Chapter 1

*Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |
| --- | --- |
| 1. | World trade is growing at a slower rate than is world gross domestic product.  True    False |

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| --- | --- |
| 2. | In recent years, Japan and China have become racially diverse societies.  True    False |

|  |  |
| --- | --- |
| 3. | African-Americans are one of the slowest-growing groups in the U.S. employee workforce.  True    False |

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| --- | --- |
| 4. | In a general sense, technology is the process that converts raw materials or intellectual capital into products or services.  True    False |

|  |  |
| --- | --- |
| 5. | The Internet is an example of an electronic information sharing system.  True    False |

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| --- | --- |
| 6. | Technology can yield a competitive advantage only when it is utilized effectively.  True    False |

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| --- | --- |
| 7. | A common body of management knowledge had been developed prior to the rise of the Roman Empire.  True    False |

|  |  |
| --- | --- |
| 8. | A new industrial era began in the United States around the time of the Civil War.  True    False |

|  |  |
| --- | --- |
| 9. | Information is a commodity that, when applied effectively, can result in higher growth and productivity.  True    False |

|  |  |
| --- | --- |
| 10. | The formal and modern study of management started in Babylonia, around 5000 B.C.  True    False |

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| --- | --- |
| 11. | According to Frederick W. Taylor, father of scientific management, management and labor must operate independently to achieve the maximum good for society.  True    False |

|  |  |
| --- | --- |
| 12. | Frederick Taylor, father of scientific management, stated that there should be an almost equal division of work and responsibility between managers and non-managers.  True    False |

|  |  |
| --- | --- |
| 13. | Organizational Behavior (OB) is considered a way of thinking.  True    False |

|  |  |
| --- | --- |
| 14. | The field of organizational behavior focuses on just two levels of analysis: individual and group.  True    False |

|  |  |
| --- | --- |
| 15. | The field of Organizational Behavior (OB) is personality-oriented.  True    False |

|  |  |
| --- | --- |
| 16. | In the field of Organizational Behavior (OB), the scientific method is deemed important in studying variables and relationships.  True    False |

|  |  |
| --- | --- |
| 17. | A culturally diverse workforce is becoming a reality in the United States.  True    False |

|  |  |
| --- | --- |
| 18. | Mary Parker Follett, following in the footsteps of Taylor's scientific management, embraced his view of human needs and workplace relationships.  True    False |

|  |  |
| --- | --- |
| 19. | Mary Parker Follett was one of the first management theorists to promote participatory decision making and decentralization.  True    False |

|  |  |
| --- | --- |
| 20. | Group performance is the foundation of organization performance.  True    False |

|  |  |
| --- | --- |
| 21. | The economic data churned out by the government every month fails to identify whether workers are working harder or smarter.  True    False |

|  |  |
| --- | --- |
| 22. | One of the least powerful influences on individual performance is an organization's reward system.  True    False |

|  |  |
| --- | --- |
| 23. | Jim, Mike, Kathy, and La Keisha are all friends at work because of their common interest in raising chickens. Thus, they constitute an informal group.  True    False |

|  |  |
| --- | --- |
| 24. | Organizational survival is related to the ability of management to receive, transmit, and file information.  True    False |

|  |  |
| --- | --- |
| 25. | Leaders may be found in both formal and informal groups.  True    False |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. | A major goal of Zappos is to treat its \_\_\_\_\_\_\_\_\_\_ with integrity, honesty, and commitment.

|  |  |
| --- | --- |
| A.  | customers |

|  |  |
| --- | --- |
| B.  | employees |

|  |  |
| --- | --- |
| C.  | employees and customers |

|  |  |
| --- | --- |
| D.  | employees, customers and community |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. | The competitive forces facing managers are led primarily by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ changes and increasing globalization.

|  |  |
| --- | --- |
| A.  | technological |

|  |  |
| --- | --- |
| B.  | environmental |

|  |  |
| --- | --- |
| C.  | political |

|  |  |
| --- | --- |
| D.  | economic |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | When it comes to knowledge, organizations must do all of the following except:

|  |  |
| --- | --- |
| A.  | Transfer it to employees |

|  |  |
| --- | --- |
| B.  | Identify it |

|  |  |
| --- | --- |
| C.  | Guard it jealousy |

|  |  |
| --- | --- |
| D.  | Update it continuously |

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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. | To develop and sustain an advantage in an increasingly competitive, globalized world, managers must harness the powers of information technology and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be successful.

|  |  |
| --- | --- |
| A.  | decisiveness |

|  |  |
| --- | --- |
| B.  | language fluency |

|  |  |
| --- | --- |
| C.  | democracy |

|  |  |
| --- | --- |
| D.  | human capital |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. | The formal and modern study of management started around \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | 1750 |

|  |  |
| --- | --- |
| B.  | 1300 |

|  |  |
| --- | --- |
| C.  | 1900 |

|  |  |
| --- | --- |
| D.  | 1940 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | The first modern management articles were published in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ journals.

|  |  |
| --- | --- |
| A.  | human resource |

|  |  |
| --- | --- |
| B.  | engineering |

|  |  |
| --- | --- |
| C.  | scientific |

|  |  |
| --- | --- |
| D.  | psychology |

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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | In 1886, an engineer named Frederick W. Taylor presented a paper on scientific management at a national meeting of engineers that was titled "The Engineer as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."

|  |  |
| --- | --- |
| A.  | a Specialist |

|  |  |
| --- | --- |
| B.  | a Manager |

|  |  |
| --- | --- |
| C.  | an Economist |

|  |  |
| --- | --- |
| D.  | a Scientist |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. | Frederick W. Taylor believed in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ approach to job design.

|  |  |
| --- | --- |
| A.  | the rule-of-thumb |

|  |  |
| --- | --- |
| B.  | a scientific |

|  |  |
| --- | --- |
| C.  | a just-in-time |

|  |  |
| --- | --- |
| D.  | a laize-faire |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ presented a paper titled "The Engineer as an Economist."

|  |  |
| --- | --- |
| A.  | Fredrick Taylor |

|  |  |
| --- | --- |
| B.  | Adam Smith |

|  |  |
| --- | --- |
| C.  | John Hawthorne |

|  |  |
| --- | --- |
| D.  | Tom Pane |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. | Taylor's major thesis was that maximum good for \_\_\_\_\_\_\_\_\_ can come only through the cooperation of management and labor in the application of scientific methods.

|  |  |
| --- | --- |
| A.  | the organization |

|  |  |
| --- | --- |
| B.  | society |

|  |  |
| --- | --- |
| C.  | the shareholder |

|  |  |
| --- | --- |
| D.  | All of the choices are correct. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. | Behavior is viewed as operating at the individual, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and organizational levels.

|  |  |
| --- | --- |
| A.  | emotional |

|  |  |
| --- | --- |
| B.  | spiritual |

|  |  |
| --- | --- |
| C.  | structural |

|  |  |
| --- | --- |
| D.  | group |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. | Fayol's approach to management was significant, in that it contributed to all of the following developments and positions except:

|  |  |
| --- | --- |
| A.  | Management is a separate body of knowledge that can be applied in any type of organization |

|  |  |
| --- | --- |
| B.  | A theory of management can be learned and taught |

|  |  |
| --- | --- |
| C.  | There is a need for teaching management in colleges |

|  |  |
| --- | --- |
| D.  | On-the-job training is the best way to impart management skills |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. | Fayol's theory of management emphasized the importance of all of the following except:

|  |  |
| --- | --- |
| A.  | Conserving |

|  |  |
| --- | --- |
| B.  | Planning |

|  |  |
| --- | --- |
| C.  | Organizing |

|  |  |
| --- | --- |
| D.  | Coordinating |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. | Which of the following has contributed to the study of organizational behavior?

|  |  |
| --- | --- |
| A.  | Psychology and sociology |

|  |  |
| --- | --- |
| B.  | Social psychology and anthropology |

|  |  |
| --- | --- |
| C.  | Political science |

|  |  |
| --- | --- |
| D.  | All of the choices are correct. |

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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. | When examining the contributions to the study of Organizational Behavior, the "unit of analysis" associated with sociology is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | group |

|  |  |
| --- | --- |
| B.  | organization |

|  |  |
| --- | --- |
| C.  | individual |

|  |  |
| --- | --- |
| D.  | Both A and B |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41. | The Hawthorne studies originally concluded that supportive managers paying attention to workers made them more productive. However, a reanalysis of the data suggested that the productivity increase was due to managerial discipline and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | fear of job loss |

|  |  |
| --- | --- |
| B.  | peer pressure |

|  |  |
| --- | --- |
| C.  | productivity bonuses |

|  |  |
| --- | --- |
| D.  | job training |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. | According to the Hawthorne studies, workers respond to \_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | group norms |

|  |  |
| --- | --- |
| B.  | social pressures |

|  |  |
| --- | --- |
| C.  | observation |

|  |  |
| --- | --- |
| D.  | All of the choices are correct. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. | The modern-day impetus of aligning human resources with organizational factors was initiated with the \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | advent of scientific management |

|  |  |
| --- | --- |
| B.  | Hawthorne studies |

|  |  |
| --- | --- |
| C.  | organization movement |

|  |  |
| --- | --- |
| D.  | start of World War II |

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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. | According to systems theory, an organization acquires resources (inputs) from a larger system, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | the environment |

|  |  |
| --- | --- |
| B.  | the home country |

|  |  |
| --- | --- |
| C.  | the world economic system |

|  |  |
| --- | --- |
| D.  | the shareholders |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45. | Managers must deal \_\_\_\_\_\_\_\_\_\_\_\_\_ aspects of organizational behavior.

|  |  |
| --- | --- |
| A.  | with internal |

|  |  |
| --- | --- |
| B.  | with external |

|  |  |
| --- | --- |
| C.  | simultaneously with the internal and external |

|  |  |
| --- | --- |
| D.  | separately with the internal and external |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. | The overarching criterion that cuts across each effectiveness dimension is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | productivity |

|  |  |
| --- | --- |
| B.  | quality |

|  |  |
| --- | --- |
| C.  | adaptiveness |

|  |  |
| --- | --- |
| D.  | efficiency |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. | J. M. Juran and W. Edwards Deming, in the 1950's, introduced the importance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the public.

|  |  |
| --- | --- |
| A.  | quality |

|  |  |
| --- | --- |
| B.  | efficiency |

|  |  |
| --- | --- |
| C.  | profitability |

|  |  |
| --- | --- |
| D.  | consistent management |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. | Competition has caused many organizations to make quality \_\_\_\_\_\_\_ priority.

|  |  |
| --- | --- |
| A.  | a fiduciary |

|  |  |
| --- | --- |
| B.  | their top |

|  |  |
| --- | --- |
| C.  | a lagging |

|  |  |
| --- | --- |
| D.  | their second tier |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. | As presented in the text, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reflects the relationship between inputs and output.

|  |  |
| --- | --- |
| A.  | productivity |

|  |  |
| --- | --- |
| B.  | quality |

|  |  |
| --- | --- |
| C.  | adaptiveness |

|  |  |
| --- | --- |
| D.  | innovation |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the ratio of outputs to inputs.

|  |  |
| --- | --- |
| A.  | Productivity |

|  |  |
| --- | --- |
| B.  | Efficiency |

|  |  |
| --- | --- |
| C.  | Adaptability |

|  |  |
| --- | --- |
| D.  | Production |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ criterion measures the ability of an organization to increase its ability to deal with environmental demands.

|  |  |
| --- | --- |
| A.  | productivity |

|  |  |
| --- | --- |
| B.  | efficiency |

|  |  |
| --- | --- |
| C.  | adaptiveness |

|  |  |
| --- | --- |
| D.  | development |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52. | According to the text, six forces are reshaping the nature of managing within organizations. They include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | the economic climate |

|  |  |
| --- | --- |
| B.  | political unrest |

|  |  |
| --- | --- |
| C.  | mentoring |

|  |  |
| --- | --- |
| D.  | technology |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 53. | The success of an organization is determined by the way people work, think, and behave. This is an example of the power of:

|  |  |
| --- | --- |
| A.  | Cultural diversity |

|  |  |
| --- | --- |
| B.  | Globalism |

|  |  |
| --- | --- |
| C.  | Human resources |

|  |  |
| --- | --- |
| D.  | Psychological contracts |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54. | Global competition is characterized by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that bring together countries, institutions, and people.

|  |  |
| --- | --- |
| A.  | networks |

|  |  |
| --- | --- |
| B.  | laws |

|  |  |
| --- | --- |
| C.  | regulations |

|  |  |
| --- | --- |
| D.  | organizations |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 55. | How well a firm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and motivates a skilled workforce will have a major impact on its ability to compete in the global marketplace.

|  |  |
| --- | --- |
| A.  | recruits |

|  |  |
| --- | --- |
| B.  | retains |

|  |  |
| --- | --- |
| C.  | selects |

|  |  |
| --- | --- |
| D.  | All of the choices are correct. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 56. | Which of the following statements about power is true?

|  |  |
| --- | --- |
| A.  | Most people are comfortable with the concept of having power over others. |

|  |  |
| --- | --- |
| B.  | The concept of having power over others is offensive to everybody. |

|  |  |
| --- | --- |
| C.  | To be a good manager, a person must have a high desire for power. |

|  |  |
| --- | --- |
| D.  | Managers derive power from both organizational and individual sources. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 57. | Japan and China are basically \_\_\_\_\_\_\_\_\_ societies in terms of race.

|  |  |
| --- | --- |
| A.  | homogeneous |

|  |  |
| --- | --- |
| B.  | heterogeneous |

|  |  |
| --- | --- |
| C.  | diverse |

|  |  |
| --- | --- |
| D.  | transitioning |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58. | Which of the following countries is ranked highest on the Globalization Index?

|  |  |
| --- | --- |
| A.  | United States |

|  |  |
| --- | --- |
| B.  | Singapore |

|  |  |
| --- | --- |
| C.  | United Kingdom |

|  |  |
| --- | --- |
| D.  | Norway |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 59. | The United States is racially diverse and has been rapidly increasing its workforce diversity since the \_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | 1950s |

|  |  |
| --- | --- |
| B.  | 1960s |

|  |  |
| --- | --- |
| C.  | 1970s |

|  |  |
| --- | --- |
| D.  | 1980s |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60. | A (n) \_\_\_\_\_\_\_\_\_\_\_ is unwritten agreement between an employee and the organization that specifies what each expects to give to and receive from the other.

|  |  |
| --- | --- |
| A.  | understanding |

|  |  |
| --- | --- |
| B.  | employment contract |

|  |  |
| --- | --- |
| C.  | psychological contract |

|  |  |
| --- | --- |
| D.  | commitment |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 61. | The semiconductor pioneer Gordon Moore predicted in 1965 that computer power would double every \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | five years |

|  |  |
| --- | --- |
| B.  | three years |

|  |  |
| --- | --- |
| C.  | two years |

|  |  |
| --- | --- |
| D.  | twelve months |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 62. | According to the National Academies' Center for Education, the U.S. economy will continue to develop into a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ economy, with high-paid, high-skill jobs at one end and low-paid, low-skill jobs at the other.

|  |  |
| --- | --- |
| A.  | pyramid |

|  |  |
| --- | --- |
| B.  | yo-yo |

|  |  |
| --- | --- |
| C.  | barbell |

|  |  |
| --- | --- |
| D.  | linear |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63. | The introduction of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fostered an era of "information technology."

|  |  |
| --- | --- |
| A.  | electricity |

|  |  |
| --- | --- |
| B.  | globalization |

|  |  |
| --- | --- |
| C.  | computer technology |

|  |  |
| --- | --- |
| D.  | the Internet |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64. | Which of the following is included in the six forces reshaping management practice?

|  |  |
| --- | --- |
| A.  | The power of human resources |

|  |  |
| --- | --- |
| B.  | A new worker-employer psychological contract |

|  |  |
| --- | --- |
| C.  | Cultural diversity |

|  |  |
| --- | --- |
| D.  | All of the above. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 65. | Every organization must respond to the needs of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | its customers or clients |

|  |  |
| --- | --- |
| B.  | legal and political constraints |

|  |  |
| --- | --- |
| C.  | economic and technological changes |

|  |  |
| --- | --- |
| D.  | All of the choices are correct. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 66. | The foundation of organization performance is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ performance.

|  |  |
| --- | --- |
| A.  | product |

|  |  |
| --- | --- |
| B.  | managerial |

|  |  |
| --- | --- |
| C.  | financial |

|  |  |
| --- | --- |
| D.  | individual |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 67. | Which of the following statements about motivation is true?

|  |  |
| --- | --- |
| A.  | Motivation is the primary determinant of performance. |

|  |  |
| --- | --- |
| B.  | Most managers do not need to understand motivation. |

|  |  |
| --- | --- |
| C.  | Motivation and the ability to work interact to determine performance. |

|  |  |
| --- | --- |
| D.  | Most behavioral scientists agree that there is one best theory of motivation. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68. | Which of the following is considered an influence on individual behavior and motivation in organizations?

|  |  |
| --- | --- |
| A.  | individual characteristics |

|  |  |
| --- | --- |
| B.  | individual motivation |

|  |  |
| --- | --- |
| C.  | rewards |

|  |  |
| --- | --- |
| D.  | All of the above. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 69. | One of the most powerful influences on individual performance is \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | an organization's reward system |

|  |  |
| --- | --- |
| B.  | stress |

|  |  |
| --- | --- |
| C.  | national culture |

|  |  |
| --- | --- |
| D.  | All of the above. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 70. | A surgical team performing open-heart surgery on a patient is an example of a (n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ group.

|  |  |
| --- | --- |
| A.  | informal |

|  |  |
| --- | --- |
| B.  | formal |

|  |  |
| --- | --- |
| C.  | super |

|  |  |
| --- | --- |
| D.  | dedicated |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 71. | The neighborhood book club, which has fifty members, is an example of a (n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ group.

|  |  |
| --- | --- |
| A.  | informal |

|  |  |
| --- | --- |
| B.  | formal |

|  |  |
| --- | --- |
| C.  | perseverance |

|  |  |
| --- | --- |
| D.  | developmental |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 72. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the ability to get someone to do something you want done, or to make things happen the way you want them to happen.

|  |  |
| --- | --- |
| A.  | Prestige |

|  |  |
| --- | --- |
| B.  | Perseverance |

|  |  |
| --- | --- |
| C.  | Power |

|  |  |
| --- | --- |
| D.  | Persuasion |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 73. | The essence of \_\_\_\_\_\_\_\_\_ is control over others.

|  |  |
| --- | --- |
| A.  | power |

|  |  |
| --- | --- |
| B.  | management |

|  |  |
| --- | --- |
| C.  | leadership |

|  |  |
| --- | --- |
| D.  | All of the above. |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 74. | According to the text, organizational survival is related to the ability of management to do all of the following with information except:

|  |  |
| --- | --- |
| A.  | Retire it |

|  |  |
| --- | --- |
| B.  | Transmit it |

|  |  |
| --- | --- |
| C.  | Act on it |

|  |  |
| --- | --- |
| D.  | Receive it |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 75. | The power of managers is clearly evidenced when they make decisions about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | the employees' well-being |

|  |  |
| --- | --- |
| B.  | distributing organizational resources |

|  |  |
| --- | --- |
| C.  | designing and implementing rules and policies |

|  |  |
| --- | --- |
| D.  | All of the choices are correct. |

 |

|  |  |
| --- | --- |
| 76. | How is Zappos CEO Tony Hsieh's perspective different from many other businesses?      |

|  |  |
| --- | --- |
| 77. | What abilities will managers need in order to be successful in the 21st century? Which of these abilities do you have now? How do you plan to acquire the others?      |

|  |  |
| --- | --- |
| 78. | What is meant by the term "diversity?"      |

|  |  |
| --- | --- |
| 79. | The psychological contract between workers and employers specifies what each expects to give and receive from the other. What can you offer an employer, and what do you expect in return?      |

|  |  |
| --- | --- |
| 80. | What is a psychological contract?      |

|  |  |
| --- | --- |
| 81. | The power of human resources, globalism, cultural diversity, the rapidity of change, a new worker-employer psychological contract, and technology are reshaping management practices. What are the likely outcomes of ignoring or resisting these forces?      |

|  |  |
| --- | --- |
| 82. | What are some of the conclusions about human behavior in the workplace that were uncovered by the Hawthorne studies?      |

|  |  |
| --- | --- |
| 83. | How have the findings of the Hawthorne studies been criticized?      |

|  |  |
| --- | --- |
| 84. | What is the "Hawthorne effect"?      |

|  |  |
| --- | --- |
| 85. | What are the four basic elements of a system?      |

|  |  |
| --- | --- |
| 86. | What are the two main conclusions suggested by systems theory, as it relates to effectiveness?      |

|  |  |
| --- | --- |
| 87. | What are three things that you, as a manager, can do to lead your team to higher levels of effectiveness?      |

|  |  |
| --- | --- |
| 88. | Identify five short-run indicators that managers can measure to assess the probability of an organization's long-run survival.      |

|  |  |
| --- | --- |
| 89. | Name three measures of satisfaction as presented in the text.      |

|  |  |
| --- | --- |
| 90. | Within the context of systems theory, describe the relationship between the organization and society.      |

|  |  |
| --- | --- |
| 91. | List three ways productivity may be measured.      |

|  |  |
| --- | --- |
| 92. | List three measures of efficiency.      |

|  |  |
| --- | --- |
| 93. | What is the relationship of motivation and ability to performance?      |

|  |  |
| --- | --- |
| 94. | Identify three common, physical symptoms that are related to stress.      |

|  |  |
| --- | --- |
| 95. | What principles did Fredrick Taylor advocate?      |

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| --- | --- |
| 96. | Describe the disciplines that have contributed to the field of organizational behavior. Which do you feel had the largest impact?      |

|  |  |
| --- | --- |
| 97. | Describe the findings of the Hawthorne studies.      |

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| --- | --- |
| 98. | What is the relationship between quality and organizational effectiveness?      |

|  |  |
| --- | --- |
| 99. | What's more important: quality, productivity or efficiency? Justify your answer.      |

|  |  |
| --- | --- |
| 100. | What is adaptiveness and its importance to an organization?      |

Chapter 1 Key

|  |  |
| --- | --- |
| 1. | World trade is growing at a slower rate than is world gross domestic product.  **FALSE**As a result of global integration, the rate of world trade is growing faster than is world gross domestic product. That is, the trading of goods and services among nations has been increasing faster than the world production of goods. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #1Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Environmental Forces Reshaping Management Practice* |

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| --- | --- |
| 2. | In recent years, Japan and China have become racially diverse societies.  **FALSE**Japan and China are basically homogeneous societies in terms of race. |

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| *Difficulty: 1 EasyIvancevich - Chapter 01 #2Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Environmental Forces Reshaping Management Practice* |

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| --- | --- |
| 3. | African-Americans are one of the slowest-growing groups in the U.S. employee workforce.  **FALSE**African-Americans are one of the fastest-growing groups in the U.S. employee workforce, as are Asians and Hispanics. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #3Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

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| --- | --- |
| 4. | In a general sense, technology is the process that converts raw materials or intellectual capital into products or services.  **TRUE** |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #4Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Environmental Forces Reshaping Management Practice* |

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| 5. | The Internet is an example of an electronic information sharing system.  **TRUE** |

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| *Difficulty: 1 EasyIvancevich - Chapter 01 #5Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Introduction* |

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| --- | --- |
| 6. | Technology can yield a competitive advantage only when it is utilized effectively.  **TRUE** |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #6Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |
| --- | --- |
| 7. | A common body of management knowledge had been developed prior to the rise of the Roman Empire.  **FALSE**There was no common body of knowledge or theoretical basis for managing the Roman Empire or building the Great Pyramid of Cheops. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #7Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: The Evolution of Management* |

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| --- | --- |
| 8. | A new industrial era began in the United States around the time of the Civil War.  **TRUE** |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #8Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

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| --- | --- |
| 9. | Information is a commodity that, when applied effectively, can result in higher growth and productivity.  **TRUE** |

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| *Difficulty: 1 EasyIvancevich - Chapter 01 #9Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Environmental Forces Reshaping Management Practice* |

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| --- | --- |
| 10. | The formal and modern study of management started in Babylonia, around 5000 B.C.  **FALSE**The formal and modern study of management started around 1900. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #10Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: The Evolution of Management* |

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| --- | --- |
| 11. | According to Frederick W. Taylor, father of scientific management, management and labor must operate independently to achieve the maximum good for society.  **FALSE**According to Frederick W. Taylor, management and labor must cooperate to achieve the maximum good for society. |

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| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #11Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

|  |  |
| --- | --- |
| 12. | Frederick Taylor, father of scientific management, stated that there should be an almost equal division of work and responsibility between managers and non-managers.  **TRUE** |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #12Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

|  |  |
| --- | --- |
| 13. | Organizational Behavior (OB) is considered a way of thinking.  **TRUE** |

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| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #13Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

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| --- | --- |
| 14. | The field of organizational behavior focuses on just two levels of analysis: individual and group.  **FALSE**The field of organizational behavior focuses on three levels of analysis: individual, group, and organizational. |

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| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #14Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Why Study Organizational Behavior* |

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| --- | --- |
| 15. | The field of Organizational Behavior (OB) is personality-oriented.  **FALSE**The field of Organizational Behavior (OB) is performance-oriented. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #15Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Why Study Organizational Behavior* |

|  |  |
| --- | --- |
| 16. | In the field of Organizational Behavior (OB), the scientific method is deemed important in studying variables and relationships.  **TRUE** |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #16Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Why Study Organizational Behavior* |

|  |  |
| --- | --- |
| 17. | A culturally diverse workforce is becoming a reality in the United States.  **TRUE** |

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| --- |
| *Difficulty: 1 EasyIvancevich - Chapter 01 #17Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: The Evolution of Management* |

|  |  |
| --- | --- |
| 18. | Mary Parker Follett, following in the footsteps of Taylor's scientific management, embraced his view of human needs and workplace relationships.  **FALSE**Mary Follett was opposed to Taylor's lack of specific attention to human needs and relationships in the workplace. |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #18Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

|  |  |
| --- | --- |
| 19. | Mary Parker Follett was one of the first management theorists to promote participatory decision making and decentralization.  **TRUE** |

|  |
| --- |
| *Difficulty: 3 HardIvancevich - Chapter 01 #19Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

|  |  |
| --- | --- |
| 20. | Group performance is the foundation of organization performance.  **FALSE**Individual performance is the foundation of organization performance. |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #20Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Framing the Study of Organizational Behavior* |

|  |  |
| --- | --- |
| 21. | The economic data churned out by the government every month fails to identify whether workers are working harder or smarter.  **TRUE** |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #21Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Framing the Study of Organizational Behavior* |

|  |  |
| --- | --- |
| 22. | One of the least powerful influences on individual performance is an organization's reward system.  **FALSE**One of the most powerful influences on individual performance is an organization's reward system. |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #22Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Framing the Study of Organizational Behavior* |

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| --- | --- |
| 23. | Jim, Mike, Kathy, and La Keisha are all friends at work because of their common interest in raising chickens. Thus, they constitute an informal group.  **TRUE** |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #23Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Framing the Study of Organizational Behavior* |

|  |  |
| --- | --- |
| 24. | Organizational survival is related to the ability of management to receive, transmit, and file information.  **FALSE**Organizational survival is related to the ability of management to receive, transmit, and act on information. |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #24Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Framing the Study of Organizational Behavior* |

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| --- | --- |
| 25. | Leaders may be found in both formal and informal groups.  **TRUE** |

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| --- |
| *Difficulty: 1 EasyIvancevich - Chapter 01 #25Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Framing the Study of Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. | A major goal of Zappos is to treat its \_\_\_\_\_\_\_\_\_\_ with integrity, honesty, and commitment.

|  |  |
| --- | --- |
| A.  | customers |

|  |  |
| --- | --- |
| B.  | employees |

|  |  |
| --- | --- |
| **C.**  | employees and customers |

|  |  |
| --- | --- |
| D.  | employees, customers and community |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #26Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Introduction* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. | The competitive forces facing managers are led primarily by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ changes and increasing globalization.

|  |  |
| --- | --- |
| **A.**  | technological |

|  |  |
| --- | --- |
| B.  | environmental |

|  |  |
| --- | --- |
| C.  | political |

|  |  |
| --- | --- |
| D.  | economic |

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|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #27Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Introduction* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | When it comes to knowledge, organizations must do all of the following except:

|  |  |
| --- | --- |
| A.  | Transfer it to employees |

|  |  |
| --- | --- |
| B.  | Identify it |

|  |  |
| --- | --- |
| **C.**  | Guard it jealousy |

|  |  |
| --- | --- |
| D.  | Update it continuously |

 |

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| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #28Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Introduction* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. | To develop and sustain an advantage in an increasingly competitive, globalized world, managers must harness the powers of information technology and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be successful.

|  |  |
| --- | --- |
| A.  | decisiveness |

|  |  |
| --- | --- |
| B.  | language fluency |

|  |  |
| --- | --- |
| C.  | democracy |

|  |  |
| --- | --- |
| **D.**  | human capital |

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|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #29Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Introduction* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. | The formal and modern study of management started around \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | 1750 |

|  |  |
| --- | --- |
| B.  | 1300 |

|  |  |
| --- | --- |
| **C.**  | 1900 |

|  |  |
| --- | --- |
| D.  | 1940 |

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|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #30Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | The first modern management articles were published in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ journals.

|  |  |
| --- | --- |
| A.  | human resource |

|  |  |
| --- | --- |
| **B.**  | engineering |

|  |  |
| --- | --- |
| C.  | scientific |

|  |  |
| --- | --- |
| D.  | psychology |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #31Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | In 1886, an engineer named Frederick W. Taylor presented a paper on scientific management at a national meeting of engineers that was titled "The Engineer as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."

|  |  |
| --- | --- |
| A.  | a Specialist |

|  |  |
| --- | --- |
| B.  | a Manager |

|  |  |
| --- | --- |
| **C.**  | an Economist |

|  |  |
| --- | --- |
| D.  | a Scientist |

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| --- |
| *Difficulty: 3 HardIvancevich - Chapter 01 #32Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. | Frederick W. Taylor believed in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ approach to job design.

|  |  |
| --- | --- |
| A.  | the rule-of-thumb |

|  |  |
| --- | --- |
| **B.**  | a scientific |

|  |  |
| --- | --- |
| C.  | a just-in-time |

|  |  |
| --- | --- |
| D.  | a laize-faire |

 |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #33Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ presented a paper titled "The Engineer as an Economist."

|  |  |
| --- | --- |
| **A.**  | Fredrick Taylor |

|  |  |
| --- | --- |
| B.  | Adam Smith |

|  |  |
| --- | --- |
| C.  | John Hawthorne |

|  |  |
| --- | --- |
| D.  | Tom Pane |

 |

|  |
| --- |
| *Difficulty: 1 EasyIvancevich - Chapter 01 #34Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. | Taylor's major thesis was that maximum good for \_\_\_\_\_\_\_\_\_ can come only through the cooperation of management and labor in the application of scientific methods.

|  |  |
| --- | --- |
| A.  | the organization |

|  |  |
| --- | --- |
| **B.**  | society |

|  |  |
| --- | --- |
| C.  | the shareholder |

|  |  |
| --- | --- |
| D.  | All of the choices are correct. |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #35Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. | Behavior is viewed as operating at the individual, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and organizational levels.

|  |  |
| --- | --- |
| A.  | emotional |

|  |  |
| --- | --- |
| B.  | spiritual |

|  |  |
| --- | --- |
| C.  | structural |

|  |  |
| --- | --- |
| **D.**  | group |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #36Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: The Evolution of Management* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. | Fayol's approach to management was significant, in that it contributed to all of the following developments and positions except:

|  |  |
| --- | --- |
| A.  | Management is a separate body of knowledge that can be applied in any type of organization |

|  |  |
| --- | --- |
| B.  | A theory of management can be learned and taught |

|  |  |
| --- | --- |
| C.  | There is a need for teaching management in colleges |

|  |  |
| --- | --- |
| **D.**  | On-the-job training is the best way to impart management skills |

 |

|  |
| --- |
| *Difficulty: 3 HardIvancevich - Chapter 01 #37Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. | Fayol's theory of management emphasized the importance of all of the following except:

|  |  |
| --- | --- |
| **A.**  | Conserving |

|  |  |
| --- | --- |
| B.  | Planning |

|  |  |
| --- | --- |
| C.  | Organizing |

|  |  |
| --- | --- |
| D.  | Coordinating |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #38Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. | Which of the following has contributed to the study of organizational behavior?

|  |  |
| --- | --- |
| A.  | Psychology and sociology |

|  |  |
| --- | --- |
| B.  | Social psychology and anthropology |

|  |  |
| --- | --- |
| C.  | Political science |

|  |  |
| --- | --- |
| **D.**  | All of the choices are correct. |

 |

|  |
| --- |
| *Difficulty: 1 EasyIvancevich - Chapter 01 #39Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Why Study Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. | When examining the contributions to the study of Organizational Behavior, the "unit of analysis" associated with sociology is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | group |

|  |  |
| --- | --- |
| B.  | organization |

|  |  |
| --- | --- |
| C.  | individual |

|  |  |
| --- | --- |
| **D.**  | Both A and B |

 |

|  |
| --- |
| *Difficulty: 3 HardIvancevich - Chapter 01 #40Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Why Study Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41. | The Hawthorne studies originally concluded that supportive managers paying attention to workers made them more productive. However, a reanalysis of the data suggested that the productivity increase was due to managerial discipline and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| **A.**  | fear of job loss |

|  |  |
| --- | --- |
| B.  | peer pressure |

|  |  |
| --- | --- |
| C.  | productivity bonuses |

|  |  |
| --- | --- |
| D.  | job training |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #41Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. | According to the Hawthorne studies, workers respond to \_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | group norms |

|  |  |
| --- | --- |
| B.  | social pressures |

|  |  |
| --- | --- |
| C.  | observation |

|  |  |
| --- | --- |
| **D.**  | All of the choices are correct. |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #42Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. | The modern-day impetus of aligning human resources with organizational factors was initiated with the \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | advent of scientific management |

|  |  |
| --- | --- |
| **B.**  | Hawthorne studies |

|  |  |
| --- | --- |
| C.  | organization movement |

|  |  |
| --- | --- |
| D.  | start of World War II |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #43Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. | According to systems theory, an organization acquires resources (inputs) from a larger system, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| **A.**  | the environment |

|  |  |
| --- | --- |
| B.  | the home country |

|  |  |
| --- | --- |
| C.  | the world economic system |

|  |  |
| --- | --- |
| D.  | the shareholders |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #44Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and the Time Dimension of Effectiveness* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45. | Managers must deal \_\_\_\_\_\_\_\_\_\_\_\_\_ aspects of organizational behavior.

|  |  |
| --- | --- |
| A.  | with internal |

|  |  |
| --- | --- |
| B.  | with external |

|  |  |
| --- | --- |
| **C.**  | simultaneously with the internal and external |

|  |  |
| --- | --- |
| D.  | separately with the internal and external |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #45Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. | The overarching criterion that cuts across each effectiveness dimension is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | productivity |

|  |  |
| --- | --- |
| **B.**  | quality |

|  |  |
| --- | --- |
| C.  | adaptiveness |

|  |  |
| --- | --- |
| D.  | efficiency |

 |

|  |
| --- |
| *Difficulty: 3 HardIvancevich - Chapter 01 #46Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. | J. M. Juran and W. Edwards Deming, in the 1950's, introduced the importance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the public.

|  |  |
| --- | --- |
| **A.**  | quality |

|  |  |
| --- | --- |
| B.  | efficiency |

|  |  |
| --- | --- |
| C.  | profitability |

|  |  |
| --- | --- |
| D.  | consistent management |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #47Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. | Competition has caused many organizations to make quality \_\_\_\_\_\_\_ priority.

|  |  |
| --- | --- |
| A.  | a fiduciary |

|  |  |
| --- | --- |
| **B.**  | their top |

|  |  |
| --- | --- |
| C.  | a lagging |

|  |  |
| --- | --- |
| D.  | their second tier |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #48Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. | As presented in the text, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reflects the relationship between inputs and output.

|  |  |
| --- | --- |
| **A.**  | productivity |

|  |  |
| --- | --- |
| B.  | quality |

|  |  |
| --- | --- |
| C.  | adaptiveness |

|  |  |
| --- | --- |
| D.  | innovation |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #49Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the ratio of outputs to inputs.

|  |  |
| --- | --- |
| A.  | Productivity |

|  |  |
| --- | --- |
| **B.**  | Efficiency |

|  |  |
| --- | --- |
| C.  | Adaptability |

|  |  |
| --- | --- |
| D.  | Production |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #50Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ criterion measures the ability of an organization to increase its ability to deal with environmental demands.

|  |  |
| --- | --- |
| A.  | productivity |

|  |  |
| --- | --- |
| B.  | efficiency |

|  |  |
| --- | --- |
| C.  | adaptiveness |

|  |  |
| --- | --- |
| **D.**  | development |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #51Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52. | According to the text, six forces are reshaping the nature of managing within organizations. They include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | the economic climate |

|  |  |
| --- | --- |
| B.  | political unrest |

|  |  |
| --- | --- |
| C.  | mentoring |

|  |  |
| --- | --- |
| **D.**  | technology |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #52Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 53. | The success of an organization is determined by the way people work, think, and behave. This is an example of the power of:

|  |  |
| --- | --- |
| A.  | Cultural diversity |

|  |  |
| --- | --- |
| B.  | Globalism |

|  |  |
| --- | --- |
| **C.**  | Human resources |

|  |  |
| --- | --- |
| D.  | Psychological contracts |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #53Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54. | Global competition is characterized by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that bring together countries, institutions, and people.

|  |  |
| --- | --- |
| **A.**  | networks |

|  |  |
| --- | --- |
| B.  | laws |

|  |  |
| --- | --- |
| C.  | regulations |

|  |  |
| --- | --- |
| D.  | organizations |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #54Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 55. | How well a firm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and motivates a skilled workforce will have a major impact on its ability to compete in the global marketplace.

|  |  |
| --- | --- |
| A.  | recruits |

|  |  |
| --- | --- |
| B.  | retains |

|  |  |
| --- | --- |
| C.  | selects |

|  |  |
| --- | --- |
| **D.**  | All of the choices are correct. |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #55Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 56. | Which of the following statements about power is true?

|  |  |
| --- | --- |
| A.  | Most people are comfortable with the concept of having power over others. |

|  |  |
| --- | --- |
| B.  | The concept of having power over others is offensive to everybody. |

|  |  |
| --- | --- |
| C.  | To be a good manager, a person must have a high desire for power. |

|  |  |
| --- | --- |
| **D.**  | Managers derive power from both organizational and individual sources. |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #56Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 57. | Japan and China are basically \_\_\_\_\_\_\_\_\_ societies in terms of race.

|  |  |
| --- | --- |
| **A.**  | homogeneous |

|  |  |
| --- | --- |
| B.  | heterogeneous |

|  |  |
| --- | --- |
| C.  | diverse |

|  |  |
| --- | --- |
| D.  | transitioning |

 |

|  |
| --- |
| *Difficulty: 1 EasyIvancevich - Chapter 01 #57Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58. | Which of the following countries is ranked highest on the Globalization Index?

|  |  |
| --- | --- |
| A.  | United States |

|  |  |
| --- | --- |
| **B.**  | Singapore |

|  |  |
| --- | --- |
| C.  | United Kingdom |

|  |  |
| --- | --- |
| D.  | Norway |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #58Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 59. | The United States is racially diverse and has been rapidly increasing its workforce diversity since the \_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | 1950s |

|  |  |
| --- | --- |
| B.  | 1960s |

|  |  |
| --- | --- |
| **C.**  | 1970s |

|  |  |
| --- | --- |
| D.  | 1980s |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #59Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60. | A (n) \_\_\_\_\_\_\_\_\_\_\_ is unwritten agreement between an employee and the organization that specifies what each expects to give to and receive from the other.

|  |  |
| --- | --- |
| A.  | understanding |

|  |  |
| --- | --- |
| B.  | employment contract |

|  |  |
| --- | --- |
| **C.**  | psychological contract |

|  |  |
| --- | --- |
| D.  | commitment |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #60Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 61. | The semiconductor pioneer Gordon Moore predicted in 1965 that computer power would double every \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | five years |

|  |  |
| --- | --- |
| B.  | three years |

|  |  |
| --- | --- |
| **C.**  | two years |

|  |  |
| --- | --- |
| D.  | twelve months |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #61Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 62. | According to the National Academies' Center for Education, the U.S. economy will continue to develop into a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ economy, with high-paid, high-skill jobs at one end and low-paid, low-skill jobs at the other.

|  |  |
| --- | --- |
| A.  | pyramid |

|  |  |
| --- | --- |
| B.  | yo-yo |

|  |  |
| --- | --- |
| **C.**  | barbell |

|  |  |
| --- | --- |
| D.  | linear |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #62Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63. | The introduction of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fostered an era of "information technology."

|  |  |
| --- | --- |
| A.  | electricity |

|  |  |
| --- | --- |
| B.  | globalization |

|  |  |
| --- | --- |
| **C.**  | computer technology |

|  |  |
| --- | --- |
| D.  | the Internet |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #63Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64. | Which of the following is included in the six forces reshaping management practice?

|  |  |
| --- | --- |
| A.  | The power of human resources |

|  |  |
| --- | --- |
| B.  | A new worker-employer psychological contract |

|  |  |
| --- | --- |
| C.  | Cultural diversity |

|  |  |
| --- | --- |
| **D.**  | All of the above. |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #64Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 65. | Every organization must respond to the needs of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | its customers or clients |

|  |  |
| --- | --- |
| B.  | legal and political constraints |

|  |  |
| --- | --- |
| C.  | economic and technological changes |

|  |  |
| --- | --- |
| **D.**  | All of the choices are correct. |

 |

|  |
| --- |
| *Difficulty: 1 EasyIvancevich - Chapter 01 #65Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Framing the Study of Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 66. | The foundation of organization performance is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ performance.

|  |  |
| --- | --- |
| A.  | product |

|  |  |
| --- | --- |
| B.  | managerial |

|  |  |
| --- | --- |
| C.  | financial |

|  |  |
| --- | --- |
| **D.**  | individual |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #66Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Framing the Study of Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 67. | Which of the following statements about motivation is true?

|  |  |
| --- | --- |
| A.  | Motivation is the primary determinant of performance. |

|  |  |
| --- | --- |
| B.  | Most managers do not need to understand motivation. |

|  |  |
| --- | --- |
| **C.**  | Motivation and the ability to work interact to determine performance. |

|  |  |
| --- | --- |
| D.  | Most behavioral scientists agree that there is one best theory of motivation. |

 |

|  |
| --- |
| *Difficulty: 2 MediumIvancevich - Chapter 01 #67Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Framing the Study of Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68. | Which of the following is considered an influence on individual behavior and motivation in organizations?

|  |  |
| --- | --- |
| A.  | individual characteristics |

|  |  |
| --- | --- |
| B.  | individual motivation |

|  |  |
| --- | --- |
| C.  | rewards |

|  |  |
| --- | --- |
| **D.**  | All of the above. |

 |

|  |
| --- |
| *Difficulty: 1 EasyIvancevich - Chapter 01 #68Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Framing the Study of Organizational Behavior* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 69. | One of the most powerful influences on individual performance is \_\_\_\_\_\_\_\_\_\_\_\_.

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| **A.**  | an organization's reward system |

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| --- | --- |
| B.  | stress |

|  |  |
| --- | --- |
| C.  | national culture |

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| --- | --- |
| D.  | All of the above. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #69Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Framing the Study of Organizational Behavior* |

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| 70. | A surgical team performing open-heart surgery on a patient is an example of a (n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ group.

|  |  |
| --- | --- |
| A.  | informal |

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| --- | --- |
| **B.**  | formal |

|  |  |
| --- | --- |
| C.  | super |

|  |  |
| --- | --- |
| D.  | dedicated |

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| *Difficulty: 1 EasyIvancevich - Chapter 01 #70Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Framing the Study of Organizational Behavior* |

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| 71. | The neighborhood book club, which has fifty members, is an example of a (n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ group.

|  |  |
| --- | --- |
| **A.**  | informal |

|  |  |
| --- | --- |
| B.  | formal |

|  |  |
| --- | --- |
| C.  | perseverance |

|  |  |
| --- | --- |
| D.  | developmental |

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| *Difficulty: 1 EasyIvancevich - Chapter 01 #71Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Framing the Study of Organizational Behavior* |

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| 72. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the ability to get someone to do something you want done, or to make things happen the way you want them to happen.

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| --- | --- |
| A.  | Prestige |

|  |  |
| --- | --- |
| B.  | Perseverance |

|  |  |
| --- | --- |
| **C.**  | Power |

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| --- | --- |
| D.  | Persuasion |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #72Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Framing the Study of Organizational Behavior* |

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| 73. | The essence of \_\_\_\_\_\_\_\_\_ is control over others.

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| --- | --- |
| **A.**  | power |

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| --- | --- |
| B.  | management |

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| --- | --- |
| C.  | leadership |

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| D.  | All of the above. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #73Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Framing the Study of Organizational Behavior* |

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| 74. | According to the text, organizational survival is related to the ability of management to do all of the following with information except:

|  |  |
| --- | --- |
| **A.**  | Retire it |

|  |  |
| --- | --- |
| B.  | Transmit it |

|  |  |
| --- | --- |
| C.  | Act on it |

|  |  |
| --- | --- |
| D.  | Receive it |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #74Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Framing the Study of Organizational Behavior* |

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| 75. | The power of managers is clearly evidenced when they make decisions about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | the employees' well-being |

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| --- | --- |
| B.  | distributing organizational resources |

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| --- | --- |
| C.  | designing and implementing rules and policies |

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| **D.**  | All of the choices are correct. |

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| *Difficulty: 1 EasyIvancevich - Chapter 01 #75Learning Objective: 01-05 Understand how to frame the study of organizational behavior.Topic: Framing the Study of Organizational Behavior* |

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| 76. | How is Zappos CEO Tony Hsieh's perspective different from many other businesses?  Hsieh believes in treating employees and customers well; compared to many businesses that place most of their focus on the customer. A major goal of Zappos is to treat its employees and customers with integrity, honesty, and commitment. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #76Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Introduction* |

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| 77. | What abilities will managers need in order to be successful in the 21st century? Which of these abilities do you have now? How do you plan to acquire the others?  Answers will vary but may include: the need to be people-sensitive, astute, flexible, quick and agile, multi-lingual, knowledgeable about technology and the law, entrepreneurial, intelligent, and passionate. They must also have a strong work ethic, a team orientation, and a genuine concern for people. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #77Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

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| 78. | What is meant by the term "diversity?"  Diversity refers to those attributes that make people different from one another. |

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| *Difficulty: 1 EasyIvancevich - Chapter 01 #78Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

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| 79. | The psychological contract between workers and employers specifies what each expects to give and receive from the other. What can you offer an employer, and what do you expect in return?  Student answers will vary, especially as they relate to what they can offer an employer. The most admired employers typically offer employees openness, integrity, opportunities, and support for growth and development. Most employees want an employer that is honest, open, fair, and willing to give workers a larger say in their jobs. They also want employers to pay more attention to their family situations and their physical and mental health. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #79Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

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| 80. | What is a psychological contract?  A psychological contract is an unwritten agreement between an employee and the organization that specifies what each expects to give to and receive from the other. |

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| *Difficulty: 1 EasyIvancevich - Chapter 01 #80Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

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| 81. | The power of human resources, globalism, cultural diversity, the rapidity of change, a new worker-employer psychological contract, and technology are reshaping management practices. What are the likely outcomes of ignoring or resisting these forces?  Resisting these forces will likely lead to unnecessary conflict, reduced managerial and non-managerial performance, and lost opportunities. In managerial terms, it can also lead to job dissatisfaction, poor morale, reduced commitment, lower work quality, burnout, poor judgment, and other unhealthy consequences. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #81Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Environmental Forces Reshaping Management Practice* |

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| 82. | What are some of the conclusions about human behavior in the workplace that were uncovered by the Hawthorne studies?  Any of the following: Factors other than economic rewards influence performance in the workplace. A variety of psychological and social factors affect performance, including being made to feel important, responding to group norms, and social pressures induced by informal social structures. In other words, workers respond to group norms, social pressures, and observation. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #82Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

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| 83. | How have the findings of the Hawthorne studies been criticized?  Interviews conducted years after the Hawthorne studies with a small number of actual study participants and a reanalysis of data raised doubts about a number of the original conclusions. The conclusion that supportive managers helped boost productivity is considered incorrect by critics. Instead, the fear of job loss during the Great Depression and managerial discipline, not the practices of supportive managers, are considered responsible for the higher rate of productivity in the relay assembly test room experiments. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #83Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

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| 84. | What is the "Hawthorne effect"?  One of the findings of the Hawthorne studies was that the workers felt important because someone was observing and studying them at work. Thus, they produced more because of being observed and studied. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #84Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

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| 85. | What are the four basic elements of a system?  Inputs, process, outputs, and the environment. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #85Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

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| 86. | What are the two main conclusions suggested by systems theory, as it relates to effectiveness?  (1) Effectiveness criteria must reflect the entire input-process-output cycle, not simply output, and (2) Effectiveness criteria must reflect the interrelationships between the organization and its outside environment. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #86Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

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| 87. | What are three things that you, as a manager, can do to lead your team to higher levels of effectiveness?  Student answers may vary, but may include the following: (a) Provide opportunities for training and continuous learning. (b) Share information with employees. (c) Encourage cross-development partnerships. (d) Link compensation to performance. (e) Avoid layoffs. (f) Be a supportive role model. (g) Respect employee differences. (h) Be a good listener. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #87Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and the Time Dimension of Effectiveness* |

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| 88. | Identify five short-run indicators that managers can measure to assess the probability of an organization's long-run survival.  Any five of the following: (a) productivity, (b) efficiency, (c) accidents, (d) turnover, (e) absenteeism, (f) quality, (g) rate of return, (h) morale, and (g) employee satisfaction. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #88Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and the Time Dimension of Effectiveness* |

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| 89. | Name three measures of satisfaction as presented in the text.  Measures of satisfaction include employee attitudes, turnover, absenteeism, tardiness, and grievances. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #89Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and the Time Dimension of Effectiveness* |

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| 90. | Within the context of systems theory, describe the relationship between the organization and society.  According to systems theory, an organization is an element of a larger system, the environment. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #90Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

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| 91. | List three ways productivity may be measured.  Productivity measures can include any of the following: (a) profit, (b) sales, (c) market share, (d) students graduated, (e) patients released, (f) documents processed, (g) clients serviced. Other answers may also be correct, such as number of products manufactured. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #91Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

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| 92. | List three measures of efficiency.  Cost or time measures of efficiency can be any three of the following: (a) rate of return on capital or assets, (b) unit cost, (c) scrap and waste, (d) downtime, (e) occupancy rates, (f) cost per patient, student, or client. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #92Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

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| 93. | What is the relationship of motivation and ability to performance?  Motivation and ability to work interact to determine performance. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #93Learning Objective: 01-02 Discuss why it is important to understand organizational behavior.Topic: Framing the Study of Organizational Behavior* |

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| 94. | Identify three common, physical symptoms that are related to stress.  Any three of the following: insomnia, excessive perspiration, nervousness, or irritability. Other answers may also be correct, such as overeating, weight gain, weight loss, nail biting, or headaches. |

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| *Difficulty: 1 EasyIvancevich - Chapter 01 #94Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices.Topic: Framing the Study of Organizational Behavior* |

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| 95. | What principles did Fredrick Taylor advocate?  Taylor's major thesis was that maximum good for society can come only through the cooperation of management and labor in the application of scientific methods. He stated that the principles of management were to: Develop a science for each element of an employee's work, which replaces the old rule-of-thumb method. Scientifically select and then train, teach, and develop the worker, whereas in the past a worker chose the work to do and was self-trained. Heartily cooperate with each other to ensure that all work was done in accordance with the principles of science. Strive for an almost equal division of work and responsibility between management and nonmanagers. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #95Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: The Evolution of Management* |

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| 96. | Describe the disciplines that have contributed to the field of organizational behavior. Which do you feel had the largest impact?  Student answers will vary but they should refer to the disciplines of psychology, sociology, social psychology, anthropology and political science. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #96Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Why Study Organizational Behavior* |

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| 97. | Describe the findings of the Hawthorne studies.  The study uncovered what is referred to as the "Hawthorne effect" operating within the study groups. That is, the workers felt important because someone was observing and studying them at work. Thus, they produced more because of being observed and studied. The study also found that individual behaviors were modified within and by work groups. In a study referred to as the "bank wiring room," the Harvard researchers again faced perplexing results. The study group completed only two terminals per worker daily. This was considered to be a low level of output. The bank wiring room workers appeared to be restricting output. The work group members were friendly, got along well on and off the job, and helped each other. There appeared to be a practice of protecting the slower workers. The fast producers did not want to outperform the slowest producers. The slow producers were part of the team, and fast workers were instructed to "slow it down." The group formed an informal production norm of only two completed boards per day. The Harvard researchers learned that economic rewards did not totally explain worker behavior. Workers were observant, complied with norms, and respected the informal social structure of their group. The researchers also learned that social pressures could restrict output. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #97Learning Objective: 01-01 Summarize key contributions from the evolution of management.Topic: Hawthorne Studies* |

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| 98. | What is the relationship between quality and organizational effectiveness?  While student answers will vary, answers should address the concepts of quality, competitiveness, and systems theory. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #98Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

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| 99. | What's more important: quality, productivity or efficiency? Justify your answer.  Student answers will vary but the best answers will indicate that the constructs are interrelated. |

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| *Difficulty: 3 HardIvancevich - Chapter 01 #99Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

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| 100. | What is adaptiveness and its importance to an organization?  Adaptiveness is the extent to which the organization can and does respond to internal and external changes. Adaptiveness in this context refers to management's ability to sense changes in the environment as well as changes within the organization itself. Ineffectiveness in achieving production, efficiency, and satisfaction can signal the need to adapt managerial practices and policies. Or the environment may demand different outputs or provide different inputs, thus necessitating change. To the extent that the organization cannot or does not adapt, its survival is jeopardized. |

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| *Difficulty: 2 MediumIvancevich - Chapter 01 #100Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness.Topic: Systems Theory and Organizational Effectiveness* |

Chapter 1 Summary

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| --- | --- |
| *Category* | *# of Questions* |
| Difficulty: 1 Easy | 16 |
| Difficulty: 2 Medium | 68 |
| Difficulty: 3 Hard | 16 |
| Ivancevich - Chapter 01 | 100 |
| Learning Objective: 01-01 Summarize key contributions from the evolution of management. | 23 |
| Learning Objective: 01-02 Discuss why it is important to understand organizational behavior. | 15 |
| Learning Objective: 01-03 Explain how systems theory relates to organizational effectiveness. | 27 |
| Learning Objective: 01-04 Analyze the environmental forces affecting today's management practices. | 20 |
| Learning Objective: 01-05 Understand how to frame the study of organizational behavior. | 15 |
| Topic: Environmental Forces Reshaping Management Practice | 24 |
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| Topic: Systems Theory and the Time Dimension of Effectiveness | 4 |
| Topic: The Evolution of Management | 16 |
| Topic: Why Study Organizational Behavior | 15 |