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| 1. \_\_\_\_\_ can be defined as a set of activities directed at an organization’s resources, with the aim of achieving organizational goals in an efficient and effective manner.

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|   | a.  | Economics |
|   | b.  | Job de-skilling |
|   | c.  | Management |
|   | d.  | Self-dealing |
|   | e.  | Divestment |

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| --- | --- |
| *ANSWER:* | c |
| *RATIONALE:* | Management can be defined as a set of activities (including planning and decision making, organizing, leading, and controlling) directed at an organization’s resources (human, financial, physical, and information), with the aim of achieving organizational goals in an efficient and effective manner. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 2. Which of the following helps make the management process efficient?

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|   | a.  | Increasing overhead production costs  |
|   | b.  | Using resources in a cost-effective manner |
|   | c.  | Making management decisions independently of the organization's external environment |
|   | d.  | Using the majority of resources for sales promotion activities |
|   | e.  | Using micromanagement techniques |

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| *ANSWER:* | b |
| *RATIONALE:* | A management process is efficient when resources are used wisely in a cost-effective way. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 3. A management process is considered to be effective when:

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|   | a.  | overhead production costs are increased. |
|   | b.  | the right decisions are made and implemented. |
|   | c.  | decisions are made independently of the organization's external environment. |
|   | d.  | the same amount of resources are allocated to all the functions of the organization. |
|   | e.  | the organization is highly centralized. |

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| *ANSWER:* | b |
| *RATIONALE:* | A management process is considered to be effective when the right decisions are made and implemented. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 4. One of the titles found in the group of middle managers is \_\_\_\_\_.

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| --- | --- | --- |
|   | a.  | director |
|   | b.  | vice president |
|   | c.  | supervisor |
|   | d.  | office manager |
|   | e.  | plant manager |

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| *ANSWER:* | e |
| *RATIONALE:* | Middle management is probably the largest group of managers in most organizations. Common middle-management titles include plant manager, operations manager, and division head. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 5. Which of the following statements is true about top managers?

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|   | a.  | They are the largest group of managers in most organizations. |
|   | b.  | They officially represent their organization to the external environment. |
|   | c.  | They primarily oversee the day-to-day operations of  an organization. |
|   | d.  | They supervise and coordinate the activities of first-line managers. |
|   | e.  | They supervise and coordinate the activities of operating employees. |

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| *ANSWER:* | b |
| *RATIONALE:* | Top managers create the organization’s goals, overall strategy, and operating policies. They also officially represent the organization to the external environment by meeting with government officials, executives of other organizations, and so forth. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 6. Which of the following is the role of top managers in an organization?

|  |  |  |
| --- | --- | --- |
|   | a.  | Overseeing day-to-day operations |
|   | b.  | Performing routine administrative tasks |
|   | c.  | Implementing plans of first-line managers |
|   | d.  | Creating organizational goals and overall strategy |
|   | e.  | Coordinating the work of first-line managers |

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| *ANSWER:* | d |
| *RATIONALE:* | Top managers create the organization’s goals, overall strategy, and operating policies. They also officially represent the organization to the external environment by meeting with government officials, executives of other organizations, and so forth. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 7. \_\_\_\_\_ make decisions about activities such as investing in research and development (R&D) and entering or abandoning various markets.

|  |  |  |
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|   | a.  | Division heads |
|   | b.  | Limited partners |
|   | c.  | First-line managers |
|   | d.  | Middle managers |
|   | e.  | Top managers |

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| *ANSWER:* | e |
| *RATIONALE:* | Top managers make decisions about activities such as acquiring other companies, investing in research and development (R&D), entering or abandoning various markets, and building new plants and office facilities. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 8. A common middle-management title is:

|  |  |  |
| --- | --- | --- |
|   | a.  | chief executive officer. |
|   | b.  | division head. |
|   | c.  | supervisor. |
|   | d.  | office manager. |
|   | e.  | coordinator. |

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| *ANSWER:* | b |
| *RATIONALE:* | Middle management is probably the largest group of managers in most organizations. Common middle-management titles include plant manager, operations manager, and division head. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 9. \_\_\_\_\_ are probably the largest group of managers in most organizations, and are primarily responsible for implementing the policies and plans of an organization.

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|   | a.  | Middle managers |
|   | b.  | Top managers |
|   | c.  | The members of board of directors |
|   | d.  | First-line managers |
|   | e.  | Floor supervisors |

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| *ANSWER:* | a |
| *RATIONALE:* | Middle managers are primarily responsible for implementing the policies and plans developed by top managers and for supervising and coordinating the activities of lower-level managers. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 10. First-line managers:

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|   | a.  | are primarily responsible for implementing the policies and plans developed by top managers. |
|   | b.  | make decisions about activities such as acquiring other companies. |
|   | c.  | officially represent their organization to the external environment. |
|   | d.  | create organizational goals. |
|   | e.  | handle administrative duties. |

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| *ANSWER:* | e |
| *RATIONALE:* | First-line managers supervise and coordinate the activities of operating employees. They also handle routine administrative duties. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.5 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 11. Which of the following statements is true about first-line managers?​

|  |  |  |
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|   | a.  | ​They are primarily responsible for implementing policies made by top managers. |
|   | b.  | They are typically involved in creating overall organizational strategies and goals. |
|   | c.  | They officially represent their organization to the external environment. |
|   | d.  | They typically spend a large proportion of their time supervising the work of their subordinates. |
|   | e.  | They make decisions about activities such as acquiring other companies. |

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| *ANSWER:* | d |
| *RATIONALE:* | In contrast to top and middle managers, first-line managers typically spend a large proportion of their time supervising the work of their subordinates. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.5 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 12. \_\_\_\_\_ involves selecting a course of action from a set of alternatives.

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|   | a.  | Divesting |
|   | b.  | Controlling |
|   | c.  | Leading |
|   | d.  | Decision making |
|   | e.  | Job deskilling |

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| *ANSWER:* | d |
| *RATIONALE:* | In its simplest form, planning means setting an organization’s goals and deciding how best to achieve them. Decision making, a part of the planning process, involves selecting a course of action from a set of alternatives. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 13. One of the titles found in the group of first-line managers is \_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | chief executive officer |
|   | b.  | coordinator |
|   | c.  | division head |
|   | d.  | general manager |
|   | e.  | plant superintendent |

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| *ANSWER:* | b |
| *RATIONALE:* | First-line managers supervise and coordinate the activities of operating employees. Common titles for first-line managers are supervisor, coordinator, and office manager. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 14. Determining how a company's activities and resources are to be grouped is called \_\_\_\_\_.

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| --- | --- | --- |
|   | a.  | leading |
|   | b.  | controlling |
|   | c.  | deskilling |
|   | d.  | planning |
|   | e.  | organizing |

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| *ANSWER:* | e |
| *RATIONALE:* | Once a manager has set goals and developed a workable plan, his or her next management function is to organize people and the other resources necessary to carry out the plan. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 15. Tyler works with Alpha Pharmaceuticals Inc. He is primarily responsible for overseeing production activities. Tyler is concerned with decisions such as the number of product units that need to be manufactured, the overall functioning of the production plants, and the quality of products. Tyler is most likely to be a(n)\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | operations manager |
|   | b.  | marketing manager |
|   | c.  | human resource manager |
|   | d.  | sales manager |
|   | e.  | public relations manager |

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| *ANSWER:* | a |
| *RATIONALE:* | Tyler is most likely to be an operations manager. Operations managers are concerned with creating and managing the systems that create an organization’s products and services. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Application |
| *NOTES:* | Digital Story: Perform |

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| 16. ​Typical responsibilities of operations managers include:

|  |  |  |
| --- | --- | --- |
|   | a.  | ​inventory control. |
|   | b.  | ​sales promotion. |
|   | c.  | ​accounting. |
|   | d.  | employee development. |
|   | e.  | ​benefit systems development. |

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| *ANSWER:* | a |
| *RATIONALE:* | Operations managers are concerned with creating and managing the systems that create an organization’s products and services. Typical responsibilities of operations managers include production control, inventory control, quality control, plant layout, and site selection. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 17. In its simplest form, \_\_\_\_\_ means setting an organization’s goals and deciding how best to achieve them.

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|   | a.  | coordinating |
|   | b.  | deskilling |
|   | c.  | organizing |
|   | d.  | controlling |
|   | e.  | planning |

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| --- | --- |
| *ANSWER:* | e |
| *RATIONALE:* | In its simplest form, planning means setting an organization’s goals and deciding how best to achieve them. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 18. Which of the following would be included in the management function of planning?

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|   | a.  | Selecting the course of action most likely to lead to success |
|   | b.  | Monitoring progress toward the achievement of goals |
|   | c.  | Motivating others to higher levels of achievement |
|   | d.  | Communicating company policies to subordinates |
|   | e.  | Organizing people and resources |

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| *ANSWER:* | a |
| *RATIONALE:* | In its simplest form, planning means setting an organization’s goals and deciding how best to achieve them. Decision making, a part of the planning process, involves selecting a course of action from a set of alternatives. Planning and decision making help managers maintain their effectiveness by serving as guides for their future activities. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 19. \_\_\_\_\_ work in areas like new product development, promotion, and distribution.

|  |  |  |
| --- | --- | --- |
|   | a.  | Human resource managers |
|   | b.  | Marketing managers |
|   | c.  | Plant managers |
|   | d.  | Operations managers |
|   | e.  | Finance managers |

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| *ANSWER:* | b |
| *RATIONALE:* | Marketing managers work in areas related to the marketing function—getting consumers and clients to buy the organization’s products or services. These areas include new product development, promotion, and distribution. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 20. \_\_\_\_\_ are typically involved in recruiting and selecting employees, training and development, designing compensation and benefit systems, formulating performance appraisal systems, and discharging low-performing and problem employees.

|  |  |  |
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|   | a.  | Operations managers |
|   | b.  | Human resource managers |
|   | c.  | Plant managers |
|   | d.  | Marketing managers |
|   | e.  | Finance managers |

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| --- | --- |
| *ANSWER:* | b |
| *RATIONALE:* | Human resources managers are responsible for hiring and developing employees. They are typically involved in human resource planning, recruiting and selecting employees, training and development, designing compensation and benefit systems, formulating performance appraisal systems, and discharging low-performing and problem employees. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 21. \_\_\_\_\_ work at getting consumers and clients to buy the organization’s products or services.

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|   | a.  | Operations managers |
|   | b.  | Marketing managers |
|   | c.  | Regional managers |
|   | d.  | Financial managers |
|   | e.  | Human resources managers |

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| *ANSWER:* | b |
| *RATIONALE:* | Marketing managers work in areas related to the marketing function—getting consumers and clients to buy the organization’s products or services. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 22. \_\_\_\_\_ are concerned with creating and managing the systems that create an organization’s products and services.

|  |  |  |
| --- | --- | --- |
|   | a.  | Marketing managers |
|   | b.  | Human resources managers |
|   | c.  | Financial managers |
|   | d.  | Operations managers |
|   | e.  | First-line managers |

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| *ANSWER:* | d |
| *RATIONALE:* | Operations managers are concerned with creating and managing the systems that create an organization’s products and services. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 23. \_\_\_\_\_ are not associated with any particular management specialty.

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|   | a.  | Office managers |
|   | b.  | Floor supervisors |
|   | c.  | Public relations managers |
|   | d.  | Operations managers |
|   | e.  | Administrative managers |

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| *ANSWER:* | e |
| *RATIONALE:* | Administrative, or general, managers are not associated with any particular management specialty. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 24. \_\_\_\_\_ is the set of processes used to get members of an organization to work together to further the interests of the organization.

|  |  |  |
| --- | --- | --- |
|   | a.  | Planning |
|   | b.  | Organizing |
|   | c.  | Controlling |
|   | d.  | Leading |
|   | e.  | Deskilling |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *RATIONALE:* | Leading is the set of processes used to get members of an organization to work together to further the interests of the organization. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.7 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 25. The final phase of the management process is \_\_\_\_\_ that involves monitoring the organization’s progress toward its goals.

|  |  |  |
| --- | --- | --- |
|   | a.  | planning |
|   | b.  | organizing |
|   | c.  | leading |
|   | d.  | controlling |
|   | e.  | deskilling |

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| --- | --- |
| *ANSWER:* | d |
| *RATIONALE:* | The final phase of the management process is controlling, or monitoring the organization’s progress toward its goals. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.7 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 26. The management function of leading involves:

|  |  |  |
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|   | a.  | setting an organization's goals. |
|   | b.  | motivating and influencing others. |
|   | c.  | grouping activities and resources. |
|   | d.  | interacting with the external business environment. |
|   | e.  | creating organizational strategies. |

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| --- | --- |
| *ANSWER:* | b |
| *RATIONALE:* | Leading is the set of processes used to get members of the organization to work together to further the interests of the organization. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.7 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 27. The management at Beta Corp. has introduced new employment policies. The mangers are now tracking and monitoring the implementation of the new policies. Which of the following management functions is illustrated in the scenario?

|  |  |  |
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|   | a.  | Deskilling |
|   | b.  | Controlling |
|   | c.  | Organizing |
|   | d.  | Leading |
|   | e.  | Planning  |

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| --- | --- |
| *ANSWER:* | b |
| *RATIONALE:* | This scenario illustrates controlling. Controlling is the monitoring of an organization’s progress toward its goals. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p.7 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Application |
| *NOTES:* | Digital Story: Perform |

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| 28. The skills necessary to accomplish or understand the specific kind of work done in an organization are called \_\_\_\_\_ skills.

|  |  |  |
| --- | --- | --- |
|   | a.  | diagnostic |
|   | b.  | time management  |
|   | c.  | conceptual |
|   | d.  | technical |
|   | e.  | spatial |

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| --- | --- |
| *ANSWER:* | d |
| *RATIONALE:* | Technical skills are necessary to accomplish or understand the specific kind of work done in an organization. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.8 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 29. \_\_\_\_\_ skills refer to the abilities of managers to think in the abstract, understand the overall workings of the organization and its environment, to grasp how all the parts of the organization fit together, and to view the organization in a holistic manner.

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|   | a.  | Time management |
|   | b.  | Technical |
|   | c.  | Conceptual |
|   | d.  | Interpersonal |
|   | e.  | Communication |

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| *ANSWER:* | c |
| *RATIONALE:* | Conceptual skills depend on the manager’s ability to think in the abstract. Managers need the mental capacity to understand the overall workings of the organization and its environment, to grasp how all the parts of the organization fit together, and to view the organization in a holistic manner. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.8 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 30. Technical skills:

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|   | a.  | are crucial for top managers more than any other managers. |
|   | b.  | are nonspecific and broad. |
|   | c.  | depend on a manager's ability to think in the abstract. |
|   | d.  | are especially important for first-line managers. |
|   | e.  | are used the most when making organizational policies. |

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| *ANSWER:* | d |
| *RATIONALE:* | Technical skills are necessary to accomplish or understand the specific kind of work done in an organization. Technical skills are especially important for first-line managers. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.8 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 31. When a manager answers a subordinate's question regarding the process of creating a report from raw data, he is relying on his \_\_\_\_\_ skills.

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|   | a.  | abstract |
|   | b.  | technical |
|   | c.  | time management |
|   | d.  | decision-making |
|   | e.  | spatial |

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| --- | --- |
| *ANSWER:* | b |
| *RATIONALE:* | The manager is most likely to be relying on his technical skills. Technical skills are necessary to accomplish or understand the specific kind of work done in an organization. Technical skills are especially important for first-line managers. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p.8 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Application |
| *NOTES:* | Digital Story: Perform |

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| 32. The ability to motivate others is a(n) \_\_\_\_\_ skill.

|  |  |  |
| --- | --- | --- |
|   | a.  | conceptual |
|   | b.  | technical |
|   | c.  | communication |
|   | d.  | interpersonal |
|   | e.  | diagnostic |

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| --- | --- |
| *ANSWER:* | d |
| *RATIONALE:* | Interpersonal skill is the ability to communicate with, understand, and motivate both individuals and groups. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.8 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 33. Winston is often intimidated and uncomfortable with his superiors. Winston needs to develop his \_\_\_\_\_ skills to be able to communicate easily with his superiors.

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|   | a.  | time management |
|   | b.  | spatial |
|   | c.  | interpersonal |
|   | d.  | conceptual |
|   | e.  | diagnostic |

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| *ANSWER:* | c |
| *RATIONALE:* | Interpersonal skill is the ability to communicate with, understand, and motivate both individuals and groups. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p.8 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Application |
| *NOTES:* | Digital Story: Perform |

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| 34. Maria, a manager, studied the performances of the various business units of her organization. After making an assessment, Maria came to the conclusion that the overall costs of the organization can be reduced by integrating the functions of two of the business units. This scenario illustrates Maria's \_\_\_\_\_ skills.

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|   | a.  | technical |
|   | b.  | time management |
|   | c.  | social |
|   | d.  | interpersonal |
|   | e.  | conceptual |

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| *ANSWER:* | e |
| *RATIONALE:* | This scenario illustrates Maria's conceptual skills. Conceptual skills depend on the manager’s ability to think in the abstract.Managers need the mental capacity to understand the overall workings of the organization and its environment, to grasp how all the parts of the organization fit together, and to view the organization in a holistic manner. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p.8 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Communication - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Application |
| *NOTES:* | Digital Story: Perform |

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| 35. \_\_\_\_\_ skills refer to the abilities of managers to visualize the most appropriate response to a situation.

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|   | a.  | Social |
|   | b.  | Interpersonal |
|   | c.  | Technical |
|   | d.  | Diagnositc |
|   | e.  | Communication |

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| *ANSWER:* | d |
| *RATIONALE:* | Diagnostic skills are a manager’s ability to visualize the most appropriate response to a situation. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 36. \_\_\_\_\_ skills refer to a manager’s abilities to both effectively convey ideas and information to others and effectively receive ideas and information from others.

|  |  |  |
| --- | --- | --- |
|   | a.  | Technical |
|   | b.  | Abstract |
|   | c.  | Communication |
|   | d.  | Diagnostic |
|   | e.  | Conceptual |

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| --- | --- |
| *ANSWER:* | c |
| *RATIONALE:* | Communication skills refer to a manager’s abilities to both effectively convey ideas and information to others and effectively receive ideas and information from others. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 37. When a manager writes a mail to a supplier apologizing for a delay in payment, he is most likely to be using his \_\_\_\_\_ skills.

|  |  |  |
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|   | a.  | conceptual |
|   | b.  | technical |
|   | c.  | communication |
|   | d.  | abstract |
|   | e.  | spatial |

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| --- | --- |
| *ANSWER:* | c |
| *RATIONALE:* | The manager is most likely to be using his communication skills. Communication skills help the manager listen to what others say and understand the real meaning behind e-mails, letters, reports, and other written communication. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Application |
| *NOTES:* | Digital Story: Perform |

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| 38. Sarah, a manager, has postponed the task of preparing a report as she has realized that she needs to meet a supplier immediately. This scenario illustrates Sarah's \_\_\_\_\_ skills.

|  |  |  |
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|   | a.  | conceptual |
|   | b.  | spatial |
|   | c.  | time management |
|   | d.  | technical |
|   | e.  | abstract |

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| --- | --- |
| *ANSWER:* | c |
| *RATIONALE:* | Sarah is most likely using her time management skills in the scenario. Time management skills refer to a manager’s ability to prioritize work, to work efficiently, and to delegate work appropriately. As already noted, managers face many different pressures and challenges. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Application |
| *NOTES:* | Digital Story: Perform |

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| 39. Jordon, a manager, realizes that many employees are leaving the organization. He identifies inconvenient work timings and some of the new employment policies as the causes. Jordon decides to introduce better policies and flexible work timings to reduce employee turnover. This scenario illustrates Jordon's \_\_\_\_\_ skills.

|  |  |  |
| --- | --- | --- |
|   | a.  | mechanical |
|   | b.  | technical |
|   | c.  | diagnostic |
|   | d.  | spatial |
|   | e.  | time management |

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| --- | --- |
| *ANSWER:* | c |
| *RATIONALE:* | This scenario illustrates Jordon's diagnostic skills. Successful managers also possess diagnostic skills—skills that enable them to visualize the most appropriate response to a situation. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Application |
| *NOTES:* | Digital Story: Perform |

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| 40. \_\_\_\_\_ refer to a manager’s ability to prioritize work, to work efficiently, and to delegate work appropriately.

|  |  |  |
| --- | --- | --- |
|   | a.  | Diagnostic skills |
|   | b.  | Commanding skills |
|   | c.  | Decision-making skills |
|   | d.  | Time-management skills |
|   | e.  | Conceptual skills |

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| --- | --- |
| *ANSWER:* | d |
| *RATIONALE:* | Time management skills refer to a manager’s ability to prioritize work, to work efficiently, and to delegate work appropriately. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 41. A manager who uses the scientific approach to management when making decisions is most likely rely on:

|  |  |  |
| --- | --- | --- |
|   | a.  | instincts. |
|   | b.  | stereotypes. |
|   | c.  | personal experience. |
|   | d.  | intuition. |
|   | e.  | logic. |

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| *ANSWER:* | e |
| *RATIONALE:* | The science of management approaches problems and issues in ways that are rational, logical, objective, and systematic. Managers can gather data, facts, and objective information. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 42. A \_\_\_\_\_ is a conceptual framework for organizing knowledge and providing a blueprint for action.

|  |  |  |
| --- | --- | --- |
|   | a.  | classic |
|   | b.  | mnemonic |
|   | c.  | prediction |
|   | d.  | theory |
|   | e.  | doctrine |

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| *ANSWER:* | d |
| *RATIONALE:* | A theory is a conceptual framework for organizing knowledge and providing a blueprint for action. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 11 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 43. When employees deliberately work at a slower pace than their capabilities, it is called \_\_\_\_\_.

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|   | a.  | soldiering |
|   | b.  | persevering |
|   | c.  | controlling |
|   | d.  | planning |
|   | e.  | deceiving |

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| --- | --- |
| *ANSWER:* | a |
| *RATIONALE:* | Soldiering is the term used to describe employees deliberately working at a pace slower than their capabilities. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.12 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 44. Scientific management focuses on:

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|   | a.  | improving the efficiency of individual workers. |
|   | b.  | increasing employee turnover. |
|   | c.  | analyzing the external rather than the internal environment of an organization. |
|   | d.  | encouraging soldiering among employees. |
|   | e.  | increasing overhead costs. |

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| *ANSWER:* | a |
| *RATIONALE:* | Scientific management is a classical management perspective concerned with improving the performance of individual workers. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.12 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 45. Lillian Gilbreth was one of the earliest advocates of:

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|   | a.  | the contingency theory. |
|   | b.  | scientific management. |
|   | c.  | administrative management. |
|   | d.  | theory X and Y. |
|   | e.  | the Hawthorne studies. |

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| *ANSWER:* | b |
| *RATIONALE:* | Frank and Lillian Gilbreth, contemporaries of Taylor, were a husband-and-wife team of industrial engineers. Lillian Gilbreth made important contributions to several different areas of work, helped shape the field of industrial psychology, and made substantive contributions to the field of personnel management. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.13 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 46. The first person to identify the managerial functions of planning, organizing, leading, and controlling was:

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|   | a.  | Elton Mayo. |
|   | b.  | Lillian Gilbreth. |
|   | c.  | Henri Fayol. |
|   | d.  | Hugo Munsterberg. |
|   | e.  | Mary Parker Follett. |

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| *ANSWER:* | c |
| *RATIONALE:* | Henri Fayol was the first to identify the specific managerial functions of planning, organizing, leading, and controlling. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.13 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 47. Which of the following focuses on the management of the entire firm as opposed to the jobs of individual workers?

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| --- | --- | --- |
|   | a.  | The Contingency theory |
|   | b.  | Scientific management |
|   | c.  | Administrative management |
|   | d.  | Theory X |
|   | e.  | The Hawthorne studies |

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| *ANSWER:* | c |
| *RATIONALE:* | Administrative management is a classical management perspective that focuses on managing the total organization. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.13 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 48. Which of the following statements is true of administrative management?

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| --- | --- | --- |
|   | a.  | It deals with the jobs of individual employees. |
|   | b.  | It was first introduced by Frank and Lillian Gilbreth. |
|   | c.  | It focuses solely on combating soldiering. |
|   | d.  | It encompasses the concepts of planning, organizing, and controlling. |
|   | e.  | It exclusively focuses on individual attitudes and behaviors and group processes. |

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| *ANSWER:* | d |
| *RATIONALE:* | Henri Fayol was administrative management’s most articulate spokesperson. Fayol was the first to identify the specific managerial functions of planning, organizing, leading, and controlling. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.13 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 49. The scientific management perspective:

|  |  |  |
| --- | --- | --- |
|   | a.  | assumed that workers liked their work. |
|   | b.  | focused on the overall management of an organization rather than individual employees. |
|   | c.  | emphasized the importance of supervising workers. |
|   | d.  | was based on the assumption that workers are internally motivated to achieve organizational goals. |
|   | e.  | placed maximum emphasis on individual attitudes and behaviors.  |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *RATIONALE:* | Frederick W. Taylor, who helped the create scientific management perspective, emphasized the importance of supervising workers. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.13 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | The Classical Management Perspective |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 50. Which of the following statements is true about the behavioral management perspective?

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|   | a.  | It was first introduced by Max Weber. |
|   | b.  | It viewed jobs and organizations from a mechanistic point of view. |
|   | c.  | It was influenced by the industrial psychology movement. |
|   | d.  | It essentially dealt with job specialization techniques. |
|   | e.  | It slighted the role of the individual in organizations. |

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| *ANSWER:* | c |
| *RATIONALE:* | The behavioral management perspective was stimulated by many writers and theoretical movements. One of those movements was industrial psychology, the practice of applying psychological concepts to industrial settings. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.14 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 51. The concept of \_\_\_\_\_, suggested by Weber, is based on a rational set of guidelines for structuring organizations in the most efficient manner.

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|   | a.  | adhocracy |
|   | b.  | bureaucracy |
|   | c.  | technocracy |
|   | d.  | meritocracy |
|   | e.  | scientocracy |

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| *ANSWER:* | b |
| *RATIONALE:* | Weber’s work on bureaucracy laid the foundation for the contemporary organization theory. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.14 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 52. Early advocates of the classical management perspective viewed organizations and jobs from an essentially \_\_\_\_\_ point of view.

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|   | a.  | mechanistic |
|   | b.  | behavioral |
|   | c.  | humanistic |
|   | d.  | systematic |
|   | e.  | contingent |

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| *ANSWER:* | a |
| *RATIONALE:* | Early advocates of the classical management perspective viewed organizations and jobs from an essentially mechanistic point of view; that is, they sought to conceptualize organizations as machines and workers as cogs within those machines. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.14 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 53. \_\_\_\_\_ is recognized as the father of industrial psychology.

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|   | a.  | Douglas McGregor |
|   | b.  | Elton Mayo |
|   | c.  | Abraham Maslow |
|   | d.  | Hugo Munsterberg |
|   | e.  | Henri Fayol |

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| *ANSWER:* | d |
| *RATIONALE:* | Hugo Munsterberg (1863–1916), a noted German psychologist, is recognized as the father of industrial psychology. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.14 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 54. The management pioneer who performed the Hawthorne studies at Western Electric was:

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|   | a.  | Lillian Gilbreth. |
|   | b.  | Elton Mayo. |
|   | c.  | Henry Gantt. |
|   | d.  | Frank Gilbreth. |
|   | e.  | Frederick Taylor. |

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| *ANSWER:* | b |
| *RATIONALE:* | The primary catalyst to the development of the behavioral approach to management was a series of studies conducted near Chicago at Western Electric’s Hawthorne plant between 1927 and 1932. The research, originally sponsored by General Electric, was conducted by Elton Mayo and his associates. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.15 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 55. In the Hawthorne Studies, workers who overproduced were branded as \_\_\_\_\_.

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|   | a.  | operators |
|   | b.  | squealers |
|   | c.  | rate busters |
|   | d.  | chiselers |
|   | e.  | producers |

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| --- | --- |
| *ANSWER:* | c |
| *RATIONALE:* | In the Hawthorne Studies, workers who overproduced were branded rate busters. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.15 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 56. Which of the following was one of the findings of the Hawthorne studies?

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|   | a.  | Workers tend to underperform when they are given special attention or supervision. |
|   | b.  | Higher pay and incentives are more important to workers than social acceptance. |
|   | c.  | All the workers in a group work toward achieving productivity targets set by supervisors. |
|   | d.  | Both individual and social processes play a major role in shaping worker behavior. |
|   | e.  | Workers in all groups tend to encourage and support members who are over productive. |

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| *ANSWER:* | d |
| *RATIONALE:* | A finding of the Hawthorne studies was that both individual and social processes played major roles in shaping worker attitudes and behavior. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.16 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 57. Which of the following is a Theory Y assumption?

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|   | a.  | Social processes do not influence the performance of workers. |
|   | b.  | People are not internally motivated to achieve their goals. |
|   | c.  | People do not naturally dislike work. |
|   | d.  | People like to be directed as they want security. |
|   | e.  | People perform better when they are threatened by the manager. |

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| *ANSWER:* | c |
| *RATIONALE:* | Theory Y assumes that people do not naturally dislike work; work is a natural part of their lives. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.16 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Behavioral Management Perspective |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 58. Which of the following assumptions is represented by Theory Y?

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|   | a.  | People prefer to be directed, to avoid responsibility, and to want security. |
|   | b.  | People are bright, but under most organizational conditions, their potential is underutilized. |
|   | c.  | People do not like work and try to avoid it. |
|   | d.  | The productivity of workers is not affected by social processes at the workplace. |
|   | e.  | Managers need to be coercive to get work done from their workers. |

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| *ANSWER:* | b |
| *RATIONALE:* | A Theory Y assumption is that people are bright, but under most organizational conditions, their potential is underutilized. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.16 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Behavioral Management Perspective |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 59. A difference between Theory X and Theory Y is that:

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|   | a.  | Theory X makes positive assumptions. |
|   | b.  | Theory Y is consistent with the views of scientific management. |
|   | c.  | Theory Y assumes that people lack ambition. |
|   | d.  | Theory Y represents the assumptions made by human relations advocates. |
|   | e.  | Theory Y assumes that people naturally dislike work. |

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| *ANSWER:* | d |
| *RATIONALE:* | Theory X is a relatively pessimistic and negative view of workers and is consistent with the views of scientific management. Theory Y is more positive and represents the assumptions made by human relations advocates. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.16 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Behavioral Management Perspective |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 60. A Theory Y assumption is that:

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|   | a.  | incentives rather than social processes influence workers. |
|   | b.  | managers have to control, direct, coerce, and threaten employees to get them to work toward organizational goals. |
|   | c.  | people prefer to be directed, to avoid responsibility, and to want security; they have little ambition. |
|   | d.  | people are committed to goals to the degree that they receive personal rewards when they reach their objectives. |
|   | e.  | people naturally dislike work and try to avoid it. |

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| *ANSWER:* | d |
| *RATIONALE:* | Theory Y assumes that people are committed to goals to the degree that they receive personal rewards when they reach their objectives. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.16 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Behavioral Management Perspective |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 61. The \_\_\_\_\_  proposed that workers respond primarily to the social context of the workplace, including social conditioning, group norms, and interpersonal dynamics.

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|   | a.  | classical management perspective |
|   | b.  | human relations movement |
|   | c.  | systems theory |
|   | d.  | management science perspective |
|   | e.  | organizational theory |

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| *ANSWER:* | b |
| *RATIONALE:* | The human relations movement, which grew from the Hawthorne studies and was a popular approach to management for many years, proposed that workers respond primarily to the social context of the workplace, including social conditioning, group norms, and interpersonal dynamics. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.16 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 62. Which of the following is a Theory X assumption?

|  |  |  |
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|   | a.  | People will both seek and accept responsibility. |
|   | b.  | Managers are harsh on their employees. |
|   | c.  | People have little ambition. |
|   | d.  | People are internally motivated. |
|   | e.  | People do not naturally dislike work. |

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| *ANSWER:* | c |
| *RATIONALE:* | Theory X is a relatively pessimistic and negative view of workers and is consistent with the views of scientific management. A Theory X assumption is that people prefer to be directed, to avoid responsibility, and to want security; they have little ambition. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.16 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 63. Which of the following draws from psychology, sociology, anthropology, economics, and medicine?

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|   | a.  | Organizational behavior |
|   | b.  | Scientific management |
|   | c.  | Administrative management |
|   | d.  | Systems perspective |
|   | e.  | Contingency perspective |

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| --- | --- |
| *ANSWER:* | a |
| *RATIONALE:* | Current behavioral perspectives on management, known as organizational behavior, acknowledge that human behavior in organizations is much more complex than the human relationists realized. The field of organizational behavior draws from a broad, interdisciplinary base of psychology, sociology, anthropology, economics, and medicine. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.17 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 64. When a manufacturing plant uses mathematical models to plan production and schedule equipment maintenance, it is drawing upon:

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| --- | --- | --- |
|   | a.  | scientific management. |
|   | b.  | administrative management. |
|   | c.  | management science. |
|   | d.  | behavioral perspective. |
|   | e.  | Theory X assumptions. |

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| *ANSWER:* | c |
| *RATIONALE:* | Management science is a quantitative management perspective that focuses specifically on the development of mathematical models. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.17 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 65. Which of the following represent the two branches of the quantitative management theory?

|  |  |  |
| --- | --- | --- |
|   | a.  | Scientific management and administrative management |
|   | b.  | Human relations movement and organizational behavior |
|   | c.  | Contingency theory and systems theory |
|   | d.  | Theory X and Theory Y |
|   | e.  | Management science and operations management |

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| --- | --- |
| *ANSWER:* | e |
| *RATIONALE:* | The quantitative management perspective focuses on decision making, cost-effectiveness, mathematical models, and the use of computers. The two branches of the quantitative approach are management science and operations management. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.18 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 66. The \_\_\_\_\_ perspective focuses on decision making, cost-effectiveness, mathematical models, and the use of computers.

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|   | a.  | systems management |
|   | b.  | behavioral management |
|   | c.  | scientific management |
|   | d.  | administrative management |
|   | e.  | quantitative management |

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| *ANSWER:* | e |
| *RATIONALE:* | The quantitative management perspective focuses on decision making, cost-effectiveness, mathematical models, and the use of computers. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.17 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 67. Which of the following statements is true about management science?

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|   | a.  | It is part of the classical management perspective. |
|   | b.  | It relies on bureaucratic techniques proposed by Max Weber. |
|   | c.  | It focuses on mathematical representations of reality. |
|   | d.  | It is concerned with improving the performance of individual workers. |
|   | e.  | It introduced the piecework pay system. |

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| *ANSWER:* | c |
| *RATIONALE:* | Management science focuses specifically on the development of mathematical models. At its most basic level, management science focuses on models, equations, and similar representations of reality. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.18 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 68. Which of the following statements is true about operations management?

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|   | a.  | It is more statistically sophisticated than management science. |
|   | b.  | It exclusively focuses on improving employee attitudes and behavior. |
|   | c.  | It can be applied more directly to managerial situations than management science. |
|   | d.  | It relies more on mathematical models than management science. |
|   | e.  | It cannot be applied to inventory control and production operations of an organization. |

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| *ANSWER:* | c |
| *RATIONALE:* | Operations management is somewhat less mathematical and statistically sophisticated than management science, and it can be applied more directly to managerial situations. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.18 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | The Quantitative Management Perspective |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 69. \_\_\_\_\_ is considered to be a form of applied management science.

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|   | a.  | Scientific management |
|   | b.  | Lean manufacturing |
|   | c.  | Behavioral management |
|   | d.  | Human relations movement |
|   | e.  | Operations management |

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| *ANSWER:* | e |
| *RATIONALE:* | Operations management is considered to be a form of applied management science. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.18 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 70. In the context of the systems perspective, an output would be:

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|   | a.  | technological processes. |
|   | b.  | labor skills. |
|   | c.  | services. |
|   | d.  | raw materials. |
|   | e.  | human resources. |

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| *ANSWER:* | c |
| *RATIONALE:* | In the context of the systems perspective, outputs include products, services, or both (tangible and intangible); profits, losses, or both. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.19 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 71. In the context of the systems perspective, an input would be:

|  |  |  |
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|   | a.  | human resources. |
|   | b.  | losses. |
|   | c.  | feedback loops. |
|   | d.  | products. |
|   | e.  | services. |

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| *ANSWER:* | a |
| *RATIONALE:* | In the context of the systems perspective, inputs are the material, human, financial, and information resources that an organization gets from its environment. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.19 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 72. Relatively new management concepts such as supply chain management and new techniques such as enterprise resource planning have evolved from the \_\_\_\_\_ perspective.

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|   | a.  | quantitative management |
|   | b.  | systems |
|   | c.  | contingency |
|   | d.  | classical management |
|   | e.  | behavioral management |

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| *ANSWER:* | a |
| *RATIONALE:* | Relatively new management concepts such as supply chain management and new techniques such as enterprise resource planning evolved from the quantitative management perspective. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.19 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 73. In the systems perspective, outputs include \_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | raw materials |
|   | b.  | controls |
|   | c.  | funds |
|   | d.  | human resources |
|   | e.  | employee attitudes |

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| *ANSWER:* | e |
| *RATIONALE:* | In the systems perspective, outputs include products, services, or both (tangible and intangible); profits, losses, or both; employee behaviors; and information. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.19 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 74. Which of the following statements is true in the context of the systems perspective?

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|   | a.  | Entropy is a process that leads to system progress. |
|   | b.  | Products and services can be considered as system inputs. |
|   | c.  | A closed system is closely connected with and interacts with its environment. |
|   | d.  | The performance of one subsystem does not affect the performance of another subsystem. |
|   | e.  | Organizations essentially should be open systems. |

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| *ANSWER:* | e |
| *RATIONALE:* | Open systems are systems that interact with their environment, whereas closed systems do not interact with their environment. Although organizations are open systems, some make the mistake of ignoring their environment and behaving as though it is not important. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
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| *NOTES:* | Digital Story: Connect |

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| 75. \_\_\_\_\_ is a normal process that leads to system decline.

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|   | a.  | Economy of scale |
|   | b.  | Synergy |
|   | c.  | Entropy |
|   | d.  | Contingency |
|   | e.  | Symbiosis |

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| --- | --- |
| *ANSWER:* | c |
| *RATIONALE:* | Entropy is a normal process that leads to system decline. When an organization does not monitor feedback from its environment and make appropriate adjustments, it may fail. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 76. \_\_\_\_\_ suggests that organizational units (or subsystems) may often be more successful working together than working alone.

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|   | a.  | Divestiture |
|   | b.  | Operations management |
|   | c.  | Synergy |
|   | d.  | Entropy |
|   | e.  | Soldiering |

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| *ANSWER:* | c |
| *RATIONALE:* | Synergy suggests that two or more subsystems working together can produce more than the total of what they might produce working alone. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 77. Emilio says, "Employees and situations are unique. Sometimes I get good results by trying one approach, sometimes I decide to do something completely different." Emilio's statement is best aligned with which of the following management views?

|  |  |  |
| --- | --- | --- |
|   | a.  | The classical theory |
|   | b.  | Administrative management |
|   | c.  | The generalist perspective  |
|   | d.  | Theory X |
|   | e.  | The contingency perspective |

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| *ANSWER:* | e |
| *RATIONALE:* | The contingency perspective suggests that appropriate managerial behavior in a given situation depends on, or is contingent on, unique elements in a given situation. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Application |
| *NOTES:* | Digital Story: Perform |

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| 78. The \_\_\_\_\_ suggests that appropriate managerial behavior in a given situation depends on unique elements in a that situation.

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|   | a.  | behavioral management perspective |
|   | b.  | quantitative management perspective |
|   | c.  | systems perspective |
|   | d.  | contingency perspective |
|   | e.  | universal perspective |

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| *ANSWER:* | d |
| *RATIONALE:* | The contingency perspective suggests that appropriate managerial behavior in a given situation depends on, or is contingent on, unique elements in that situation. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 79. In the systems perspective, \_\_\_\_\_ emphasizes the importance of working together in a cooperative and coordinated fashion.

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|   | a.  | synergy |
|   | b.  | entropy |
|   | c.  | contingency |
|   | d.  | diversity |
|   | e.  | uniformity |

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| --- | --- |
| *ANSWER:* | a |
| *RATIONALE:* | In the systems perspective, synergy suggests that organizational units (or subsystems) may often be more successful working together than working alone. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 80. A primary objective of management, from a systems perspective, is to continually reenergize the organization to avoid \_\_\_\_\_.

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|   | a.  | reciprocity |
|   | b.  | collaboration |
|   | c.  | diversity |
|   | d.  | entropy |
|   | e.  | synergy |

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| *ANSWER:* | d |
| *RATIONALE:* | A primary objective of management, from a systems perspective, is to continually reenergize the organization to avoid entropy. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 81. The \_\_\_\_\_ perspective states that effective managerial behavior in one situation cannot always be generalized to other situations.

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|   | a.  | behavioral |
|   | b.  | scientific management |
|   | c.  | contingency |
|   | d.  | administrative management |
|   | e.  | systems |

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| *ANSWER:* | c |
| *RATIONALE:* | The contingency perspective suggests that appropriate managerial behavior in a given situation depends on, or is contingent on, unique elements in that situation. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 82. Which of the following statements is true about the contingency perspective?

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|   | a.  | It states that the organizations which are not influenced by their external environments tend to be more successful than others. |
|   | b.  | It states that effective managerial behavior in one situation cannot always be generalized to other situations. |
|   | c.  | It states that all employees tend to perform better when they are promised higher incentives. |
|   | d.  | It states that the behavior of employees at work is not influenced by social processes. |
|   | e.  | It is a part of the classical perspective of management. |

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| *ANSWER:* | b |
| *RATIONALE:* | The contingency perspective, in contrast, suggests that universal theories cannot be applied to organizations because each organization is unique. Stated differently, effective managerial behavior in one situation cannot always be generalized to other situations. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.21 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 83. Which of the following statements is true in the context of contemporary management trends?

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|   | a.  | More and more organizations are using quality as a basis for competition. |
|   | b.  | The service sector of the economy has steadily declined. |
|   | c.  | Younger people entering the workforce over the past 20 to 30 years are more devoted to work and more willing to adapt. |
|   | d.  | The emphasis on business ethics has declined. |
|   | e.  | The emphasis on management of diversity has declined. |

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| *ANSWER:* | a |
| *RATIONALE:* | Quality is an important issue for several reasons. More and more organizations are using quality as a basis for competition. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.22 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Issues and Challenges |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 84. Improving the quality of products and services tends to increase \_\_\_\_\_.

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|   | a.  | inertia |
|   | b.  | entropy |
|   | c.  | latency |
|   | d.  | productivity |
|   | e.  | divestment |

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| *ANSWER:* | d |
| *RATIONALE:* | Improving quality tends to increase productivity because making higher-quality products generally results in less waste and rework. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.22 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 85. The \_\_\_\_\_ perspective places emphasis on individual attitudes.

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|   | a.  | contingency |
|   | b.  | systems |
|   | c.  | quantitative management |
|   | d.  | administrative management |
|   | e.  | behavioral management |

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| *ANSWER:* | e |
| *RATIONALE:* | Behavioral management perspective places emphasis on individual attitudes, behaviors, and group processes and recognized the importance of behavioral processes in the workplace. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 86. A group of people working together in a structured and coordinated fashion to achieve a set of goals is called a(n) \_\_\_\_\_.

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| *ANSWER:* | organization |
| *RATIONALE:* | An organization is a group of people working together in a structured and coordinated fashion to achieve a set of goals. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.3 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 87. \_\_\_\_\_ managers set overall organizational goals and determine strategy and operating policies.

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| *ANSWER:* | Top |
| *RATIONALE:* | Top managers create the organization’s goals, overall strategy, and operating policies. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
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| 88. \_\_\_\_\_ managers implement company policies while also supervising lower-level managers.

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| *ANSWER:* | Middle |
| *RATIONALE:* | Middle managers are primarily responsible for implementing the policies and plans developed by top managers and for supervising and coordinating the activities of lower-level managers. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.4 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 89. \_\_\_\_\_ skills refer to a manager’s ability to correctly recognize and define problems and opportunities and to then select an appropriate course of action to solve problems and capitalize on opportunities.

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| *ANSWER:* | Decision-making |
| *RATIONALE:* | Decision-making skills refer to a manager’s ability to correctly recognize and define problems and opportunities and to then select an appropriate course of action to solve problems and capitalize on opportunities. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Communication - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 90. \_\_\_\_\_ skills refer to the manager’s abilities both to effectively convey ideas and information to others and to effectively receive ideas and information from others.

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| *ANSWER:* | Communication |
| *RATIONALE:* | Communication skills refer to the manager’s abilities to both effectively convey ideas and information to others and effectively receive ideas and information from others. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Communication |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 91. A \_\_\_\_\_ is simply a conceptual framework for organizing knowledge and providing a blueprint for action.

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| *ANSWER:* | theory |
| *RATIONALE:* | A theory is a conceptual framework for organizing knowledge and providing a blueprint for action. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.11 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 92. \_\_\_\_\_ focuses on the development of mathematical models to study management behavior.

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| *ANSWER:* | Management Science |
| *RATIONALE:* | Management science is a quantitative management perspective that focuses specifically on the development of mathematical models. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.17 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | The Evolution of Management |
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| 93. Linear programming, queuing theory, break-even analysis, and simulation are examples of \_\_\_\_\_ techniques.

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| *ANSWER:* | operations management |
| *RATIONALE:* | Linear programming, queuing theory, break-even analysis, and simulation are examples of operations management techniques. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.18 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: Operations Management |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 94. Two employees in an organization commit the same offense, and the manager realizes that she will have to take a different approach to correcting the behavior of each employee. In this scenario, the manager understands the concept of the \_\_\_\_\_ perspective.

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| *ANSWER:* | contingency |
| *RATIONALE:* | The contingency perspective suggests that appropriate managerial behavior in a given situation depends on, or is contingent on, unique elements in a given situation. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 95. \_\_\_\_\_ may be reflected along numerous dimensions, but most managers tend to focus on age, gender, ethnicity, and physical abilities and disabilities.

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| *ANSWER:* | Diversity |
| *RATIONALE:* | Diversity may be reflected along numerous dimensions, but most managers tend to focus on age, gender, ethnicity, and physical abilities and disabilities. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.22 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: Group Dynamics |
| *TOPICS:* | Contemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 96. Describe the four management functions.

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| *ANSWER:* | Regardless of level or area, management involves the four basic functions of planning and decision making, organizing, leading, and controlling.​Planning and Decision Making: In its simplest form, planning means setting an organization’s goals and deciding how best to achieve them. Decision making, a part of the planning process, involves selecting a course of action from a set of alternatives. Planning and decision making help managers maintain their effectiveness by serving as guides for their future activities. In other words, the organization’s goals and plans clearly help managers know how to allocate their time and resources.​Organizing: Once a manager has set goals and developed a workable plan, his or her next management function is to organize people and the other resources necessary to carry out the plan. Specifically, organizing involves determining how activities and resources are to be grouped.​Leading: The third basic managerial function is leading. Some people consider leading to be both the most important and the most challenging of all managerial activities. Leading is the set of processes used to get members of the organization to work together to further the interests of the organization.​Controlling: The final phase of the management process is controlling, or monitoring the organization’s progress toward its goals. As the organization moves toward its goals, managers must monitor progress to ensure that it is performing in such a way as to arrive at its “destination” at the appointed time. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.6p.7 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 97. Why do managers study management history and theory?

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| *ANSWER:* | In reality, both theory and history are important to all managers today.​A theory is simply a conceptual framework for organizing knowledge and providing a blueprint for action. Although some theories seem abstract and irrelevant, others appear very simple and practical. Management theories, which are used to build organizations and guide them toward their goals, are grounded in reality. Practically any organization that uses assembly lines is drawing on scientific management. Many organizations use the behavioral perspective to improve employee satisfaction and motivation. And naming a large company that does not use one or more techniques from the quantitative management perspective would be difficult.​Awareness and understanding of important historical developments are also important to contemporary managers. Understanding the historical context of management provides a sense of heritage and can help managers avoid the mistakes of others. Most courses in U.S. history devote time to business and economic developments in this country, including the Industrial Revolution, the early labor movement, and the Great Depression, and to captains of U.S. industry such as Cornelius Vanderbilt (railroads), John D. Rockefeller (oil), and Andrew Carnegie (steel). The contributions of those and other industrialists left a profound imprint on contemporary culture. Many managers are also realizing that they can benefit from a greater understanding of history in general. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.11 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Comprehension |
| *NOTES:* | Digital Story: Connect |

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| 98. Discuss the Hawthorne studies in terms of how they were conducted and what the important results were to management practices.

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| *ANSWER:* | Although Munsterberg and Follett made major contributions to the development of the behavioral approach to management, its primary catalyst was a series of studies conducted near Chicago at Western Electric’s Hawthorne plant between 1927 and 1932. The research, originally sponsored by General Electric, was conducted by Elton Mayo and his associates. Mayo was a faculty member and consultant at Harvard.The first study involved manipulating illumination for one group of workers and comparing their subsequent productivity with the productivity of another group whose illumination was not changed. Surprisingly, when illumination was increased for the experimental group, productivity went up in both groups. Productivity continued to increase in both groups, even when the lighting for the experimental group was decreased. Not until the lighting was reduced to the level of moonlight did productivity begin to decline. Another experiment established a piecework incentive pay plan for a group of nine men assembling terminal banks for telephone exchanges. Mayo and his associates found that the group itself  informally established an acceptable level of output for its members. Workers who overproduced were branded rate busters, and underproducers were labeled chiselers. To be accepted by the group, workers produced at the accepted level. As they approached this acceptable level of output, workers slacked off to avoid overproducing.Other studies, including an interview program involving several thousand workers, led Mayo and his associates to conclude that human behavior was much more important in the workplace than had been previously believed. In the lighting experiment, for example, the results were attributed to the fact that both groups received special attention and sympathetic supervision for perhaps the first time. The incentive pay plans did not work because wage incentives were less important to the individual workers than was social acceptance in determining output. In short, individual and social processes played major roles in shaping worker attitudes and behavior. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p.15 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | The Evolution of Management |
| *KEYWORDS:* | Bloom's: Comprehension |
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| Match the following numbered items with the most correct response letter.A response may be used once, more than once, or not at all.

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| a.  | Conceptual skills |
| b.  | Technical skills |
| c.  | Communication skills |
| d.  | Interpersonal skills |
| e.  | Decision-making skills |

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| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.8p.9 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-1 - LO: 1-1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - AK - DISC: HRM |
| *TOPICS:* | An Introduction to Management |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 99. Skills necessary to accomplish the specific type of work performed in an organization

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| *ANSWER:* | b |
| *POINTS:* | 1 |

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| 100. Skills necessary to define problems and select appropriate courses of action

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| *ANSWER:* | e |
| *POINTS:* | 1 |

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| 101. Skills necessary to understand and motivate others

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| *ANSWER:* | d |
| *POINTS:* | 1 |

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| 102. Skills necessary to convey and receive information

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| *POINTS:* | 1 |

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| 103. ​Skills needed to understand the overall workings of an organization and its environment

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| *ANSWER:* | a |
| *POINTS:* | 1 |

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| Match the following numbered items with the most correct response letter.A response may be used once, more than once, or not at all.

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| a.  | Contingency perspective |
| b.  | Systems perspective |
| c.  | Administrative management |
| d.  | Scientific management |
| e.  | Management science |

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| --- | --- |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p.12p.13p.17p.19p.20 |
| *LEARNING OBJECTIVES:* | MGMT.GRIF.16. 1-2 - LO: 1-2MGMT.GRIF.16. 1-3 - LO: 1-3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills |
| *STATE STANDARDS:* | United States - AK - DISC: HRMUnited States - AK - DISC: Individual Dynamics |
| *TOPICS:* | The Evolution of ManagementContemporary Management Perspectives |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Digital Story: Engage |

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| 104. Concerned with improving the output of individual workers

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| *ANSWER:* | d |
| *POINTS:* | 1 |

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| 105. Appropriate managerial behavior depends on a wide variety of elements

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| *ANSWER:* | a |
| *POINTS:* | 1 |

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| 106. Focuses on managing the total organization

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| *ANSWER:* | c |
| *POINTS:* | 1 |

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| 107. ​Focuses specifically on the development of mathematical models for processes

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| *ANSWER:* | e |
| *POINTS:* | 1 |

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| 108. ​Considers an organization to be an interrelated set of elements functioning as a whole

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| *ANSWER:* | b |
| *POINTS:* | 1 |

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