

***Organization Development and Change 11th edition
Cummings Test Bank***

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1. Which theory of planned change serves as the foundation for appreciative inquiry (AI)?
- the three-step change model
 - the action research model
 - the positive model
 - All of these are correct.

ANSWER: c

POINTS: 1

DIFFICULTY: Moderate

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01

NATIONAL STANDARDS: United States - BUSPROG: Analytic

STATE STANDARDS: United States - None - DISC - Group Dynamics

TOPICS: A-head: Theories of Planned Change

KEYWORDS: Bloom's Comprehension

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2. In the three-step model of change, change is brought about by
- ensuring equilibrium.
 - increasing forces for change.
 - providing laboratory training.
 - reinforcing organizational culture.

ANSWER: b

POINTS: 1

DIFFICULTY: Moderate

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01

NATIONAL STANDARDS: United States - BUSPROG: Analytic

STATE STANDARDS: United States - None - DISC - Group Dynamics

TOPICS: A-head: Theories of Planned Change

KEYWORDS: Bloom's Knowledge

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3. The three sequential steps in the three-step change model are
- freezing, moving, and changing.
 - unfreezing, moving, and refreezing.
 - unfreezing, refraining, and refreezing.
 - changing, moving, and freezing.

ANSWER: b

POINTS: 1

DIFFICULTY: Moderate

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Knowledge
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4. The action research model focuses on
- a. planned change as a cyclical process.
 - b. heavy diagnosis after acting, planning, and implementation.
 - c. reporting new data from previous research.
 - d. reducing the process of psychological disconfirmation.

ANSWER: a
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Comprehension
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5. Contemporary applications of action research emphasize
- a. data gathering and analysis.
 - b. consultation with a behavioral scientist.
 - c. an increased degree of member involvement.
 - d. problem(s) identification.

ANSWER: c
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Evaluate
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6. Which activity is NOT part of the general model of planned change?

- a. interviews and action planning
- b. entering and contracting
- c. diagnosing
- d. planning and implementing

ANSWER: a

POINTS: 1

DIFFICULTY: Moderate

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ODAC.CUMM.19.02.02 - 02.02

NATIONAL STANDARDS: United States - BUSPROG: Analytic

STATE STANDARDS: United States - None - DISC - Group Dynamics

TOPICS: A-head: General Model of Planned Change

KEYWORDS: Bloom's Analysis

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7. When an action researcher is dealing with an organization that is under-organized, the steps in the change process are

- a. identification, feedback, action, and evaluation.
- b. definition, convention, action, and evaluation.
- c. identification, convention, organization, and evaluation.
- d. identification, action, convention, and evaluation.

ANSWER: c

POINTS: 1

DIFFICULTY: Moderate

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ODAC.CUMM.19.02.03 - 02.03

NATIONAL STANDARDS: United States - BUSPROG: Analytic

STATE STANDARDS: United States - None - DISC - Group Dynamics

TOPICS: A-head: Different Types of Planned Change

KEYWORDS: Bloom's Knowledge

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8. To be a successful in international settings, the OD practitioner must

- a. educate client on their own cultural biases.
- b. follow the same general model of planned change as in domestic settings.
- c. adapt the action research process to fit the cultural context.
- d. provide feedback once process is complete.

ANSWER: c

POINTS: 1

DIFFICULTY: Easy

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.03 - 02.03
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Different Types of Planned Change
KEYWORDS: Bloom's Comprehension
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9. OD efforts are limited because of limited information available to guide change.

- a. True
- b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.04 - 02.04
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Critique of Planned Change
KEYWORDS: Bloom's Comprehension
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10. According to Lewin's three-step change model, the best way to manage change is to increase the forces for change.

- a. True
- b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Knowledge
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11. Change strategies are often modified on the basis of continued diagnosis.

- a. True
- b. False

ANSWER: True

POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Knowledge
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12. Two adaptations of action research are increased participant involvement and a greater appreciative approach to OD.

a. True

b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Knowledge
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13. In action research, data is only gathered after action has been taken to monitor the results.

a. True

b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Knowledge
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14. In under-organized organizations, the consultant attempts to "tighten up" the governance system.

a. True

b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: ODAC.CUMM.19.02.03 - 02.03

NATIONAL STANDARDS: United States - BUSPROG: Analytic

STATE STANDARDS: United States - None - DISC - Group Dynamics

TOPICS: A-head: Different Types of Planned Change

KEYWORDS: Bloom's Knowledge

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15. The same steps in the action research model should be applied regardless of whether the organization is under-organized or over-organized.

a. True

b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: ODAC.CUMM.19.02.03 - 02.03

NATIONAL STANDARDS: United States - BUSPROG: Analytic

STATE STANDARDS: United States - None - DISC - Group Dynamics

TOPICS: A-head: Different Types of Planned Change

KEYWORDS: Bloom's Knowledge

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16. The identification phase of action research is designed to identify people who should assist in setting the direction of the organization.

a. True

b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Moderate

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01

NATIONAL STANDARDS: United States - BUSPROG: Analytic

STATE STANDARDS: United States - None - DISC - Group Dynamics

TOPICS: A-head: Theories of Planned Change

KEYWORDS: Bloom's Knowledge
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17. The general model of planned change describes the way OD efforts always proceed.

- a. True
- b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.02 - 02.02
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: General Model of Planned Change
KEYWORDS: Bloom's Comprehension
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18. Diagnostic models for analyzing problems explore activities at the organization level, group level, and individual level.

- a. True
- b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.02 - 02.02
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: General Model of Planned Change
KEYWORDS: Bloom's Comprehension
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19. The relationship between planned change and organizational performance and effectiveness is well understood.

- a. True
- b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01

NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Knowledge
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20. What is "planned change" as compared with other types of change?

ANSWER: Answers will vary.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Analysis
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21. Compare and contrast the three-step change model, the action research model, the positive model, and the continuous change model. Describe their strengths and weaknesses.

ANSWER: Answers will vary.
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Analysis
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22. Planned change can differ greatly from one organization to another. Discuss how planned change efforts might differ in domestic vs. international settings.

ANSWER: Answers will vary.
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.03 - 02.03
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics

TOPICS: A-head: Different Types of Planned Change
KEYWORDS: Bloom's Application
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23. What problems associated with planned change should the OD practitioner be aware of? How might such problems be overcome?

ANSWER: Answers will vary.
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.04 - 02.04
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Critique of Planned Change
KEYWORDS: Bloom's Evaluate
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24. Describe the framework of the general model of planned change. Include a discussion of each activity and a typical sequence of events.

ANSWER: Answers will vary.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.02 - 02.02
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: General Model of Planned Change
KEYWORDS: Bloom's Knowledge
DATE CREATED: 7/22/2013 3:14 PM
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25. Which change model is a response to the complexities and volatility of today's environment?

- a. the three-step change model
- b. the positive change model
- c. the action research change model
- d. the continuous change model

ANSWER: d
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01

NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Comprehension
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26. The continuous change model proposes which of the following change activities to occur simultaneously?
- a. discovering, designing, tailoring, and assessing
 - b. unfreezing, moving, and refreezing
 - c. problem identification and joint action planning
 - d. joint diagnosis and action planning

ANSWER: a
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
NATIONAL STANDARDS: United States - BUSPROG: Analytic
STATE STANDARDS: United States - None - DISC - Group Dynamics
TOPICS: A-head: Theories of Planned Change
KEYWORDS: Bloom's Comprehension
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27. The continuous change model differs from the other models of planned change in that the changes are expected to occur in a pre-specified order.
- a. True
 - b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
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KEYWORDS: Bloom's Comprehension
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28. The three-step change model and the continuous change model differ from the positive change model and the action research model in that the three-step and continuous change models focus on the general process of planned change, rather than on specific OD activities.
- a. True

b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: ODAC.CUMM.19.02.01 - 02.01
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KEYWORDS: Bloom's Analysis
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