: Difficult Page: 59
- T F 21. Herzberg's hygiene factors help satisfy lower-level needs and his motivators help satisfy upper-level needs.
- Answer: T Learning Objective: 3
Level: Easy Page: 60
- T F 22. Research has shown that the most powerful rewards are psychological in nature.
- Answer: T Learning Objective: 3
Level: Easy Page: 60
- T F 23. Managers do not accept Herzberg's motivation-hygiene factor theory.
- Answer: F Learning Objective: 3
Level: Moderate Page: 61

- T F 24. Valence refers to a person's preference for a particular outcome.
Answer: T Learning Objective: 4
Level: Easy Page: 62
- T F 25. According to expectancy theory, motivation is equal to valence divided by expectancy.
Answer: F Learning Objective: 4
Level: Difficult Page: 62
- T F 26. Victor Vroom developed a motivation formula that stated that $\text{Expectancy} \times \text{Valence} = \text{Motivation}$.
Answer: T Learning Objective: 4
Level: Moderate Page: 62
- T F 27. When workers were asked what they wanted from their jobs, *good wages* received a higher rating than did *full appreciation for work well done*.
Answer: F Learning Objective: 4
Level: Easy Page: 62
- T F 28. Expectancy theory forces the manager to answer the question: What motivates the individual?
Answer: T Learning Objective: 4
Level: Moderate Page: 63
- T F 29. To a large degree, motivation is determined not only by rewards available but by their degree of equity.
Answer: T Learning Objective: 4
Level: Moderate Page: 65
- T F 30. A goal is a vague statement that fails to provide specific guidance for accomplishing results.
Answer: T Learning Objective: 4
Level: Moderate Page: 66
- T F 31. Annual salaries for the highest paid executives often run \$10 million or more.

- Answer: T
Level: Easy
Learning Objective: 5
Page: 67
- T F 32. In recent years employee salaries in the work force have been increasing by around 8 percent annually.
- Answer: F
Level: Moderate
Learning Objective: 5
Page: 67
- T F 33. Broad banding is now becoming more popular throughout US. industry.
- Answer: T
Level: Easy
Learning Objective: 5
Page: 69
- T F 34. A cafeteria incentive plan is one designed to allow people flexibility in deciding what to eat with the money management gives them for lunches.
- Answer: F
Level: Difficult
Learning Objective: 5
Page: 70
- T F 35. Broadbanding replaces the number of salary grades with fewer, wider bands and places a larger spread between bottom and top pay rates.
- Answer: T
Level: Moderate
Learning Objective: 5
Page: 70
- T F 36. Centralization is one of the benefits of broadbanding.
- Answer: F
Level: Moderate
Learning Objective: 5
Page: 70
- T F 37. Broadbanding focuses on performance.
- Answer: T
Level: Moderate
Learning Objective: 5
Page: 70
- T F 38. Recognition is more widely used than money as a reward.
- Answer: T
Level: Easy
Learning Objective: 5
Page: 71

T F 39. Lower-level employees are more satisfied than their higher-level counterparts.

Answer: F
Level: Moderate

Learning Objective: 5
Page: 72

T F 40. Most recognition programs are designed to maintain worker satisfaction.

Answer: T
Level: Easy

Learning Objective: 5
Page: 74

T F 41. All employees want to receive money as part of their recognition program.

Answer: F
Level: Easy

Learning Objective: 5
Page: 60

Multiple Choice

1. Motivation involves _____ and _____ movement.
- A. physical; mental
 - B. psychological; vituperative
 - C. ancillary; corollary
 - D. renditional; collaborative

Answer: A
Level: Difficult

Learning Objective: 1
Page: 48

2. Any systematic analysis of motivation must be concerned with _____ and _____ people act as they do.

- A. when; where
- B. why; how
- C. how; where
- D. when; how

Answer: B
Level: Difficult

Learning Objective: 1
Page: 48

3. Motivation in its Latin form means:

- A. productivity.
- B. to inspire.
- C. to move.
- D. to energize.

Answer: C
Level: Easy

Learning Objective: 1
Page: 48

4. Motives are _____ directed.

- A. goal
- B. money
- C. people
- D. work

Answer: A
Level: Difficult

Learning Objective: 1
Page: 49

5. Motives are considered to be:

- A. the "hows" of behavior.
- B. the "whys" of behavior.
- C. non-goal directed.
- D. satisfied needs.

Answer: B
Level: Easy

Learning Objective: 1
Page: 49

6. According to Maslow, the most fundamental of all needs are:

- A. esteem-related.
- B. safety-related.
- C. social.
- D. physiological.

Answer: D
Level: Easy

Learning Objective: 2
Page: 51

7. Food, clothing, and shelter are examples of the _____ need.

- A. self-actualization.
- B. social.
- C. recognition.
- D. physiological.

Answer: D
Level: Easy

Learning Objective: 2
Page: 52

8. Many organizations attempt to satisfy their employees' physiological needs by:
- A. providing cafeterias and vending machines.
 - B. promoting deserving employees.
 - C. job enrichment.
 - D. job enlargement.

Answer: A
Level: Moderate

Learning Objective: 2
Page: 52

9. According to the need hierarchy, after safety needs come _____ needs.
- A. esteem
 - B. self-actualization
 - C. social
 - D. physiological

Answer: C
Level: Moderate

Learning Objective: 2
Page: 53

10. The need for security has:
- A. physical dimensions.
 - B. both physical and psychological dimensions.
 - C. psychological dimensions.
 - D. transitional dimensions.

Answer: B
Level: Difficult

Learning Objective: 2
Pages: 52

11. Business firms allow their workers to interact and talk so that the _____ need can be satisfied.
- A. self-actualization
 - B. physical
 - C. security
 - D. social

Answer: D
Level: Moderate

Learning Objective: 2
Page: 53

12. There are two kinds of power: position and:
- A. legitimate.
 - B. personal.
 - C. organizational.
 - D. formal.

Answer: B
Level: Difficult

Learning Objective: 2
Page: 53

13. Which one of the following is most closely associated with the esteem need?
- A. interpersonal relations
 - B. competence
 - C. achievement
 - D. prestige

Answer: D
Level: Difficult

Learning Objective: 2
Page: 53

14. In the need hierarchy, just before the self-actualization need there is the _____ need.
- A. esteem
 - B. safety
 - C. social
 - D. physiological

Answer: A
Level: Moderate

Learning Objective: 2
Page: 53

15. Competence implies control over:
- A. others.
 - B. friends.
 - C. environmental factors.
 - D. the supervisor.

Answer: C
Level: Easy

Learning Objective: 2
Page: 54

16. A significant amount of research has been conducted by _____ on the subject of achievement.
- A. Victor Vroom
 - B. Abraham Maslow
 - C. David McClelland
 - D. Herzberg

Answer: C
Level: Moderate

Learning Objective: 2
Page: 54

17. Which one of the following is most closely associated with the self-actualization need?
- A. power
 - B. competence
 - C. status
 - D. interpersonal relations

Answer: B
Level: Difficult

Learning Objective: 2
Page: 54

18. In developing high achievement, it has been recommended that a person:
- A. strive to attain feedback on performance.
 - B. model oneself after successful people.
 - C. daydream in positive terms.
 - D. do all of the above.

Answer: D
Level: Easy

Learning Objective: 2
Page: 54

19. What percentage of the U.S. population has a strong desire to achieve, and therefore can be called high achievers?
- A. 10-15
 - B. 20-25
 - C. 30-35
 - D. 40-45

Answer: A
Level: Moderate

Learning Objective: 2
Page: 54

20. The practical value of Maslow's theory is:
- A. enormous.
 - B. not clearly known.
 - C. limited.
 - D. not yet fully researched.

Answer: C
Level: Easy

Learning Objective: 2
Page: 55

21. According to Frederick Herzberg, which one of the following is a hygiene factor?
- A. work itself
 - B. recognition
 - C. advancement
 - D. salary

Answer: D
Level: Easy

Learning Objective: 3
Page: 57

22. According to the two-factor theory, which one of the following is a motivator?
- A. technical supervision
 - B. working conditions
 - C. achievement
 - D. interpersonal relations

Answer: C
Level: Easy

Learning Objective: 3
Page: 57

23. Advancement is an example of a:
- A. hygiene factor.
 - B. valence preference.
 - C. physiological factor.
 - D. motivator.

Answer: D
Level: Easy

Learning Objective: 3
Page: 57

24. Salary and working conditions are examples of:
- A. motivators.
 - B. hygiene factors.
 - C. Maslow's need hierarchy.
 - D. none of the above.

Answer: B
Level: Moderate

Learning Objective: 3
Page: 57

25. Research reveals that people are:
- A. motivated by hygiene factors.
 - B. not motivated by hygiene factors.
 - C. not affected by hygiene factors.
 - D. unaware of hygiene factors.

Answer: B
Level: Difficult

Learning Objective: 3
Page: 58

26. According to Frederick Herzberg, when hygiene factors are satisfied, there is:
- A. no dissatisfaction.
 - B. high morale.
 - C. satisfaction.
 - D. dissatisfaction.
- Answer: A
Level: Moderate
- Learning Objective: 3
Page: 58
27. Applying Herzberg's two-factor theory to Maslow's need hierarchy, job security and working conditions help satisfy the:
- A. esteem need.
 - B. social need.
 - C. self-actualization need.
 - D. safety need.
- Answer: D
Level: Difficult
- Learning Objective: 3
Page: 60
28. Applying Herzberg's two-factor theory to Maslow's need hierarchy, achievement and the work itself help satisfy the:
- A. self-actualization need.
 - B. esteem need.
 - C. social need.
 - D. safety need.
- Answer: A
Level: Difficult
- Learning Objective: 3
Page: 60
29. Practicing managers tend to _____ Herzberg's theory.
- A. discount
 - B. dislike
 - C. accept
 - D. question
- Answer: C
Level: Easy
- Learning Objective: 3
Page: 60
30. A person's preference for a particular outcome is known as:
- A. valence.
 - B. instrumentality.
 - C. expectancy.
 - D. anticipatory value.
- Answer: A
Level: Moderate
- Learning Objective: 4
Page: 62

31. Which name is most closely associated with expectancy theory?
- A. Maslow
 - B. Vroom
 - C. Herzberg
 - D. Davis

Answer: B
Level: Moderate

Learning Objective: 4
Page: 61

32. Motivation is a function of:
- A. valence.
 - B. expectancy.
 - C. A and B.
 - D. instrumentality.

Answer: C
Level: Moderate

Learning Objective: 4
Page: 62

33. Preference for a particular outcome can be expressed as a:
- A. hygiene factor.
 - B. valence.
 - C. disincentive.
 - D. two-factor theory.

Answer: B
Level: Moderate

Learning Objective: 4
Page: 62

34. Which of the following represents the range of an individual's valence?
- A. +1 to 0
 - B. +1 to -1
 - C. +2 to -2
 - D. +3 to -3

Answer: B
Level: Easy

Learning Objective: 4
Page: 62

35. _____ is a term that refers to a person's perception of the probability that a specific outcome will follow from a specific act.
- A. Directional force
 - B. Expectancy
 - C. Dissonance
 - D. Valence

Answer: B
Level: Difficult

Learning Objective: 4
Page: 63

36. Valence x expectancy equals:
- A. motivational force.
 - B. productivity.
 - C. effectiveness.
 - D. potential motivation.

Answer: A
Level: Easy

Learning Objective: 4
Page: 64

37. In expectancy theory terms, motivational force is equal to:
- A. $(\text{valence})^2$
 - B. $\text{valence}/2 + (\text{expectancy})^2$
 - C. $\text{valence} + (1 - \text{expectancy})$
 - D. $\text{valence} \times \text{expectancy}$

Answer: D
Level: Difficult

Learning Objective: 4
Page: 64

38. The formula for deriving motivational force is:
- A. $\text{Motivational Force} = \frac{\text{Valence}}{\text{Expectancy}}$.
 - B. $\text{Motivational Force} = \frac{\text{Expectancy}}{\text{Valence}}$.
 - C. $\text{Motivational Force} = \text{Vector} \times \text{Expectancy}$.
 - D. $\text{Motivational Force} = \text{Valence} \times \text{Expectancy}$.

Answer: D
Level: Moderate

Learning Objective: 4
Page: 64

39. The expectancy model urges us to look at motivation as:
- A. unpredictable.
 - B. not being reward-related.
 - C. a force or strength of drive.
 - D. less materialistic.

Answer: C
Level: Easy

Learning Objective: 4
Page: 64

40. The expectancy model suggests that people learn the kinds of rewards they like and dislike through:
- A. Maslow's need hierarchy.
 - B. experience.
 - C. future drives.
 - D. cognitive dissonance.

Answer: B
Level: Easy

Learning Objective: 4
Page: 65

41. Individual motivation is addressed by:
- A. Maslow's need hierarchy.
 - B. expectancy theory.
 - C. motivation-hygiene theory.
 - D. Herzberg's theory.

Answer: B
Level: Moderate

Learning Objective: 4
Page: 65

42. Given that Steve's valence for a promotion is .6 and his expectancy is .3, what is his motivational force?
- A. .18
 - B. .30
 - C. .90
 - D. 2.0

Answer: A
Level: Moderate

Learning Objective: 4
Page: 64

43. Given that Mary's valence for a promotion is +.8 and her expectancy is .2, what is her motivational force?
- A. 4.0
 - B. .60
 - C. .16
 - D. 1.0

Answer: C
Level: Moderate

Learning Objective: 4
Page: 64

44. According to the expectancy model, we can _____ the positive value of outcomes by increasing rewards.
- A. decrease
 - B. increase
 - C. reverse
 - D. remove

Answer: B
Level: Easy

Learning Objective: 4
Page: 64

45. To a large extent, motivation is determined by:
- A. degree of equity.
 - B. lack of interest.
 - C. rewards.
 - D. A and C only.

Answer: D
Level: Difficult

Learning Objective: 4
Page: 65

46. Money often plays a major role in fulfilling _____ needs.
- A. lower-level
 - B. upper-level
 - C. intermediate-level
 - D. all of the above

Answer: D
Level: Easy

Learning Objective: 5
Page: 66

47. Which of the following is most likely to satisfy both lower-level and upper-level needs?
- A. status
 - B. fringe benefits
 - C. money
 - D. power

Answer: C
Level: Difficult

Learning Objective: 5
Page: 66

48. Today some of the highest paid executives have total annual compensation that ranges up to _____ million.
- A. \$5
 - B. \$10
 - C. \$15
 - D. \$20

Answer: D
Level: Easy

Learning Objective: 5
Page: 65

49. _____ entails grouping employees into fewer job categories and thus increasing the salary ranges for each category.
- A. Compression
 - B. Reengineering
 - C. Broad banding
 - D. Contraction

Answer: C
Level: Difficult

Learning Objective: 5
Page: 69

50. An incentive plan in which an employee choose what he or she wants is called a:
- A. two-cycle option.
 - B. cafeteria incentive plan.
 - C. flexible choice offering.
 - D. manufacturing approach.

Answer: B
Level: Moderate

Learning Objective: 5
Page: 70

51. The Walter Information and Hudson Institute has found that only _____ percent of employees feel an obligation to stay with their current employer.
- A. 20
 - B. 30
 - C. 40
 - D. 45

Answer: B
Level: Moderate

Learning Objective: 5
Page: 72

52. Recent research reveals that the work output of individuals who are committed to their organization is _____ and the work output of those who are discontent with their jobs is _____.
- A. high; high
 - B. high; low
 - C. low; high
 - D. low; low

Answer: B
Level: Moderate

Learning Objective: 5
Page: 72

53. Which of the following is NOT a recommendation for setting up a recognition system?
- A. publicize the practices
 - B. solicit promotion ideas
 - C. offer money as the number one incentive
 - D. educate the managers

Answer: C
Level: Moderate

Learning Objective: 5
Page: 74

Essay

1. **In what way does the need mix help describe individual need drive?** (pages 55-57)

The need mix helps describe individual need drive by showing the relative importance of each need. The wider the width of need hierarchical level, the greater the importance of that particular need. Most Americans have a diamond-shaped need mix; social needs are the strongest, esteem and safety make up the second tier, and self-actualization and physiological make up the third tier. The need mix is an interesting and simple way of showing the relationship between need hierarchy and need strength.

2. **Of what practical value is Herzberg's two-factor theory?** (pages 59-61)

Herzberg's two-factor theory helps explain that there are some things that motivate people and there are some things that are expected by the personnel and do not motivate them. For example, many people are motivated by the opportunity for recognition and advancement. However, they are not motivated by good working conditions. They expect the latter and it is regarded as part of the job. Managers need to realize that there are two types of factors -- motivational and non-motivational -- and not get them confused. Factors that fit into the second category should not be regarded as motivational, even if the manager personally feels that they are.

3. In what way is Herzberg's two-factor theory flawed by its own data collection method? (page 61)

The two-factor theory is flawed in that it is only supported when data is collected using the method Herzberg employed. If researchers attempt to collect the same information using any other method, the results are not the same. This has led many researchers to conclude that the answers are more a reflection of the way the information is collected than of any other factor.

4. To a large extent, motivation is determined not only by rewards but by their degree of equity. What is meant by this statement? (page 65)

This statement means that people compare what they are getting from the organization and giving to the organization (the reward/work ratio) to what they see others in the enterprise getting and giving. This form of social comparison can lead people to conclude that they are being treated unfairly. If they do come to this conclusion, they will be dissatisfied and this may result in their doing less work. Certainly it will affect their attitudes and, eventually, their motivation. In short, equity is an important factor in motivation.

Matching

Place the number of the term next to its correct definition on the right.

- | | | | | |
|----|--------------------------|-------|----|--|
| 1. | motivation | _____ | a. | the urge to maximize one's potential, often satisfied through attainment of competence and a feeling of achievement |
| 2. | physiological needs | _____ | b. | a motivation theory that holds that motivation is a force equal to the product of valence and expectancy |
| 3. | esteem needs | _____ | c. | an individual who tends to like situations in which he or she can take personal responsibility for finding solutions to problems, is a moderate risk taker, and likes concrete feedback on performance to evaluate how well he or she is doing |
| 4. | self-actualization needs | _____ | d. | a psychological force or drive that directs someone toward an objective |

- | | | | |
|-----|-------------------|----------|--|
| 5. | high achiever | _____ e. | factors that will not motivate people by their presence but will cause dissatisfaction by their absence |
| 6. | hygiene factors | _____ f. | a person's preference for a particular outcome |
| 7. | motivators | _____ g. | basic requirements such as food, clothing, and shelter |
| 8. | expectancy theory | _____ h. | a person's perception of the probability that a specific outcome will follow from a specific act |
| 9. | valence | _____ i. | factors that will build high levels of motivation and job satisfaction, examples include recognition and advancement |
| 10. | expectancy | _____ j. | the need to feel important and to have self-respect |

Answers to Matching:

- | | | | |
|----|---|----|----|
| a. | 4 | f. | 9 |
| b. | 8 | g. | 2 |
| c. | 5 | h. | 10 |
| d. | 1 | i. | 7 |
| e. | 6 | j. | 3 |