

*Test Bank
for*

**Organizational Behavior in Education:
Leadership and School Reform
Eleventh Edition**

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PEARSON

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Introduction

Thank you for adopting our textbook for your class. This manual contains the test bank for each chapter. The test bank generally follows the PowerPoints for each chapter that you will find online the Pearson website. This manual has the following sections:

1. A list of the major goals of this edition.
2. A detailed description of what is new in this edition of the textbook, mostly taken from the preface of the textbook.
3. A test bank--chapter by chapter. For each chapter we have provided a recommended set of multiple choice items, shorts answer items, and essay items.
4. An answer key for the multiple choice and the short answer questions. The answer key is located after the test bank. There is no answer key for the essay questions.

Three Major Goals of this New Edition

1. To provide the reader with additional practical applications by adding “Voices from the Field” in appropriate chapters.
2. To update the treatment of the subject, organizational behavior in schools, to include new research and current trends.
3. To incorporate a better connection between organizational behavior, Critical Theory, and Critical Race Theory.
4. To integrate theory and practice throughout the text. This was accomplished by discussion and expansion on initial concepts in succeeding chapters to provide additional depth of analysis and synthesis.

What is New in the 11th Edition?

The following are the specific major changes to this 11th edition of *Organizational Behavior in Education*

1. We have added “Voices from the Field” in appropriate chapters. We solicited examples from practicing administrators to show how concepts are being applied in the schools today. These “Voices” provide the reader with a connection between theory and practice, and help the reader critically apply “book knowledge” to organizational behavior.
2. Although we briefly defined Critical Theory (CT) in the 10th edition in the chapter on leadership, we have expanded the concept. We believe Critical Theory and Critical Race Theory (CRT) in education have been elevated to major theories since initial introduction in the mid-1990s. We also believe it is important to focus on eliminating racism in schools and schooling through a focus on CRT at all levels in the organization.
3. The Critical Incidents introduced in the previous edition, have been updated and moved to the end of each chapter. Our reviewers felt that readers were not prepared to critically analyze the Critical Incident until after they read the chapter, and we agree with our reviewers. After reading each chapter, a Critical Incident presents the reader with practical issues based on the chapter content. The Critical Incident requires a decision based on the facts presented and the reader’s own theory of practice. This approach is

important to the reader because (a) it develops understanding of the practical application of the knowledge of organizational behavior to the practice of leadership, and (b) it helps the student to develop and internalize a personal commitment to a practical and effective theory of practice.

4. New charts and figures to support new and previously presented material have been added in several chapters. This material helps the visual learner by presenting research findings in easy-to-view displays. Several charts and figures were also removed as we and our reviewers did not believe these were helpful.
5. The book has been updated to make it more current in today's fast paced era of No Child Left Behind (NCLB), Race to the Top (RTTT), accountability, and high-stakes testing. New updated research and recent developments in the field have been added in most of the book's 12 chapters to replace older material. For example, we introduce the Common Core State Standards along with a discussion of the two new assessment consortia: Smarter Balanced Assessment Consortium and Partnership for Assessment of Readiness for College and Careers (PARCC). However, we maintained the classical research and theories that have been the foundation of progress in educational leadership.
6. Our reviewers provided us with many excellent ideas for additions and changes to this edition. Here a few of the major changes in addition to some of those listed above:
 - a. We moved the chapter on motivation from the end of the book, to its new location as Chapter 5. We agree with this change because the theory and practice of motivation underlies the implementation of good leadership.
 - b. We added back to this edition in Chapter 3, a discussion of Mary Parker Follett's contribution to management theory.
 - c. We have added to Chapter 8 some of the many contributions Michael Fullan has provided on organizational change.
 - d. The Marzano, Waters and McNulty research on leadership has been added to Chapter 9.
 - e. We added a discussion on data-based decision making to Chapter 10.
 - f. Also new to Chapter 10 is the presentation of Total Quality Management concepts to assist in organizational decision making.
 - g. The name and content of the chapter related to conflict in organizations (Chapter 11) has been changed to reflect a better focus on the topic of communications: *Conflict and Communications in Organizations*. In addition, we added a discussion on how principals should deal with difficult teachers, using ideas from Todd Whitaker's work.
7. Many of the Reflective Activities at the end of each chapter have been revised and updated. These activities further challenge each student to develop and internalize personal commitment to a defensible theory of practice in educational leadership. By studying this book and completing the activities, the learner will develop a thoughtful and well-grounded approach to the practice of leadership in any school setting.

Test Bank Questions

Chapter 1

Organizational and Critical Theory

1.01 Which of the following mechanisms are included in bureaucratic theory?

- a. Firm hierarchical control of authority
- b. Clear plans and schedules
- c. Allowing subordinates the freedom to make decisions
- d. Flexible standards to allow for creative problem solving
- e. Both a and b above

1.02 Which of the following would characterize organizations that emphasize Human Resources Development Theory?

- a. Having a detailed employee handbook that guides expected behavior
- b. Closely supervising to insure compliance with rules
- c. Bringing individuals together to problem solve
- d. Employee evaluation based on continuous administrative observation
- e. Both a and c

1.03 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.

1.04 One of the main reasons the Tennessee Student-Teacher Achievement Ratio (STAR) research meets the "gold standard" for education research is 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.

1.05 The two major perspectives of educational organizations 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.

1.06 Structuralism as used in this book is most closely associated with

- a. underlying patterns of logic, system, and order.
- b. quantitative empirical research.
- c. human relations theory.
- d. using qualitative research methods to describe the culture of organizations.
- e. Both a and b

1.07 Structuralism became unpopular in the field of education

- a. because structuralism 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 structuralism provided inaccurate measures of student achievement and learning.
- d. because of a disjunction between publicly espoused values and what we do in schools.
- e. both a and d are true.

1.08 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

- e. neo-scientific

1.09 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.
- e. John Dewey.

1.10 Choose the best example of an educational application based on behavioral psychology (behaviorism) 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.

1.11 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. Answers a, b and c above.

1.12 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.

1.13 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.

Short Answers:

- 1.14 Define the expression $B = f(p \cdot e)$.
- 1.15 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.
- 1.16 Describe the Japanese principle of *kaizen*.
- 1.17 Identify one of the concepts that makes a research study achieve “gold standard” quality.
- 1.18 How can a school leader apply one or more of the results of the Tennessee STAR study? Give one specific application.
- 1.19 List one of the criticisms from state and professional education associations of NCLB.
- 1.20 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.

Essay:

- 1.21 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.

- 1.22 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. Is NCLB a paradigm shift or not?

1.23 Describe the concepts of *critical theory (CT)* and *critical race theory (CRT)*. In your response illustrate how a leader would implement at least three basic tenants of CRT in working with the staff.

Chapter 2

Guiding Concepts for a Theory of Practice

2.01 *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.

2.02 The progressive education movement is best characterized by all of the following except:

- a. Learning by doing.
- b. Rote memorization.
- c. Team learning.
- d. Informality in the classroom.

2.03 Bartlett Giamatti described truth as an amalgam. This analogy is used in our text to describe how we might understand the state of schooling in the United States. Which of the following would best describe the amalgam of truth that exists in U.S. education?

- 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.

2.04 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.

2.05 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.

2.06 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.

2.07 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.

2.08 Why should organizations maintain sustainability in good leadership?

- a. Repeated changes in leadership can lead to inconsistent change processes.
- b. Sustainable leadership can lead to consistent change processes.
- c. Consistency in change processes is important in establishes a positive culture of change.
- d. All of the above.

Short Answer:

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

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?

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

2.12 List one definition of Emotional Intelligence (EI) as discussed in this textbook.

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.
- 2.15 What is the difference between *theory of action* and *theory of practice*? Define each concept and give at least one specific example for each and illustrate how a leader would use each concept.