

# Test Bank

*for*

Owens and Valesky

## **Organizational Behavior in Education Adaptive Leadership and School Reform**

Ninth Edition

*prepared by*

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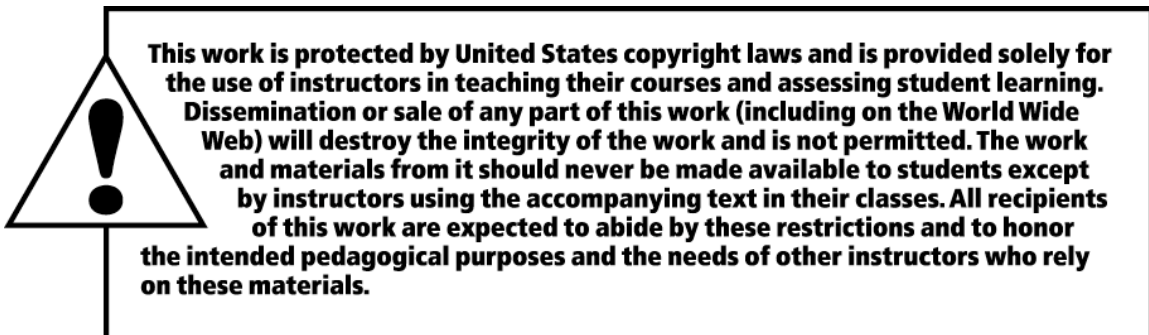
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# Chapter 1

## Multiple Choice:

1.1 Modernism or structuralism as used in this book is best described as

- a. using metanarratives to describe the culture of organizations.
- b. using the scientific method to discover truths and to think about the world.
- c. using the most current thinking in the field to identify truths and to think about the world.
- d. using qualitative research methods to describe the culture of organizations.

*Answer: b.*

1.2 According to our textbook, postmodernism or poststructuralism became popular in the field of education

- a. because modernism was not always sufficiently taught well enough in colleges of education.
- b. because newer methods of inquiry were too prescribed to accurately describe organizational behavior.
- c. because modernistic methods provided inaccurate measures of student achievement and learning.
- d. because of a disjunction between publicly espoused values and what we do in schools.

*Answer: d*

1.3 Which of the following is a term (or terms) used to describe a set of beliefs and values that are generally accepted?

- a. paradigm
- b. scientific revolution
- c. behaviorism
- d. organizational behavior

*Answer: a*

1.4 The person closely associated with recognizing that science is characterized by tranquil periods or “normal science” followed by periods of turmoil which sometimes becomes a scientific revolution is

- a. B.F. Skinner.
- b. Benjamin Bloom.
- c. Thomas S. Kuhn.
- d. Kurt Lewin.

*Answer: c*

1.5 Choose the best example of an educational application based on behavioral psychology principles.

- a. Providing students with options to demonstrate their learning such as traditional paper and pencil tests, and drawing or other artistic expressions.
- b. Giving students stars on a chart for appropriate behavior.
- c. Providing students with collaborative learning opportunities.
- d. Both a and c above.

*Answer: b*

1.6 Choose the best example of an educational application based on cognitive psychology principles.

- a. Providing students with options to demonstrate their learning such as traditional paper and pencil tests, and drawing or other artistic expressions.
- b. Giving students stars on a chart for appropriate behavior.
- c. Providing students with collaborative learning opportunities.
- d. Both a and b above.

*Answer: a*

1.7 Choose the best example of an educational application based on social psychology principles.

- a. Providing students with options to demonstrate their learning such as traditional paper and pencil tests, and drawing or other artistic expressions.
- b. Giving students stars on a chart for appropriate behavior.
- c. Providing students with collaborative learning opportunities.
- d. Both b and c above.

*Answer: c*

1.8 The person credited with providing us with the theory behind the expression  $B = f(p \cdot e)$  is

- a. B.F. Skinner.
- b. Benjamin Bloom.
- c. Thomas S. Kuhn.
- d. Kurt Lewin.

*Answer: d*

1.9 One of the main reasons that the Tennessee Student-Teacher Achievement Ratio (STAR) met the “gold standard” for education research was because

- a. it used a large, diverse sample that was tracked longitudinally.
- b. it randomly assigned students to classes.
- c. it found that some variables were not significant.
- d. both a and b are correct.

*Answer: d*

1.10 Postmodernism or poststructuralism is more closely associated with \_\_\_\_\_ research methods and has a focus on \_\_\_\_\_.

- a. quantitative; student achievement
- b. qualitative; student achievement
- c. quantitative; participants' perceptions
- d. qualitative; participants' perceptions

*Answer: d*

### **Short Answers:**

1.11 Define the expression  $B = f(p \cdot e)$ .

*Answer: Behavior is a function of the interaction between the person and the environment.*

1.12 Provide an application of how an educational leader can use the expression  $B = f(p \cdot e)$ . In your response, describe over which part of this expression the leader has most control, and give one a specific application.

*Answer: The leader can control the "e" or the environment. (In addition, a response that includes a description of a leader's control over the culture and climate of an organization is acceptable, or an example of what a leader might do to affect either culture or climate.)*

1.13 Describe the Japanese principle of *kaizen*.

*Answer: The never-ending process of change that involves small incremental steps to improve the organization.*

1.14 Identify one of the concepts that makes a research study achieve "gold standard" quality.

*Answer: 1) the use of a control group; or 2) control of variables that might compromise the research.*

1.15 How can a school leader apply one or more of the results of the Tennessee STAR study? Give one specific application.

*Answer: Any response that correctly uses one of the main finding:*

- *small classes (<18) improved student achievement and grade retention;*
- *low SES students gained more than high SES students;*
- *large classes with aides were no better than large classes with no aides.*

*Examples:*

- *A principal could insure that teachers used small group instruction to remediate student reading problems, particularly for low SES students.*
- *Leaders could redesign the school organization to eliminate aides over time and use the saving to hire regular teachers to reduce class size.*

1.16 List one of the criticisms from state and professional education associations of NCLB.

*Answer: One of the follow type responses is acceptable:*

1. *Over reliance on high stakes testing.*
2. *Mandates in NCLB that are not federally funded.*

1.17 In a few sentences, defend the textbook authors' use of the metaphors of "coaching" as a leadership concept and a "game plan" for developing your personal theory of practice.

*Answer: A coach observes, assesses weaknesses, and then offers guidance for improvement. Just as a coach develops a "game plan" before entering into competition, a leader should develop a "game plan" about how to interact with people and engage them in the vision of the school. The game plan is a theory of practice about how to lead the school to achieve the vision.*

**Essay:**

1.18 Analyze the movement and thinking that promoted the *No Child Left Behind (NCLB)* reauthorization of the *Elementary and Secondary Education Act*. In your analysis, include each of the following:

- a. Give at least two of the main goals of NCLB.
- b. Describe NCLB in terms of modernism and postmodernism.
- c. Is NCLB a paradigm shift or not?

1.19 Describe the ISLLC standards by explaining their purpose and discussing why they are important nationally and important to you as a student. In your response, tell how many standards exist, and in general, identify the leadership concepts contained in each. In addition, your response should propose a plan for the use of these standards for students who are studying to be school leaders.

## Chapter 2

### Multiple Choice:

2.1 *Theory of practice*, as defined in our textbook, is best described as

- a. the use of theories found in the research on teaching that are used to help teachers improve instructional practices.
- b. developing a personal philosophy of educational leadership based on sound theory and research.
- c. developing your own theory of how to educate students.
- d. Both a and c.

*Answer: b*

2.2 A. Bartlett Giamatti described truth as an amalgam. This analogy is used in our textbook to describe how we might understand the state of schooling in the United States. Which of the following would best describe the term as used in the text?

- a. On the one hand we have the critics of U.S. education who believe that schools are failing, and on the other we have those who defend the current status of education.
- b. Curricula in schools today are a blend of progressive and traditional education concepts.
- c. There is a tension between the federal and state government for control of education policy.
- d. Both b and c above.

*Answer: a*

2.3 Which is true about *A Nation at Risk*?

- a. It was sponsored by the federal government during the Ronald Reagan administration.
- b. It criticized U.S. education and the achievement of students.
- c. It was based on education research that was included in referencing this document.
- d. Both a and b.

*Answer: d*

2.4 Which of the following list of individuals would have most agreed with findings similar to those in *A Nation at Risk*?

- a. David Berliner and Jonathan Kozol.
- b. Gerald Bracey and Arthur Bestor.
- c. Thomas Sowell and Admiral Rickover.
- d. Richard Rothstein and Albert Lynd.

*Answer: c*



- 2.5 Which is true about the traditional paradigm of intelligence?
- a. It is a general mental capability that involves reasoning and comprehension of complex ideas.
  - b. It can be measured by intelligence tests.
  - c. It can be changed over time with study and practice.
  - d. Both a and b.

*Answer: d*

- 2.6 The authors of *The Bell Curve* were heavily criticized for their book because
- a. they stated that people who are less intelligent and do poorly in school could be helped by putting additional money into such programs as Title I.
  - b. intelligence is not normally distributed throughout the population, that is, it does not follow a bell curve.
  - c. their findings suggested that enrichment programs such as Title I would not help less intelligent individuals achieve success in life.
  - d. Both a and b

*Answer: c*

- 2.7 Which of the following might happen in David Perkins' *Smart Schools*?
- a. At the center of the curriculum is the belief that if students are taught as many facts as possible, they can use this knowledge to problem solve.
  - b. Thinking is at the center of the teaching and learning process.
  - c. The school is structured so that students work collaboratively.
  - d. Both b and c

*Answer: d*

- 2.8 Which of the following might happen in a school that follows the edicts of E.D. Hirsch Jr.?
- a. At the center of the curriculum is the belief that if students are taught as many facts as possible, they can use this knowledge to problem solve.
  - b. Thinking is at the center of the teaching and learning process.
  - c. The school is structured so that students work collaboratively.
  - d. Both b and c

*Answer: a*

### **Short Answer:**

- 2.9 Give one example of an instructional technique used in progressive education that would clearly define this movement.

*Answer: Examples might include such ideas as teachers use small groups of students in cooperative activities, teachers providing students with individualized lessons, or teachers allowing students to decide in which research project to participate.*

- 2.10 Describe what Richard Rothstein reported about the *Golden Age* of education and about which he wrote in his 1998 book *The Way We Were*. In other words, what did he find about the time in U.S. history when there was little criticism of U.S. education, i.e., the Golden Age?

*Answer: Rothstein found that there was no 'Golden Age' in which education critics did not exist.*

2.11 Three national summits on education took place from 1989 to 1999. In a few sentences, identify two of the outcomes from these summits that have had a major impact on education.

*Answer: Potential responses could include: accountability policies, high stakes testing, focus on basic skills, focus on standards, NCLB focus, rankings of schools and states on test scores,*

2.12 Explain what a theory is, and then illustrate how a theory might be used.

*Answer: A theory is a systematic way to explain observed events and it is used to predict future events. Example illustration: Teachers can use a theory such as emotional intelligence to develop activities that help students understand their emotions. They would predict that this would assist students in emotional intelligence growth.*

**Essay:**

2.13 Analyze the paradigm shift from the progressive movement to traditional education concepts that occurred roughly in the 1950s. In your response, give at least two specific examples of major sociological, political, or economic changes that fostered this shift.

2.14 Assess the impact of Howard Gardner's Multiple Intelligence Theory (MIT) on schools and school leaders including how teachers and leaders can use this theory to improve the impact of schooling on students. Your analysis should include a definition of MIT and an explanation of how this theory differs from traditional intelligence theory.

## Chapter 3

### Multiple Choice:

3.1 The knowledge base, theory and methods of inquiry for organizational behavior (OB) are rooted in

- a. cultural anthropology.
- b. sociology.
- c. economics.
- d. natural sciences.
- e. A, b, and c are correct.

*Answer: e*

3.2 Two of the pioneers of the concept of group decision making that has become a central concept in OB are

- a. Kurt Lewin and Margaret Mead.
- b. Woodrow Wilson and Margaret Mead
- c. Frederick Taylor and Henry Ford.
- d. Woodrow Wilson and Kurt Lewin.
- e. Henri Fayol and Frederick Taylor.

*Answer: a*

3.3 Former U.S. President Woodrow Wilson's historical contribution to organizational behavior was his

- a. contributions to the concept of group decision making.
- b. famous essay that called for the study and professionalization of administration.
- c. establishment of a center to study scientific management.
- d. support for university preparation in administration.
- e. Both b and d.

*Answer: b*

3.4 The father of Scientific Management was

- a. Max Weber.
- b. Henri Fayol.
- c. Frederick Taylor.
- d. Ellwood Cubberley.
- e. Frank Gilbreth.

*Answer: c*

3.5 Bureaucratic principles include which of the following.

- a. A well-defined hierarchy of authority.
- b. Management sets the objectives and the workers cooperate in achieving them.
- c. Time and motion studies.
- d. Plan, organize, command.
- e. Unity of command.

*Answer: a*

3.6 Select the main difference(s) in the contributions of Henri Fayol when compared to Frederick Taylor.

- a. Fayol focused primarily on management's responsibilities, whereas Taylor focused on the workers.
- b. Fayol emphasized flexibility in applying principles of management, rather than strict application of principles.
- c. Fayol suggested that management should establish strict methods for selecting workers and training them for specific jobs.
- d. Fayol suggested that management should attempt to establish positive morale in the organization.
- e. A, b, and d are correct.

*Answer: e*

3.7 The main difference(s) between Scientific Management or Taylorism and Classical Organization Theory was that Classical Theory focused on \_\_\_\_\_, whereas Scientific Management focused mainly on \_\_\_\_\_.

- a. the whole organization; the individual worker
- b. management rights; worker rights
- c. the exception principle; breaking jobs down into small steps
- d. bureaucratic principles; the scalar principle
- e. A, b, and d are correct.

*Answer: a*

3.8 The definition of *scalar principle*

- a. states that individuals should only receive orders from one person.
- b. concerns line and staff, in which authority and responsibility should flow in a direct path from the top people in the organization to the lowest member.
- c. states that decisions that can be routinized should be delegated.
- d. states that managers should supervise a limited number of individuals.
- e. states that as workers become better at their jobs, they can move up the organization ladder to management positions.

*Answer: b*

3.9 The definition of *exception principle*

- a. states that individuals should only receive orders from one person.
- b. concerns line and staff, in which authority and responsibility should flow in a direct path from the top people in the organization to the lowest member.
- c. states that decisions that can be routinized should be delegated.
- d. states that managers should supervise a limited number of individuals.
- e. states that as workers become better at their jobs, they can move up the organization ladder to management positions.

*Answer: c*

3.10 Mary Parker Follett's ideas provided a bridge from classical management theory to the human relations movement. Her ideas focused on

- a. coordinating the workers tasks to insure high quality work results.
- b. putting more control of in the hands of the workers which opens up horizontal communication.
- c. coordinating contact with workers in the early stages of the work.
- d. coordination of management responsibilities to insure similarity of results across departments.
- e. Both b and c.

Answer: e

3.11 Two concepts that came out of the Western Electric Studies that influenced the Human Relations movement were

- a. coordinating and communicating.
- b. motivation and group dynamics.
- c. scalar principle and democratic supervision.
- d. personnel relations and autonomy.
- e. sociometry and coordinating.

Answer: b

3.12 Robert Bales' work with the interaction analysis technique resulted in principle(s) of successful groups. Which of the following is true?

- a. They have someone in the group to focus the group on the task and someone who focuses on maintaining productive relationships.
- b. They have a leader who has both the skills to solve the problem and good working relationships with the group members.
- c. Group members have sufficient training to complete the task and they have the autonomy to carry it out.
- d. They have sufficient supervision to assist them in the task and the task has clear objectives for success.
- e. Both b and c.

Answer: a

3.13 Two ideas that are primary to the organizational theory movement and that were prominent in the work of Chester Barnard were

- a. coordinating and communicating.
- b. decision making and organizational climate.
- c. scalar principle and democratic supervision.
- d. formal structures and informal structures.
- e. conflict management and change.

Answer: d

**Short Answers:**

3.14 In your own words, define Organizational Behavior (OB). Include in your answer the purpose of OB.

*Answer: OB is the study of human behavior in the context of an organization and the purpose is to use this knowledge of human behavior to improve organizational performance.*

3.15 Describe a main purpose of Jacob Moreno's technique of sociometric analysis.

*Answer: Sociograms can identify the informal group structures within the organization and they identify those individuals who are informal leaders or outcasts based on the amount of people who are either attracted to them or the number who reject them.*

**Essay:**

3.16 Trace the beginnings of organizational behavior theory through the contributions of Frederick Taylor, Henri Fayol, and Max Weber. You don't need to list all of the principles established by each of these individuals; however, you should list one or two principles while providing a summary of their general contribution to the field. In your response, include a description how the application of their principles might impact organizational behavior.

## Chapter 4

### Multiple Choice:

4.1 The two major perspectives of educational organizations discussed in chapter 4 are bureaucratic views and human resources development views. Select the correct answer to differentiate which of the following methods of controlling behavior in an organization would be characteristic of human resources development views.

- a. A reading coach is hired to supervise and help teachers since the state and district have determined that reading is a problem in the schools.
- b. When new teachers arrive there is an induction program to help them understand the values and goals of the school.
- c. New teachers are given a teacher handbook that includes procedures and schedules to help them understand expectations.
- d. Grade level teams are assigned the task of developing plans to deal with the goal of improving math achievement test scores.
- e. Both b and d.

*Answer: e*

4.2 From the examples below, select the one that best illustrates Chris Argyris' idea of Pattern A, *soft* behavior.

- a. A supervisor meets with grade level teachers to describe the new reading series that has been adopted and to ask for additional ideas on implementation.
- b. The math teachers are given the math achievement test data from last year and they are asked to devise methods to improve the scores.
- c. The principal forms a faculty advisory committee to develop a school-wide discipline plan based on current research.
- d. The principal meets with the food service staff to ask them to come up with better ways to more quickly move the students through the lines.
- e. Both a and d.

*Answer: a*

4.3 The two central concepts to *systems theory* are:

- a. inputs and outputs.
- b. subsystems and multiple causation.
- c. roles and task analysis.
- d. individuals and groups.
- e. both a and b.

*Answer: b*

4.4 Which of the following best represents a school as an *open system*?

- a. In defining the school's mission and vision, the administration and faculty work closely together to identify the school's values and beliefs.
- b. In preparation for next year, the teachers look carefully at the achievement test scores to determine intervention strategies.
- c. The principal elicits the help of the school advisory committee that includes parents, teachers and community members to establish procedures for distributing school improvement funds.
- d. The superintendent and the principal work together to identify a new leadership team of assistant principals to improve the school's functioning.
- e. All of the above are examples of *open systems*.

*Answer: c*

4.5 According to social systems theory a school that has dynamic equilibrium is illustrated best by which of the following?

- a. Since all children benefit from a solid standards-based curriculum, teachers do not need to make instructional changes even though there are changes in student demographics from last year.
- b. At a national conference, the superintendent learns about small learning communities and hires a consultant to work with schools to create them.
- c. In a time of turbulent change in the school district, the principal keeps the staff protected by maintaining internal policies and procedures.
- d. Faced with mandated changes due to NCLB, the principal asks departments to determine effects of the new requirements on each department and report on how each department will respond.
- e. Both a and b are correct.

*Answer: d*

4.6 One of the main tenants of the sociotechnical systems theory described by Robert Owens and Carl Steinhoff is best illustrated by which of the following.

- a. A significant change in one subsystem will affect variables in one or all subsystems.
- b. The leaders should focus primarily on the human or people subsystem which is important to insure quality in all subsystems.
- c. Well structured sociotechnical systems will prevent the larger societal system from affecting the organization.
- d. Decisions about changes in the subsystems should be made by those individuals who have primary authority and skill within that subsystem.
- e. Both a and c.

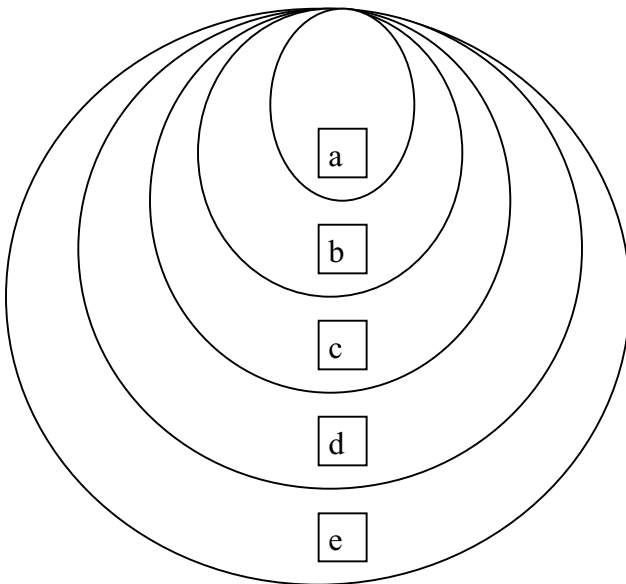
*Answer: a*



**Matching:**

4.7 Look at the system and subsystem model represented by the embedded circles below. Place the subsystems listed in the left column in the correct location in the model by putting the location letter in the column to the right.

Subsystem	Place correct location letter in this column
1. Grade level team.	
2. School Culture.	
3. Individual.	
4. School.	
5. Individual's role.	

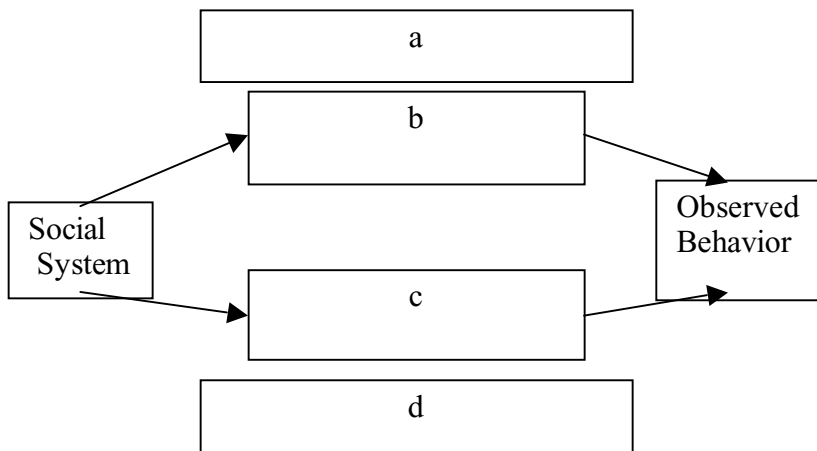


*Answer:*

Subsystem	Place correct location letter in this column.
1. Grade level team.	c
2. Culture.	e
3. Individual.	a
4. School.	d
5. Individual's role.	b

4.8 Label the following social system theory of Jacob Getzels and Egon Guba by placing the correct location letter from the model in the column to the right:

Subsystem	Place correct location letter in this column.
1. nomothetic dimension.	
2. idiographic dimension.	
3. institutional role.	
4. individual personality.	



*Answer:*

Subsystem	2 possible combinations are correct	
1. nomothetic dimension.	a	d
2. idiographic dimension.	d	a
3. institutional role.	b	c
4. individual personality.	c	b

**Short Answers:**

4.9 Define the term *role set*. In your response use the terms *subordinates*, *superordinates*, *colleagues*, *role expectation*, and *role conflict* so that it is clear what each term means.

*Answer: Role set is comprised three groups for any one individual. These three groups are an individual's superiors (or superordinates), subordinates (people whom he/she supervises), and colleagues who function at the same organizational level. These three groups and the individuals in these groups may have different role expectations of the individual's role which can easily lead to role conflict for the individual. In such a case, role conflict will cause the individual difficulty in deciding how to fulfill his/her role based on these differing role expectations.*

4.10 Describe the meaning of the following social systems theory equation:  $B = f(R \cdot P)$ .

*Answer: The equation means that observed behavior is a function of an individual's role and his/her personality.*

**Essay:**

4.11 Compare the following theorists' ideas:

- a. Douglas McGregor's Theory X and Y.
- b. Chris Argyris' Pattern A *soft* and *hard*.
- c. Rensis Likert's Four Management Systems.

In your response, define your terms and indicate how the concepts in each of the theorists' ideas are similar. Include at least one example of leader behavior that you analyze in terms of the three theorists' ideas.

4.12 Defend the argument that a school is an *open system* and that decisions about how the organization is structured and led should be contingent upon conditions that affect the organization internally and externally. Place your response in the context of *systems theory* and use at least one example based on the subsystems described in the sociotechnical systems theory.

## Chapter 5

### Multiple Choice:

5.1 The move from logico-positivist assumptions about schools can be described best by which of the following?

- a. A move toward qualitative research methods.
- b. A focus on building human capital.
- c. Defining organizations in terms of the people who populate them.
- d. All of the above.

*Answer: d*

5.2 Arthur Blumberg noted that it is useful to think of administration as a/an \_\_\_\_\_ than as a/an \_\_\_\_\_.

- a. practice; art.
- b. craft; science.
- c. career; position.
- d. structured theory; practical theory.
- e. instructional responsibility; management responsibility.

*Answer: b*

5.3 John Meyer and Brian Rowan noted that schools have dual systems in that schools have loosely coupled systems over \_\_\_\_\_ and tightly coupled systems over \_\_\_\_\_.

- a. teachers; curriculum.
- b. students; staff.
- c. instruction; noninstructional activities.
- d. central office staff; student services.

*Answer: c*

5.4 Select which of the following is/are examples of bureaucratic measures of how administrators control instruction.

- a. The principal works with teachers on grouping students for instruction.
- b. Teachers have specific amounts of money provided by principals to spend on resources they believe they need.
- c. The principal assigns students to classes.
- d. Both a and c.

*Answer: c*

- 5.5 Which of the following would be an example of correct human resources accounting?
- a. Older teachers who are burned out should be replaced by younger, less expensive teachers who are motivated.
  - b. The expense of professional growth and development of teachers should be considered as a return on investment.
  - c. It is best to spend professional development dollars on older teachers as they don't have the recent university knowledge of younger teachers.
  - d. Teachers should be responsible for their own professional development to insure their methods are up-to-date.
  - e. Both a and d.

*Answer: b*

5.6 Which of the follow is/are included in the five basic assumptions based on effective schools research.

- a. The administration must recognize that the school's culture can be changed.
- b. The school's vision and mission must be consistent with the district's goals.
- c. The central purpose of the school is to teach, and success is measured by student progress.
- d. The attitudes and behavior of the staff are more important than resources.
- e. Both c and d.

*Answer: e*

### **Short Answers:**

5.7 Define the term *loosely coupled systems* and give a specific example of how this concept is used to understand school organizations.

*Answer: Subsystems in a school are related to one another, but they each maintain their own identity and autonomy. A specific example would be that the guidance office, although under the supervision of the principal's office, is not tightly supervised by the principal. The guidance office staff members have a great deal of latitude in how to handle their responsibilities.*

5.8 Define *human capital* and give one specific example of what a principal can do to increase human capital.

*Answer: Human Capital is the knowledge, skills, attitudes, and social skills of employees. An example is for the principal to provide teachers with staff development that the teachers believe is most important to them.*

5.9. Define organizational culture. Give an example of at least one specific aspect of culture.

*Answer: Organizational culture is the norms, values, and beliefs that guide an organization. An example is the bell schedule that is used by the school; another is the belief that all children are able to learn the curriculum.*

5.10 Essay: Using the characteristics of effective schools research, describe a school's culture that utilizes at least three of the concepts that can be implemented relatively quickly and with minimal cost. In addition or in conjunction with this discussion, illustrate how this school can use one or more of the characteristics that are necessary to maintain the school's capacity to increase effectiveness over time.

# Chapter 6

## Multiple Choice:

- 6.1 Human resources development can be characterized best as
- a. how individuals can contribute to the success of the organization.
  - b. how leaders structure the work environment to socialize individuals.
  - c. developing a human resources plan to recruit and hire the best individuals.
  - d. developing the skills and knowledge of the employees.
  - e. both b and c.

*Answer: d*

- 6.2 Which of the following is correct?
- a. Organizational culture is a subset of organizational climate.
  - b. Organizational climate is a subset of organizational culture.
  - c. Culture is the perception of workers relative to the climate.
  - d. Culture can change rather quickly with new leadership.
  - e. Both a and d.

*Answer: a*

- 6.3 Shein's model of the levels of culture
- a. states that culture is composed of myths and stories that leaders transmit to the staff members.
  - b. states that assumptions become internalized and operate as a set of unconscious assumptions.
  - c. indicates that culture is real and tangible and that it can be studied by quantitative methods.
  - d. states that assumptions are manifest as artifacts that can be studied by qualitative methods.
  - e. both b and d.

*Answer: e*

- 6.4 Select all that are true about organizational culture?
- a. Culture develops over time from organizational history, values, and beliefs.
  - b. Subunits in an organization may have their own cultures.
  - c. Culture is perhaps the most powerful determinant of school climate.
  - d. Culture is passed to its constituents through stories and myths about the organization.
  - e. Culture can be defined as "the way things are done around here".

*Answer: a, b, c, d, e*

6.5 Rosabeth Moss Kanter's work about organizational culture indicated that successful organizations have a \_\_\_\_\_ and that this concept is found in organizations that are \_\_\_\_\_.

- a. culture that reaches out; dynamic.
- b. culture of pride; integrative.
- c. culture of inclusiveness; diverse.
- d. culture that maintains focus on organizational goals; willing to listen to the workers.
- e. none of these.

*Answer: b*

6.6 Select all that are true about the Interaction-Influence System.

- a. The structure and processes of interactions among individuals is the Interaction-Influence System.
- b. It is the leaders' behavior and how it influences the behavior of individuals and groups.
- c. It is composed of such concepts as organizational ecology.
- d. It is a central concept of organizational behavior.
- e. It is used to describe organizations.

*Answer: a, d, e*

6.7 Research done on the relationship between organizational culture and effectiveness

- a. is not conclusive.
- b. indicates that leaders have little control over variables that have the most benefit such as socio-economic status (SES).
- c. is difficult to carry out as cultural variables can be hard to isolate.
- d. indicates that many variables that affect student performance are under control of leaders and teachers.
- e. both c and d.

*Answer: d*

6.8 Which of the following best describes the characteristics of Rensis Likert's *System 4, Participative Group*, from his four management systems?

- a. Good lateral communications; decisions made by leaders with input from all groups.
- b. Information flows freely; some delegation of control to lower levels; informal group structure helps identify weaknesses.
- c. Decisions made throughout the organization; informal and formal organizations are the same.
- d. Information flows freely; control mostly at the top; many informal groups as well as formal.
- e. Both b and d.

*Answer: c*



### Short Answers:

6.9 Define organizational culture. What makes up culture?

*Answer: Culture is made up of the organization's behavioral norms, values, assumptions, and beliefs. These are passed on through stories and myths, particularly about the heroes and heroines in the organization's history. It is "the way things are done around here."*

6.10 The OCDQ, by Halpin and Croft, describes *open* and *closed* climates in schools. Using some of the concepts that the OCDQ measures, how might you describe an *open* climate in terms of how teachers view themselves and the principal.

*Answer: Teachers in the school are engaged, have high esprit or morale, and have a high degree of social cohesiveness among them. They don't feel as though they are overburdened with busywork and there. They view the principal as hard-working, considerate of teachers, not particularly aloof, and focused on goals though overbearing in monitoring or supervising teachers work.*

6.11 Propose a linking pin structure for either an elementary, middle, or high school (identify which) that uses Rensis Likert's goals of creating a *System 4*.

*Answer: (Based on the level of school, a response that describes the following will be correct.) Group decision making occurs within horizontal teams in which there is at least one person who overlaps and links upward and downward in the organizational structure. This linking pin person (or persons), has influence on those levels of the organization. The intent is to develop a collaborative interaction-influence system.*

### Essay:

6.12 In a school where you are the principal, illustrate how this school has a positive school climate. In your response, identify the four primary dimensions of school climate according to Tagiuri's model. For each of these dimensions describe how it is implemented in this school to produce a positive climate, and give at least one specific example for each dimension. Finally, indicate how you, as principal, continually assess the climate relative to these dimensions.

## Chapter 7

### Multiple Choice:

7.1 Which of the following did Seymour Sarason suggest was needed to reverse the decline in the predicted failure of educational reform?

- a. Funding at higher levels.
- b. A change in power relationships.
- c. Change from the bottom up.
- d. Staff development focused on educational goals.
- e. Both b and c.

*Answer: e*

7.2 Select all of the educational aims that Seymour Sarason indicated would constitute major changes in the school's inner core of assumptions:

- a. To reduce the gulf between educational achievement of different social classes.
- b. To increase staff development that teachers need most.
- c. To improve school leaders focus on data-based decision making.
- d. To acquaint student with career options.
- e. To get students to enjoy coming to school, rather than seeing school as confining and boring.

*Answer: a, d, e*

7.3 Select all of the following that are true results of Paul Mort's research.

- a. Change in education proceeds very slowly and that schools are generally about 25 years behind research.
- b. Change occurs relatively quickly in schools compared to most governmental organizations.
- c. Higher per pupil expenditures are not predictors that schools will innovate to achieve superior outputs.
- d. States that spend more on education do not have higher achievement scores.
- e. Both c and d.

*Answer: a*

7.4 Which of the following is the best example of school change using an empirical-rational strategy for change?

- a. The State Department of Education identifies new programs that it requires all schools to adopt.
- b. A superintendent attends a conference and brings back a new science program that he installs in schools.
- c. Teachers at an elementary school work together to determine the best strategies to use with low achieving students.
- d. After a reading strategy that was developed at a university was shown to be successful in other states, a school district decides to adopt it.
- e. A principal develops a staff development plan to meet teacher needs.

*Answer: d*

7.5 Which of the following is the best example of school change using power-coercive strategies for change?

- a. The State Department of Education identifies new programs that it requires all schools to adopt.
- b. Teachers at an elementary school work together to determine the best strategies to use with low achieving students.
- c. After a reading strategy that was developed at a university was shown to be successful in other states, a school district decides to adopt it.
- d. A principal develops a staff development plan to meet teacher needs.
- e. Both c and d.

*Answer: a*

7.6 According to most theorists, which change strategy has the best chance of success?

- a. Empirical-rational.
- b. Power-Coercive.
- c. Normative-Reeducative.
- d. Knowledge Production and Utilization (KPU).
- e. Research, Development, Diffusion, and Adoption (RDDA).

*Answer: c*

7.7 Which of the following is the best example of a *systems* approach to organizational development?

- a. The school focuses its efforts on staff development opportunities for *all* teachers and staff.
- b. The school uses cross departmental teams that include administrative representatives to identify problem areas and to suggest solutions.
- c. The principal works with the central office to insure that the school is focused on the district goals.
- d. The superintendent visits all schools to talk with the principals about school plans for school renewal.
- e. Both a and c.

*Answer: b*

7.8 Select all of the following that an organization must perform in order to survive and be healthy.

- a. Adapt to its environment.
- b. Innovate to solve problems.
- c. Achieve its goals.
- d. Generate valid alternative solutions.
- e. Maintain itself internally.

*Answer: a, c, e*

7.9 Which of the following best describes Kurt Lewin's three-step change process?

- a. First, the organization must identify driving forces, the restraining forces, and then move towards change.
- b. Use force-field analysis and then unfreeze the organization.
- c. Do something to unfreeze an organization that is in equilibrium, which allows a move toward change, and then equilibrium must be reestablished.
- d. Establish a committee that represents all grade levels, identify problem areas, and then develop solutions.
- e. Both a and d

*Answer: c*

7.10 Select all of the following that are findings from the research on organizational development by Runkel and Schmuck.

- a. Success is more likely when the school faculty senses a readiness to change and welcomes the OD project.
- b. Entering OD is the most critical phase and requires a skilled and experienced OD consultant.
- c. Open, active support from administrators is critical.
- d. OD is more likely to be successful when the staff is in agreement on goals.
- e. Evaluations of OD projects show that those using force-field analysis are more likely to be successful.

*Answer: a, b, c, d*

**Short Answers:**

7.11 Describe the concept of *force-field analysis* by Kurt Lewin by giving an application of the technique.

*Answer: Force-field analysis is a technique in which the forces that are driving change and the forces that are restraining change are analyzed. An example would be that a committee is formed composed of individuals who are for block scheduling and others who are against it. This committee could survey the teachers, parents, students, and staff about block scheduling, examine the research literature, and predict the effects of block scheduling on their school prior to forming recommendations based on the driving and restraining forces identified.*

7.12 Empirical-rational and power-coercive strategies for change have two assumptions that they share which separates them from normative-reeducative strategies. Identify one of these assumptions.

*Answer: Either: (a) good ideas are developed outside the organization, or (b) the organization is the target of external forces for change.*

**Essay:**

7.13

A. As the principal of a school (you choose the grade levels), propose a plan for school renewal using organizational *development* as a change strategy. For the past several years, the students achievement test scores have declined and the school overall has had very low test scores compared to similar schools in the district. In your response, identify at least three of the 10 concepts that characterize *OD* and for each illustrate how these will be used to improve the school.

B. Suppose you are the CEO of a health care organization. You have collected some data about organizational climate and have found that there are severe morale issues, not only with the staff but with the patients as well. Propose a plan using organizational development as a change strategy. In your response, identify at least three of the 10 concepts that characterize *OD* and for each illustrate how these will be used to improve your organization.

## Chapter 8

### Multiple Choice:

8.1 Select all that are examples of adaptive problems as opposed to technical problems.

- a. The superintendent wants a school to use a particular science program that has been recommended in the research literature.
- b. The textbook ordering process has not been functioning efficiently and some textbooks arrived late.
- c. The bus ramp for student pick up has been disorderly and chaotic recently.
- d. The teacher evaluation process needs to be revised in the district to focus on new state standards.
- e. A new textbook series in reading needs to be chosen to dovetail with new state standards.

*Answer: a, d, e*

8.2 Select all of the following types of *power* that are related to an administrator's *entrusted authority*.

- a. Reward.
- b. Coercive.
- c. Expert.
- d. Legitimate.
- e. Referent.

*Answer: c and e*

8.3 With which kind of *power* is Dr. Martin Luther King Jr. mostly associated.

- a. Reward.
- b. Coercive.
- c. Expert.
- d. Legitimate.
- e. Referent.

*Answer: e*

8.4 Prior to James MacGregor Burns work on leadership, leadership theories were defined primarily as comprised of two dimensions. These two dimensions are best exemplified by which one of the following scenarios?

- a. A team leader outlines a calendar for meeting the principal's deadlines; the team leader finds time each day to talk with all of the other team members.
- b. A principal distributes the teacher handbook at a meeting and insists that teachers follow procedures; the principal focuses her day on completing the paper work that is on her desk.
- c. A principal visits the teacher's lounge each day to chat with the teachers; the principal has a social gathering at his house once a semester.
- d. The chair of the high school science department asks teachers to turn in their book orders on time; the chair calls weekly department meetings to get the report done that the principal has requested.

*Answer: a*

8.5 Select all of the following that are behavioral examples of a good leader, as opposed to an authority figure.

- a. Write and distribute a vision and mission statement for the school.
- b. Arouse the staff's personal commitment to the vision.
- c. Visit each teacher's classroom to see if the vision and mission statement has been posted.
- d. Organize the working environment to make the envisioned goals central in the organization.
- e. Evaluate teachers on whether or not they are implementing the vision and mission.

*Answer: b and d*

8.6 Select all that are examples of a transformational leader, as opposed to a transactional leader?

- a. The principal distributes merit pay to those teachers whose students performed best on the state's achievement test.
- b. The leader forms a committee to consider the achievement test scores from this year and to make recommendations to the teachers and administration.
- c. The members of a committee that completed a curriculum development project were provided with summer employment opportunities.
- d. The superintendent asks principals whose schools did well on the state test to attend a conference with her.

*Answer: b*

8.7 Select all that are concepts of moral leadership.

- a. There is a genuine sharing of mutual needs, aspirations, and values.
- b. Leaders reward those who perform best for the organization.
- c. Followers have the latitude in responding to the initiatives of leaders, and that they have the ability to make informed choices.
- d. Leaders take responsibility for delivering on commitments and representations made to followers.
- e. Leaders develop implementation plans based on the school's vision and mission.

*Answer: a, c, d*

8.8 Which is the order of leadership from worst to best?

- a. Moral, transformational, transactional.
- b. Transformational, transactional, moral.
- c. Transformational, moral, transactional.
- d. Transactional, moral, transformational.
- e. Transactional, transformational, moral.

*Answer: e*

8.9 Transformational and moral leadership are associated with which of the following? Select all that apply.

- a. McGregor's Theory X.
- b. Likert's System 4.
- c. Argyris' Pattern A, soft.
- d. Argyris' Pattern A, hard.

*Answer: b*

8.10 In Dan Lortie's research, he found which of the following to be true?

- a. Teachers are more likely to be influenced by leaders who use *expert power* than those who use *referent power*.
- b. Leaders are more likely to use transformational leadership than transactional leadership.
- c. Teachers are motivated by leaders who use good communication skills.
- d. Teachers are motivated by feeling successful and effective in their teaching.
- e. Teachers who use moral leadership have students who are more successful.

*Answer: d*

8.11 \_\_\_\_\_ in visioning is rethinking assumptions, beliefs, and values and either reaffirming or revising them.

- a. Transformational leadership.
- b. Moral leadership.
- c. Reflective practice.
- d. Adaptive practice.
- e. School renewal.

*Answer: c*

8.12 Warren Bennis and Burt Nanus have said that "managers are people who \_\_\_\_\_ and leaders are people who \_\_\_\_\_."

- a. use power; use transformational leadership.
- b. use transactional leadership; transformation leadership.
- c. do things right; do the right thing.
- d. tell followers what to do; collaborate.
- e. use Theory X; Theory Y.

*Answer: c*

**Short Answers:**

8.13 Differentiate between *legitimate* and *expert power* and give an example of each.

*Answer: Legitimate power is derived from holding a position in an organization that is recognized by others as legitimate to compel obedience, such as the principal changing teacher schedules. Expert power is that gained from the knowledge that one has that will induce others to comply so they can benefit from it, such as following the recommendations of a principal about a new reading series because of his reading background.*

8.14 Describe the concept of *critical theory*. In your response illustrate how a leader would implement this theory in working with the staff.

*Answer: Critical theory is a form of social criticism that holds that institutionalized oppression of groups of people in society is often supported by those oppressed as they are led to believe that the system operates in their best interest. A leader should use moral leadership to insure that minority staff and women are involved in collaborative decision making opportunities.*

**Essay:**

8.15 Compose a positive scenario of a school's process in developing the vision and mission statement for a school. Illustrate the principal's use of leadership skills to lead this process, and describe the principal's role in developing the vision.



## Chapter 9

### Multiple Choice:

9.1 Choose all of the following that are examples of the application of Daniel Griffith's theory of administration.

- a. A principal makes the important decisions, and delegates all others.
- b. A principal sets up a process of making decisions in the organization.
- c. A principal delegates most decisions to others.
- d. A principal delegates all decisions to others.
- e. A principal consults with the superintendent on the type of decisions to be delegated.

*Answer: b and c*

9.2 Selecting which of the five leadership styles in Vroom and Yetton's model is done by answering seven questions that lead to the best decision making style. Which of the following are questions in this model? Select all that apply.

- a. Is this decision one that the leader's superiors should make?
- b. Does the leader have sufficient information to make a good decision?
- c. Is the problem important?
- d. Is there a quality requirement such that one solution is likely to be more rational than another?
- e. If the leader makes the decision alone, how certain is it that others will accept it?

*Answer: b, d, and e*

9.3 Which of the following scenarios would lead to a group consensus decision-making style according to Vroom and Yetton's taxonomy? Select all that apply.

- a. Acceptance of a decision by subordinates is not critical; subordinates do not share the organizational goals.
- b. Acceptance by subordinates is critical; subordinates do share the same goals.
- c. The problem is structured; the leader is reasonably certain the followers would accept her decision.
- d. The problem is structured; conflict is likely among followers for preferred solutions.
- e. Acceptance by subordinates is critical; the leader is not certain if they would accept her decision.

*Answer: b and e*

9.4 Henry Mintzberg's research about the nature of managerial and administrative work resulted in which of the following conclusion? Select all that apply.

- a. Administrators do a great deal of work, and do it at an unrelenting pace.
- b. Administrators devote long periods to a few important decisions that tend to be specific.
- c. Administrators prefer to deal with problems that can be handled with the information at hand.
- d. Administrators prefer written communications.
- e. Both b and d.

*Answer: a*

9.5 Which of the following is most likely to be true about decision making and organizational culture?

- a. The norms, values and beliefs of an organization have little impact on administrative decisions.
- b. The use of HRD concepts most likely will lead to participative decision making structures.
- c. Some cultures are more effective than others in implementing collaborative decision making models.
- d. Collaborative decision making models should not be used in schools that are experiencing many problems.
- e. Both b and c.

*Answer: e*

9.6 Which of the following might be considered good decision making practices?

- a. The principal should set up the school's decision making processes and these processes should include participation of others when appropriate.
- b. Teachers should be permitted to participate in decisions only when the principal believes he doesn't have sufficient information.
- c. The principal should work with teachers in establishing a process for making decisions.
- d. Voting is a good decision making strategy for important decisions.
- e. Both c and d.

*Answer: c*

9.7 Which of the following problems might be termed *emergent* problems? Select all that apply.

- a. The school district needs to revise its transportation system to better pick up children on time.
- b. The state requires each school district to develop a plan to implement bilingual education.
- c. A principal needs to decide how best to organize his time to insure that he evaluates all teachers twice during the school year.
- d. The principal needs to develop a process to handle ordering and distribution of supplies.
- e. Both a and d.

*Answer: b*

9.8 Which of the following problems might be termed *discrete* problems? Select all that apply.

- a. The district requires each school to develop a school improvement plan to include special education students.
- b. How should special education students be included in the regular education classrooms?
- c. The central office has asked each school to develop a yearly staff development plan based on the school's vision and mission.
- d. The process and schedule for cleaning classrooms before and after school needs to be revised.
- e. Both a and d.

*Answer: d*

9.9 Using the ideas of Edwin Bridges and Chester Barnard to determine when to involve others in decisions, identify which of the following would be good practices. Select all that apply.

- a. Involve teachers who have a personal stake in the problem, even if they are not experts or have much information about the problem.
- b. Involve the math teachers in scheduling the program for the physical education department.
- c. If teachers are ambivalent about a problem and its solution, select a small group of volunteers to work out a solution with the principal.
- d. If a problem is in the teachers' *Zone of Sensitivity*, they won't be interested in working on a solution, so the principal should make the decision.
- e. Involve the English teachers in developing next year's schedule, as several of them have worked on scheduling with principals in the past.

*Answer: c and e*

9.10 Which of the following would be considered good decision making practices. Select all that apply.

- a. Choose people to be involved in decisions if they are knowledgeable about the problem.
- b. Use a *parliamentarian* method for making a decision if the staff is concerned about the solution to a problem.
- c. If a problem is in the staff's *Zone of Indifference* involve them in a collaborative decision.
- d. A principal involves several individuals in defining alternative solutions to a problem and seeks input from a group on consequences, but makes the decision himself.
- e. A principal uses collaborative decision making to make decisions in the school for most problems encountered in her school.

*Answer: a and d*

## Short Answers:

9.11 Describe or define a rational decision making process by listing the steps involved, and define what makes a decision that is *satisficing*.

*Answer: An answer that approximates either Simon or Drucker's models is correct.*

*Herbert Simon's model: This is composed of three types of activity; intelligence activity in which the environment is searched for circumstances that need a decision; design activity in which courses of action are defined; and choice activity in which an option is selected.*

*Peter Drucker's model: Define the problem, analyze the problem, develop alternative solutions, decide on the best alternative, and convert the decision into effective actions.*

*Satisficing is making a decision that will be a satisfactory solution to the decision, not necessarily an optimal solution.*

9.12 Briefly describe the two views about administrator thinking regarding linear and nonlinear concepts. How does brain research fit into these views?

*Answer: One view is that thinking is linear and one can use a rational process such as that of Peter Drucker and Herbert Simon. This view most likely uses the left side of the brain. The other view is that thinking is done holistically by looking at the system as a whole, which takes training and experience. This last view can be called an art or trained intuition. This second view most likely uses right-brained thinking processes.*

## Essay:

9.13 You are brought in as a consultant to analyze the problems related to decision-making structures in a school. The principal of this middle school (grades 6- 8, 750 students) has received numerous complaints from teachers that they are not involved in any of the decisions that are made at the school. In fact, they have all signed a letter of complaint to bring the issue to the attention of the principal.

In your discussions with the principal, he states that he believes he is a democratic person and that he is surprised by the complaints. You find that the principal makes most decisions such as assignments to bus duty, lunchroom duty, and hall/bathroom monitor duty, as well as class assignments for all of the teachers. Monthly meetings are for the purpose of giving information to teachers and staff. The principal cannot understand why the faculty is unhappy since he is saving them so much work by not having them meet a lot to make decisions.

Analyze the situation related to decision making. What positive things is the principal doing relative to decision making? What is wrong with the current methods and what needs to be done to revise the current methods of decision making? Specifically, what steps should be put into place to involve faculty in some of the important decisions in the school? How will "important" decisions be determined? In your response, cite specific theories and concepts from the textbook to support your ideas.

## Chapter 10

### Multiple Choice:

10.1 Classical, bureaucratic organizations views toward conflict would involve which of the following management behaviors or ideas? Select all that apply.

- a. Managers believe that conflict is inevitable and should be managed.
- b. Managers seek harmony through congenial work groups.
- c. Managers believe that organizations should be smooth running and harmonious.
- d. Managers seek harmony through control and organizational structure.

*Answer: both c and d*

10.2 Which of the following are examples of leader behaviors that are compatible with contemporary views of dealing with conflict? Select all that apply.

- a. A principal tells two people who are in a conflict over use of department materials that he wants them to stop arguing.
- b. Two first grade teachers believe that phonics is the best approach to teaching reading and two others disagree. The principal lets them work it out among themselves.
- c. Two second grade teachers who were in conflict most of the year will be placed in different grade levels next year.
- d. With two parties in a conflict, the principal holds a meeting in which she leads a discussion of the issues and sets goals for a solution.
- e. With two parties in a conflict, the principal holds a meeting in which she lets them know that they are responsible to resolve their disagreement so the school will not be disrupted.

*Answer: d*

10.3 Which of the following have been identified by Louis Pondy as primary sources of latent conflict? Select all that apply.

- a. Competition for resources.
- b. Hostile behavior.
- c. Decisions on goals or how to accomplish them.
- d. Principal control of most decisions.
- e. Unfunded state mandates.

*Answer: both a and c.*

10.4 Kenneth Thomas identified four parts of conflict that occur in a sequence of episodes. Which of the following is the correct order in which the four parts occur?

- a. Conceptualization, frustration, outcome, behavior.
- b. Frustration, conceptualization, behavior, outcome.
- c. Frustration, behavior, conceptualization, outcome.
- d. Outcome, behavior, conceptualization, frustration.
- e. Conceptualization, frustration, behavior, outcome.

*Answer: b*

10.5 Using Kenneth Thomas' model of conceptualizing conflict, which of the following is likely to occur if a person is high in cooperativeness and low in assertiveness.

- a. A teacher who is given extra work by the team leader refuses to do so unless everyone in the department also is required to perform the work.
- b. Although bothered by the extra workload, a principal agrees to send the staff development office the forms it demands.
- c. A superintendent refuses to turn over financial information to a school board member without school board approval.
- d. A teacher ignores a parent who demands that her child be moved to a new seat in the classroom because of problem with surrounding students.
- e. A teacher agrees to sit down with the team leader to work out a compromise to the team leader's request.

*Answer: b*

10.6 A teacher, Mr. Blake, is asked by the team leader to turn in detailed weekly lesson plans. Mr. Blake does not see the point in doing this time-consuming work, and he believes that the team leader is being autocratic. He asks to meet with the whole team and the team leader to discuss lesson planning to determine potential solutions. Mr. Blake's reaction shows that he is:

- a. Low in assertiveness and high in cooperation.
- b. High in assertiveness and low in cooperation.
- c. Medium high in cooperation and medium high in assertiveness.
- d. Low in both.
- e. High in both.

*Answer: e*

### **Short Answers:**

10.7 Illustrate by example the difference between malevolent and non-malevolent hostility.

*Answer: (any examples such as those below that show malevolent behaviors compared to non-malevolent in which one tries to support one's views.)*

*Malevolent illustration: A teacher tells others in her department that a teacher she disagrees with has gets special favors from the principal.*

*Non-malevolent illustration: At a department meeting, a teacher argues for her point of view and tells everyone that her ideas have research support and other ideas don't.*

10.8 Illustrate by example the effects that hostile conflict can have on individuals and their organization.

*Answer: (Any example that shows psychological and/or physical withdrawal for individuals and a downward spiral in organizational health is acceptable.)*

*A teacher who has been the subject of hostile conflict with another in her department seems indifferent in meetings and unconcerned about issues. She has also been absent more often than usual, particularly on meeting days. This has resulted in departmental delays in arriving at consensus on important issues such as scheduling for next year and how to work toward full inclusion.*

10.9 Provide an example of a win-lose orientation to conflict. Describe how the parties behave with each other and among group members. Then describe the results that are most likely to occur from win-lose.

*Answer: (An example that shows hostility between parties and/or lack of real search for a solution is acceptable. Among group members they will close ranks and expect members to hold to group goals. Results can include rejection of leaders and lasting emotional reactions.)*

*Example: A teachers' union decided to strike because of lack of movement in negotiations. Teachers were angry and spoke negatively about the administration to the press. Neither side was willing to budge from their positions, nor did they offer any compromises. Most teachers closed ranks, and those teachers who did not agree to strike were ostracized. Bad feelings lingered for years, and the negotiations process continued to be negatively affected. In addition, bad feelings continued among the teachers who did and did not strike.*

**Essay:**

10.11 The faculty committee working on a discipline policy for the school is at an impasse. The issues that are creating the conflict involve in-school suspension v. external suspension and paddling. About half of the committee has aligned themselves with in-school suspension with no paddling allowed, and the others favor external suspension with paddling permitted. They have come to you (the principal) to resolve the conflict. What kind of conflict manager are you? What do you do? What are the alternatives that might resolve the conflict?

10.12 What is the difference between functional and non-functional conflict? Give an example of each using your own experience as the basis for your response. You may use any type of organization as an example. Why is functional conflict with an external group (e.g., in a school situation, that would be a parent group, a special interest group, a group from state government or accrediting agency, etc.) frequently beneficial to an organization? Using a specific situation as an example, describe how leaders may create functional conflict within their organizations.

# Chapter 11

## Multiple Choice:

11.1 Select all of the following that reflect motivational patterns that scholars believe are evident in human behavior.

- a. Direction in making choices.
- b. Persistence.
- c. Belief.
- d. Desire.
- e. Intensity.

*Answer: a, b, and e*

11.2 Which of the following are examples that a *behaviorist* would support? Select all that apply.

- a. A teacher who was willing to chair a difficult committee is promoted to department head.
- b. Teachers in each department are asked to develop curriculum guides to implement new state standards.
- c. At a school-wide meeting teachers work in groups to recommend changes to the school vision and mission.
- d. The district begins a new merit pay plan for teachers.
- e. Those teachers who have more than 75% of their students scoring below the district average on the state test are placed on probationary status.

*Answer: a, d, and e*

11.3 Which of the following did the Hawthorne Experiments find to be true? Select all that are correct.

- a. If you pay attention to people and change their working conditions, their motivation will improve, thereby increasing productivity.
- b. Output went back to previous levels when working conditions returned to previous circumstances.
- c. Output rose because people were allowed to participate in decision making related to their working conditions.
- d. Output rose because the workers were offered financial incentives.
- e. Output rose because the workers were given specific training related to their responsibilities.

*Answer: c*

11.4 Whose work was influential in laying the foundation for the concept of personality types?

- a. Sigmund Freud.
- b. William James.
- c. Howard Gardner.
- d. Carl Jung.
- e. Both a and b.

*Answer: d*



11.5 The four dimensions of human personality measured by the Myers-Briggs Type Indicator (MBTI) are

- a. introversion-extroversion; sensation- feeling; thinking-intuition; perceiving-judging.
- b. introversion- intuition; sensation-thinking; extroversion-judging; perceiving-feeling.
- c. perceiving- feeling; Introversion-extroversion; sensation-intuition; thinking-judging.
- d. introversion-extroversion; sensation- thinking; intuition-feeling; perceiving-judging.
- e. sensation-intuition; introversion-extroversion; thinking-feeling; perceiving-judging.

*Answer: e*

11.6 Which of the following are true about different personality types? Select all that apply.

- a. About 75% of the population is thought to be *extraverted*.
- b. A *perceiving* person is one who tends to use either sensing or intuition.
- c. A *feeling* person uses reasoning, logic, and analysis to make judgments.
- d. A *judging* person is one who tends to use intuition.
- e. A *judging* person is one who tends to be introverted.

*Answer: b*

11.7 Which of the following characteristics does John Atkinson believe drive motivation? Select all that apply.

- a. Rewards and punishments.
- b. Desire to achieve.
- c. Empowerment.
- d. Need to avoid failure.
- e. Need to prove oneself.

*Answer: b and d.*

11.8 Which of the following is the correct hierarchy of needs from lowest to highest?

- a. Security and safety; social affiliation; autonomy; self-esteem; self-actualization.
- b. Social affiliation; security and safety; self-esteem; autonomy; self-actualization.
- c. Security and safety; self-esteem; social affiliation; autonomy; self-actualization.
- d. Security and safety; social affiliation; self-esteem; self-actualization; autonomy.
- e. Security and safety; social affiliation; self-esteem; autonomy; self-actualization.

*Answer: e*

11.9 Which of the following did Thomas Serviovanni conclude from his studies of motivation? Select all that apply.

- a. Older teachers were more concerned about self esteem.
- b. Younger teachers were more concerned about safety and security.
- c. Teachers are generally ready to respond to higher-order needs.
- d. Salary and benefits increases are highly motivating.
- e. As older teachers approach retirement, they become more concerned about lower order needs.

*Answer: c*

11.10 In applying the two-factor theory of motivation which of the following might be true? Select all that apply.

- a. If a principal allows individuals to participate in decision making, it can lead to dissatisfaction.
- b. If a principal attempts to make an individual's job more interesting, the individual may become dissatisfied because of the extra work load.
- c. By providing job security, the school district believes workers will be more satisfied.
- d. A consultant informs the superintendent that if she recommends a salary increase that will not keep up with inflation, it will likely create dissatisfaction.
- e. The district administration believes that by developing a new teacher evaluation instrument that better measures and recognizes teacher accomplishments, teachers will be more satisfied.

*Answer: d and e*

### **Short Answers:**

11.11 State how self confidence is defined and then illustrate how principals can apply this concept.

*Answer: Self confidence is the extent to which an individual believes he/she can accomplish a task. Example application: A principal should analyze teachers' self confidence in completing a specific task prior to assigning them to a project and/or provide them with sufficient training to assist in improving their self confidence.*

11.12 What is the *Protestant Work Ethic* and what does David McClelland add to the discourse in terms of achievement motivation.

*Answer: The Protestant Work Ethic comes from Max Weber's belief that Protestant countries were more economically advanced because of their belief in hard work. David McClelland added that countries need people with achievement motivation for economic growth. He believed that achievement motivation could be taught at home and school through attitudes, skills, and habits.*

11.13 Matina Horner defines *fear of success* as a form of motivation which she identified as the fear of negative consequences in terms of social/cultural norms, such as a woman's fear of losing her feminine identity? How can this concept be applied to students in schools? That is, do some students *fear success*?

*Answer: Some students fear being in the limelight and known as successful, so they avoid academic success by not achieving to their potential. They avoid being singled out as a high achiever.*

### **Essay:**

11.14 To answer this question, you are to assume the role of school principal. Your task is to develop a plan to use concepts of motivation discussed in this chapter to insure that the staff is highly motivated to achieve the school's vision and mission. In your response indicate what theories you will use and the theorists who developed the theories. Specifically describe what organizational structures and activities you suggest to insure a highly motivated staff and tell how these structures and activities motivate individuals and/or groups.

## Chapter 12

### Multiple Choice:

12.1 Which of the following reflects rationale of influential writers and economists for market-based school reform? Select all that apply.

- a. Individuals will make a rational choice in their own economic self interest.
- b. Competition from other schools will cause all schools to improve.
- c. Public schools have not worked and therefore should be abandoned.
- d. Students will be offered curriculum that will be of interest to them.
- e. The better teachers will gravitate toward the market-based schools that have higher performance.

*Answer: a, b, and c*

12.2 Select the individuals who have been supporters of market-based reform. Select all that apply.

- a. John Maynard Keynes.
- b. Milton Friedman.
- c. John Goodlad.
- d. John Chubb.
- e. Thomas Sowell.

*Answer: b, d and e*

12.3 Businesses and individuals who have invested for profit in educational initiatives include which of the following? Select all that apply.

- a. Michael Milken.
- b. William Bennett.
- c. Gerald Bracey.
- d. Edison Schools.
- e. Coalition of Essential Schools.

*Answer: a, b, d*

12.4 Which of the following are true about market-based school reform? Select all that apply.

- a. Many of the companies that provide charter schools or manage schools for public schools have made high profits.
- b. Universities are encountering competition from private organizations.
- c. There is little evidence that for-profit schools achieve better results than public schools.
- d. One of the advantages that for-profit schools have over public schools is that they have more money available to meet their needs.
- e. Charter school reforms are now legal in every state.

*Answer: b, c and d*

- 12.5 Select all that are true about the standards-based education reform movement.
- a. Because of the movement, Local Education Agencies have greater control of education than previously.
  - b. It uses similar rationale as market-based reform.
  - c. A great deal of attention has been focused on the effects of testing on students.
  - d. It is essentially a political strategy to reform schools.
  - e. It has resulted in high-stakes testing.

*Answer: d and e*

- 12.6 Select all that are true about whole school reform.
- a. Whole school reform efforts in individual schools orchestrated by district offices have not been very successful.
  - b. Increasing individual school autonomy with district support has a good chance of success.
  - c. Charter schools have provided excellent models of school reform efforts for public schools.
  - d. There is little research to support the conclusion that whole schools reforms work.
  - e. None of these are true.

*Answer: a and b*

- 12.7 The Education Commission of the States report in 1999 entitled *Governing America's Schools: Changing the Rules* identified which of the following approaches for school reform? Select all that apply.

- a. Allow charter schools under the control of the school district.
- b. Centralize school reform efforts to insure coordinated approaches to school reform.
- c. Encourage school-based management with schools having budgetary control.
- d. Individual school reform has little chance of success unless the reform effort is district-wide.
- e. Both a and c are correct.

*Answer: e*

- 12.8 The Education Commission of the States report indicated that the approaches it suggests will permit which of the following ideas. Select all that apply.

- a. Replacing public schools with Charter schools.
- b. Giving parents more choice.
- c. Focusing accountability on achievement.
- d. Allowing the districts to control the money for schools.
- e. Weakening the role of local school boards and strengthening the state control.

*Answer: b and c*

**Short Answers:**

12.9 Briefly describe the focus of one of the following school reform models: Coalition of Essential Schools; Accelerated Schools; Comer School Development Program.

*Answer: Coalition of Essential Schools: This is a diverse program that encourages whole school reform by developing collaborative relationships in which individuals and groups work together, coach one another, attend seminars, and develop plans for school improvement. It involves strategic planning, managing change, accountability systems, team building and restructuring school time, budgets and staff.*

*Accelerated Schools: This model focuses on at-risk students and provides high expectations for these students. It accelerates and enriches their learning; it does not focus on remediation and slowing down learning. Accelerated schools use strategies usually reserved for gifted programs.*

*Comer School Development Program: This model emphasizes the development of an organizational culture characterized by problem solving, consensus decision making, and collaboration. It uses a school planning and management team to develop a comprehensive plan, a student and staff support team that focuses on staff development, and a parent team to involve parents in all aspects of the school.*

**Essay:**

12.10 To answer this question, you are to assume the role of the district superintendent. The district test scores have been in the lower 25% of all districts in the state for the past 5 years, and the pressure is mounting for you to do something to turn the district around. You and the school board chair have just gotten back from the American Association of School Administrator's conference, where you learned a lot about the process of whole school reform. Assuming that the school board, the principals and the teachers' union basically agree with your ideas, create a plan for whole school reform that outlines your ideas and identifies structures that you will put into place to implement whole school reform in individual schools throughout the district.