Chapter 01 Organizational Behavior: The Quest for People-Centered Organizations and Ethical Conduct

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

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| 1. | People-centered practices are associated with higher profits and lower employee turnover.    True    False |

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| 2. | Power can be provided to employees via centralization.    True    False |

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| 3. | Providing training for employees leads to lower employee turnover.    True    False |

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| 4. | Trust can be built in organizations through the sharing of critical information.    True    False |

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| 5. | Organizations are a social invention helping us to achieve things collectively that we could not achieve alone.    True    False |

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| 6. | OB is an interdisciplinary field dedicated to better understanding and managing people at work.    True    False |

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| 7. | The three levels of OB analysis are individual, business, and strategic.    True    False |

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| 8. | OB knowledge is derived exclusively from organization theory.    True    False |

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| 9. | Organizational behavior is a vertical discipline functioning in the human resource realm.    True    False |

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| 10. | Organizational behavior is a specific job category in most organizations.    True    False |

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| 11. | Legalization of union-management collective bargaining helped foster the human relations movement.    True    False |

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| 12. | Reanalysis of the original Hawthorne data explained that high-quality raw materials were responsible for high output in the relay assembly test room experiments.    True    False |

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| 13. | Writer Elton Mayo advised managers to attend to employees' emotional needs in his 1933 classic The Human Problems of an Industrial Civilization.    True    False |

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| 14. | Mary Parker Follett urged managers to demand job performance from employees instead of merely attempting to motivate them.    True    False |

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| 15. | According to McGregor's Theory Y, managers could accomplish more by believing that employees require close direction when they are working.    True    False |

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| 16. | According to McGregor's Theory X, people tend to procrastinate and loaf whenever they can.    True    False |

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| 17. | Confidence, self-control, self-direction, imagination, and creativity are the key dimensions of McGregor's Theory X.    True    False |

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| 18. | According to McGregor's Theory Y, the typical employee can learn to accept and seek responsibility.    True    False |

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| 19. | According to McGregor's Theory X, employees must be coerced and threatened with punishment before they will work.    True    False |

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| 20. | The ultimate goal of Six Sigma is to come within six standard deviations of perfection.    True    False |

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| 21. | Total quality management (TQM) is defined as continuous, customer-centered, employee-driven improvement.    True    False |

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| 22. | Total quality management is in the corporate DNA today thanks in large part to the pioneering work of Douglas McGregor.    True    False |

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| 23. | Total quality management need not be necessarily employee driven.    True    False |

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| 24. | In successful improvement programs, total quality management principles are embedded in the organization's culture.    True    False |

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| 25. | According to W. Edwards Deming, when things go wrong, there is roughly a 40% chance that the system is at fault and about a 60% chance that the individual employee is at fault.    True    False |

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| 26. | W. Edwards Deming believed that statistical analysis is required to uncover system failures.    True    False |

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| 27. | Deming called for emphasis on numerical quotas rather than on continuous process improvements.    True    False |

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| 28. | Social media innovations have enabled the growing importance of usergenerated content.    True    False |

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| 29. | E-commerce involves buying and selling goods and services over the internet.    True    False |

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| 30. | E-business has evolved into e-commerce i.e. using the Internet to facilitate every aspect of running a business, including the management of virtual teams.    True    False |

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| 31. | Human capital is the productive potential of an individual's knowledge and actions.    True    False |

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| 32. | Social capital is productive potential resulting from strong relationships, goodwill, trust, and cooperative effort.    True    False |

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| 33. | Trust, mutual respect, teamwork, and cooperative effort are dimensions of human capital.    True    False |

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| 34. | Positive social interactions can have favorable impacts on cardiovascular health and the immune system.    True    False |

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| 35. | Good management requires a clear purpose and a bias toward action.    True    False |

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| 36. | Henry Mintzberg observed that managers typically devote large blocks of time to planning.    True    False |

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| 37. | According to Wilson's managerial skills research, an effective manager controls details by being overbearing.    True    False |

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| 38. | The Wilson managerial skills research yields the lesson that dealing effectively with people is what management is all about.    True    False |

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| 39. | Managers with high levels of skill mastery tend to have better subunit performance and employee morale than managers with lower levels of skill mastery.    True    False |

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| 40. | According to the Wilson managerial skills research, effective female and male managers have significantly different skill profiles.    True    False |

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| 41. | The successful 21st century manager shares access to power and key information.    True    False |

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| 42. | A successful 21st century manager uses formal authority as the primary source of influence.    True    False |

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| 43. | The primary role of a 21st century manager is to give orders and control action.    True    False |

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| 44. | A successful 21st century manager seeks to facilitate change.    True    False |

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| 45. | Managers of the future will be compensated based on time, effort, and rank.    True    False |

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| 46. | Corporate officers in the U.S. became subject to high accountability standards and harsh criminal penalties under the Sarbanes-Oxley Act of 2002.    True    False |

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| 47. | The highest level of Carroll's global social responsibility pyramid is occupied by ethical responsibility.    True    False |

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| 48. | In Carroll's global corporate social responsibility pyramid, legal responsibility states that one should do what is expected by global stakeholders.    True    False |

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| 49. | In Carroll's global corporate social responsibility pyramid, philanthropic responsibility states that one should do what is desired by global stakeholders.    True    False |

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| 50. | Employers are generally lax when it comes to checking references, credentials, transcripts, and other information on applicant résumés.    True    False |

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| 51. | An organization's ethical climate can be improved by developing a meaningful code of ethics.    True    False |

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| 52. | Codes of ethics will have a positive impact if they are not enforced with strict penalties for noncompliance.    True    False |

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| 53. | A field study is a statistical pooling technique allowing behavioral scientists to draw general conclusions about certain variables from many different studies.    True    False |

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| 54. | Due to the highly controlled nature of laboratory studies, generalizing the results to organizational management requires caution.    True    False |

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| 55. | Case studies yield very generalizable results.    True    False |

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| 56. | People-centered management practices are associated with:      |  |  | | --- | --- | | A. | higher profits. |  |  |  | | --- | --- | | B. | higher turnover. |  |  |  | | --- | --- | | C. | increased centralized decision making. |  |  |  | | --- | --- | | D. | increased layoffs. |  |  |  | | --- | --- | | E. | increased emphasis on hierarchical status. | |

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| 57. | Which of the following people-centered practices is carried out to build a "we" feeling?      |  |  | | --- | --- | | A. | Job security |  |  |  | | --- | --- | | B. | Careful hiring |  |  |  | | --- | --- | | C. | Less emphasis on status |  |  |  | | --- | --- | | D. | Lots of training |  |  |  | | --- | --- | | E. | Generous pay for performance | |

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| 58. | Which of the following people-centered practices is achieved through the sharing of critical information?      |  |  | | --- | --- | | A. | Job security |  |  |  | | --- | --- | | B. | Trust building |  |  |  | | --- | --- | | C. | Less emphasis on status |  |  |  | | --- | --- | | D. | Lots of training |  |  |  | | --- | --- | | E. | Generous pay for performance | |

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| 59. | The three basic levels of analysis in organizational behavior are:      |  |  | | --- | --- | | A. | psychological, sociological, and statistical. |  |  |  | | --- | --- | | B. | emotional, physical, and cognitive. |  |  |  | | --- | --- | | C. | functional, business, and strategic. |  |  |  | | --- | --- | | D. | individual, group, and organizational. |  |  |  | | --- | --- | | E. | group, business, and environmental. | |

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| 60. | Which of the following is true about organizational behavior (OB)?      |  |  | | --- | --- | | A. | Accounting and finance students need not study OB. |  |  |  | | --- | --- | | B. | OB teaches employees how to survive in an organization, but not how to thrive in it. |  |  |  | | --- | --- | | C. | The three basic levels of analysis in organizational behavior are functional, business, and strategic. |  |  |  | | --- | --- | | D. | OB deals with how people react outside organizations. |  |  |  | | --- | --- | | E. | OB is both research and application oriented. | |

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| 61. | According to academics and managers, which of the following had a powerful effect on job performance that helped the human relations movement gather momentum through the 1950s?      |  |  | | --- | --- | | A. | Fear of unemployment during the Great Depression |  |  |  | | --- | --- | | B. | Individual needs |  |  |  | | --- | --- | | C. | High-quality raw materials |  |  |  | | --- | --- | | D. | Scientific principles |  |  |  | | --- | --- | | E. | Managerial discipline | |

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| 62. | As early as the 1920s, Mary Parker Follett:      |  |  | | --- | --- | | A. | argued for using the one-best way to perform tasks. |  |  |  | | --- | --- | | B. | suggested that managers could accomplish more through others by viewing them as self-energized, committed, responsible, and creative beings. |  |  |  | | --- | --- | | C. | advocated a "push" rather than "pull" strategy to improve employee performance. |  |  |  | | --- | --- | | D. | focused on the importance of using high-quality raw material to increase productivity. |  |  |  | | --- | --- | | E. | advised managers to motivate job performance instead of merely demanding it. | |

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| 63. | The book, The Human Problems of an Industrial Civilization, that advised managers to attend to employees' emotional needs, was written by \_\_\_\_\_.      |  |  | | --- | --- | | A. | Douglas McGregor |  |  |  | | --- | --- | | B. | Elton Mayo |  |  |  | | --- | --- | | C. | W. Edwards Deming |  |  |  | | --- | --- | | D. | Henry Mintzberg |  |  |  | | --- | --- | | E. | Mary Parker Follett | |

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| 64. | Which of the following is an assumption of McGregor's Theory X?      |  |  | | --- | --- | | A. | People generally become committed to organizational objectives if they are rewarded for doing so. |  |  |  | | --- | --- | | B. | Work is a natural activity, like play or rest. |  |  |  | | --- | --- | | C. | People are capable of self-direction and self-control if they are committed to objectives. |  |  |  | | --- | --- | | D. | Most people dislike work and they avoid it when they can. |  |  |  | | --- | --- | | E. | The typical employee can learn to accept and seek responsibility. | |

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| 65. | Which of the following is an assumption of McGregor's Theory Y?      |  |  | | --- | --- | | A. | The typical person has imagination and creativity. |  |  |  | | --- | --- | | B. | Most people dislike work. |  |  |  | | --- | --- | | C. | Most people must be coerced and threatened with punishment before they will work. |  |  |  | | --- | --- | | D. | Most people actually prefer to be directed. |  |  |  | | --- | --- | | E. | People require close direction when they are working. | |

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| 66. | \_\_\_\_\_ is based on pessimistic and negative assumptions about human nature.      |  |  | | --- | --- | | A. | Theory A |  |  |  | | --- | --- | | B. | Theory W |  |  |  | | --- | --- | | C. | Theory X |  |  |  | | --- | --- | | D. | Theory Y |  |  |  | | --- | --- | | E. | Theory Z | |

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| 67. | Which of the following theories was formulated to help managers break with the negative tradition of how they perceived employees?      |  |  | | --- | --- | | A. | Theory A |  |  |  | | --- | --- | | B. | Theory W |  |  |  | | --- | --- | | C. | Theory X |  |  |  | | --- | --- | | D. | Theory Y |  |  |  | | --- | --- | | E. | Theory Z | |

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| 68. | According to the principles of total quality management (TQM), improvement is \_\_\_\_\_ driven.      |  |  | | --- | --- | | A. | stakeholder |  |  |  | | --- | --- | | B. | management |  |  |  | | --- | --- | | C. | leader |  |  |  | | --- | --- | | D. | employee |  |  |  | | --- | --- | | E. | industry | |

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| 69. | Which of the following is defined as, "continuous, customer-centered, employee-driven improvement?"      |  |  | | --- | --- | | A. | Total quality management |  |  |  | | --- | --- | | B. | Contingency approach |  |  |  | | --- | --- | | C. | Open-systems perspective |  |  |  | | --- | --- | | D. | Refreezing process |  |  |  | | --- | --- | | E. | Organizational subculture | |

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| 70. | Which of the following did W. Edwards Deming call for, regarding the human side of development?      |  |  | | --- | --- | | A. | Emphasis on individual responsibility |  |  |  | | --- | --- | | B. | Elimination of freedom to ask questions |  |  |  | | --- | --- | | C. | Elimination of barriers to good workmanship |  |  |  | | --- | --- | | D. | Emphasis on numerical quotas |  |  |  | | --- | --- | | E. | Order giving and punishment | |

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| 71. | According to W. Edwards Deming, \_\_\_\_\_ is required to uncover system failures.      |  |  | | --- | --- | | A. | a fearful work environment |  |  |  | | --- | --- | | B. | new leadership |  |  |  | | --- | --- | | C. | an interview with the attending supervisor |  |  |  | | --- | --- | | D. | an interview with the employee responsible |  |  |  | | --- | --- | | E. | statistical analysis | |

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| 72. | According to W. Edwards Deming, when things go wrong, there is roughly a(n) \_\_\_\_\_\_ % chance the system (e.g., management, machinery, or rules) is at fault and about a(n) \_\_\_\_\_ % chance the individual employee is at fault.      |  |  | | --- | --- | | A. | 80, 20 |  |  |  | | --- | --- | | B. | 15, 85 |  |  |  | | --- | --- | | C. | 75, 25 |  |  |  | | --- | --- | | D. | 85, 15 |  |  |  | | --- | --- | | E. | 95, 05 | |

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| 73. | A common principle underlying various total quality management (TQM) programs is that one should:      |  |  | | --- | --- | | A. | trace defective items back to the individual responsible. |  |  |  | | --- | --- | | B. | maintain a strong distinction between labor and management. |  |  |  | | --- | --- | | C. | listen and learn from competitors. |  |  |  | | --- | --- | | D. | not learn from customers. |  |  |  | | --- | --- | | E. | do it right the first time to eliminate costly rework. | |

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| 74. | \_\_\_\_\_ refers to using the Internet to facilitate every aspect of running a business.      |  |  | | --- | --- | | A. | Virtual organization |  |  |  | | --- | --- | | B. | E-business |  |  |  | | --- | --- | | C. | E-mail |  |  |  | | --- | --- | | D. | Virtual team |  |  |  | | --- | --- | | E. | E-commerce | |

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| 75. | \_\_\_\_\_ capital represents the productive potential of an individual's knowledge and actions.      |  |  | | --- | --- | | A. | Organizational |  |  |  | | --- | --- | | B. | Relationship |  |  |  | | --- | --- | | C. | Human |  |  |  | | --- | --- | | D. | Structural |  |  |  | | --- | --- | | E. | Social | |

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| 76. | \_\_\_\_\_ capital represents the productive potential resulting from strong relationships, goodwill, trust, and cooperative effort.      |  |  | | --- | --- | | A. | Organizational |  |  |  | | --- | --- | | B. | Relationship |  |  |  | | --- | --- | | C. | Human |  |  |  | | --- | --- | | D. | Structural |  |  |  | | --- | --- | | E. | Social | |

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| 77. | Intel spends millions of dollars each year to encourage education in math and science by holding tough contests with scholarships. This policy:      |  |  | | --- | --- | | A. | builds human capital. |  |  |  | | --- | --- | | B. | improves the productive potential of strong, trusting, and cooperative relationships. |  |  |  | | --- | --- | | C. | increases employee turnover. |  |  |  | | --- | --- | | D. | reflects a Theory X view of human nature. |  |  |  | | --- | --- | | E. | aims to promote philanthropy. | |

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| 78. | \_\_\_\_\_ is the process of working with and through others to achieve organizational objectives in an efficient and ethical manner.      |  |  | | --- | --- | | A. | Performance appraisal |  |  |  | | --- | --- | | B. | Management |  |  |  | | --- | --- | | C. | Human relations movement |  |  |  | | --- | --- | | D. | Surface-level diversity |  |  |  | | --- | --- | | E. | Globalization | |

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| 79. | According to Clark Wilson, an effective manager:      |  |  | | --- | --- | | A. | does not rely on schedules and deadlines to keep things moving. |  |  |  | | --- | --- | | B. | makes unilateral decisions to ensure objectives are met. |  |  |  | | --- | --- | | C. | controls details by being overbearing. |  |  |  | | --- | --- | | D. | assigns duties to others while maintaining goal clarity and commitment. |  |  |  | | --- | --- | | E. | applies intense pressure for goal accomplishment. | |

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| 80. | Which of the following calls for using management techniques in a situationally appropriate manner instead of relying on "one best way"?      |  |  | | --- | --- | | A. | Theory Y |  |  |  | | --- | --- | | B. | Six Sigma approach |  |  |  | | --- | --- | | C. | Human relations movement |  |  |  | | --- | --- | | D. | Contingency approach |  |  |  | | --- | --- | | E. | Total quality management | |

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| 81. | Which of the following is a characteristic of a 21st century manager?      |  |  | | --- | --- | | A. | Vertical communication patterns |  |  |  | | --- | --- | | B. | Compensation based on time and effort |  |  |  | | --- | --- | | C. | Periodic learning |  |  |  | | --- | --- | | D. | Afterthought ethical consideration |  |  |  | | --- | --- | | E. | Multicultural orientation | |

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| 82. | Which of the following is a characteristic of a 21st-century manager?      |  |  | | --- | --- | | A. | Compensation based on time, effort, and rank |  |  |  | | --- | --- | | B. | Viewing people as a primary resource |  |  |  | | --- | --- | | C. | A monocultural, monolingual orientation |  |  |  | | --- | --- | | D. | Afterthought ethical consideration |  |  |  | | --- | --- | | E. | Hoarding power and key information | |

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| 83. | Corporate officers in the United States are subject to high accountability standards and harsh penalties under the \_\_\_\_\_ Act.      |  |  | | --- | --- | | A. | Swart-Surber |  |  |  | | --- | --- | | B. | Hayes-Rachel |  |  |  | | --- | --- | | C. | Gambino |  |  |  | | --- | --- | | D. | Sarbabes-Oxley |  |  |  | | --- | --- | | E. | Brown | |

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| 84. | The base of Carroll's global corporate social responsibility pyramid is \_\_\_\_\_ responsibility.      |  |  | | --- | --- | | A. | economic |  |  |  | | --- | --- | | B. | legal |  |  |  | | --- | --- | | C. | ethical |  |  |  | | --- | --- | | D. | philanthropic |  |  |  | | --- | --- | | E. | egoistic | |

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| 85. | In Carroll's global corporate social responsibility pyramid, \_\_\_\_\_ responsibility states that one should do what is required by stakeholders.      |  |  | | --- | --- | | A. | economic |  |  |  | | --- | --- | | B. | legal |  |  |  | | --- | --- | | C. | ethical |  |  |  | | --- | --- | | D. | philanthropic |  |  |  | | --- | --- | | E. | egoistic | |

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| 86. | Which of the following moral principles of Hodgson states that all have the right be treated equitably, and the right to the necessities of life, especially those in deep need and the helpless?      |  |  | | --- | --- | | A. | Dignity of human life |  |  |  | | --- | --- | | B. | Autonomy |  |  |  | | --- | --- | | C. | Honesty |  |  |  | | --- | --- | | D. | Loyalty |  |  |  | | --- | --- | | E. | Fairness | |

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| 87. | In Hodgson's seven moral principles, the notion of self-determination is captured by \_\_\_\_\_.      |  |  | | --- | --- | | A. | dignity of human life |  |  |  | | --- | --- | | B. | autonomy |  |  |  | | --- | --- | | C. | honesty |  |  |  | | --- | --- | | D. | loyalty |  |  |  | | --- | --- | | E. | humaneness | |

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| 88. | Which of the following is true about organizational ethics?      |  |  | | --- | --- | | A. | Ethical behavior is a bottom-to-top proposition. |  |  |  | | --- | --- | | B. | Ethics will have a positive impact if they are not enforced with strict penalties for noncompliance. |  |  |  | | --- | --- | | C. | Ethical conduct is often ignored. |  |  |  | | --- | --- | | D. | Ethical behavior that is reinforced tends to disappear. |  |  |  | | --- | --- | | E. | Managers ensure that unethical behavior is punished. | |

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| 89. | \_\_\_\_\_ occurs when an employee reports a perceived unethical and/or illegal activity to a third party such as government agencies, news media, or public-interest groups.      |  |  | | --- | --- | | A. | Blind trust |  |  |  | | --- | --- | | B. | Collusion |  |  |  | | --- | --- | | C. | Embezzlement |  |  |  | | --- | --- | | D. | Whistle-blowing |  |  |  | | --- | --- | | E. | Lapping | |

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| 90. | A \_\_\_\_\_ is a statistical pooling technique that allows behavioral scientists to draw conclusions about certain variables from many different studies.      |  |  | | --- | --- | | A. | case study |  |  |  | | --- | --- | | B. | meta-analysis |  |  |  | | --- | --- | | C. | sample survey |  |  |  | | --- | --- | | D. | field analysis |  |  |  | | --- | --- | | E. | laboratory study | |

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| 91. | Which of the following is true about a field study?      |  |  | | --- | --- | | A. | A field study is an in-depth analysis of a single individual, group, or organization. |  |  |  | | --- | --- | | B. | A field study is a statistical pooling technique that permits behavioral scientists to draw general conclusions about certain variables from many different studies. |  |  |  | | --- | --- | | C. | In a field study, samples of people from specified populations respond to questionnaires. |  |  |  | | --- | --- | | D. | A field study probes individual or group processes in an organizational setting, involving real-life situations. |  |  |  | | --- | --- | | E. | In a field study, variables are manipulated and measured in contrived situations. | |

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| 92. | In a \_\_\_\_\_, variables are manipulated and measured in controlled situations.      |  |  | | --- | --- | | A. | case study |  |  |  | | --- | --- | | B. | meta-analysis |  |  |  | | --- | --- | | C. | sample survey |  |  |  | | --- | --- | | D. | field study |  |  |  | | --- | --- | | E. | laboratory study | |

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| 93. | The highly controlled nature of \_\_\_\_\_ enhances research precision.      |  |  | | --- | --- | | A. | field studies |  |  |  | | --- | --- | | B. | sample surveys |  |  |  | | --- | --- | | C. | laboratory studies |  |  |  | | --- | --- | | D. | case studies |  |  |  | | --- | --- | | E. | meta-analyses | |

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| 94. | A \_\_\_\_\_ is an in-depth analysis of a single individual, group, or organization.      |  |  | | --- | --- | | A. | case study |  |  |  | | --- | --- | | B. | meta-analysis |  |  |  | | --- | --- | | C. | sample survey |  |  |  | | --- | --- | | D. | field study |  |  |  | | --- | --- | | E. | laboratory study | |

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| 95. | List the seven people-centered practices that are strongly associated with higher profits and lower employee turnover. |

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| 96. | Describe McGregor's Theory X and Theory Y assumptions about people at work. |

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| 97. | Mention the four common TQM principles. |

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| 98. | What is the difference between e-commerce and e-business? Describe the E-business implications for organizational behavior. |

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| 99. | Define human capital. Describe the qualities and characteristics of individual human capital. |

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| 100. | Compare and contrast the characteristics of past managers and 21st century managers. |

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| 101. | Identify the seven general ethical principles and briefly describe each. |

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| 102. | Mention the actions for improving on-the-job ethics to improve the organization's ethical climate. |

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| 103. | Mention the four criteria for codes of ethics to have a positive impact. |

Chapter 01 Organizational Behavior: The Quest for People-Centered Organizations and Ethical Conduct Key

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| 1. *(p. 4)* | People-centered practices are associated with higher profits and lower employee turnover.    **TRUE**  Research evidence from companies in both the United States and Germany shows that people-centered practices are strongly associated with much higher profits and significantly lower employee turnover. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #1 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Introduction* |

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| 2. *(p. 4)* | Power can be provided to employees via centralization.    **FALSE**  Power can be provided to employees via decentralization and self-directed teams. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #2 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: Introduction* |

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| 3. *(p. 4)* | Providing training for employees leads to lower employee turnover.    **TRUE**  Providing training is one of the people-centered practices. This leads to lower employee turnover. |

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| *AACSB: Analytic Blooms: Understand Kreitner - Chapter 01 #3 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Introduction* |

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| 4. *(p. 4)* | Trust can be built in organizations through the sharing of critical information.    **TRUE**  Trust can be built in organizations through the sharing of critical information. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #4 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Introduction* |

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| 5. *(p. 5)* | Organizations are a social invention helping us to achieve things collectively that we could not achieve alone.    **TRUE**  Organizations are a social invention helping us to achieve things collectively that we could not achieve alone. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #5 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Welcome to the World of OB* |

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| 6. *(p. 6)* | OB is an interdisciplinary field dedicated to better understanding and managing people at work.    **TRUE**  OB is an interdisciplinary field dedicated to better understanding and managing people at work. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #6 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Organizational Behavior: An Interdisciplinary Field* |

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| 7. *(p. 6)* | The three levels of OB analysis are individual, business, and strategic.    **FALSE**  The three basic levels of analysis in organizational behavior are individual, group, and organizational. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #7 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Organizational Behavior: An Interdisciplinary Field* |

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| 8. *(p. 6)* | OB knowledge is derived exclusively from organization theory.    **FALSE**  OB draws upon a diverse array of disciplines, including psychology, management, sociology, organization theory, social psychology, statistics, anthropology, general systems theory, economics, information technology, political science, vocational counseling, human stress management, psychometrics, ergonomics, decision theory, and ethics. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #8 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Organizational Behavior: An Interdisciplinary Field* |

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| 9. *(p. 7)* | Organizational behavior is a vertical discipline functioning in the human resource realm.    **FALSE**  OB is a horizontal discipline cutting across virtually every job category, business function, and professional specialty. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #9 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Some FAQs about Studying OB* |

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| 10. *(p. 7)* | Organizational behavior is a specific job category in most organizations.    **FALSE**  Organizational behavior is an academic designation. With the exception of teaching/research positions, OB is not an everyday job category such as accounting, marketing, information technology, or finance. Students of OB typically do not get jobs in organizational behavior, per se. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #10 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Some FAQs about Studying OB* |

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| 11. *(p. 8)* | Legalization of union-management collective bargaining helped foster the human relations movement.    **TRUE**  A unique combination of factors during the 1930s fostered the human relations movement. First, following legalization of union-management collective bargaining in the United States in 1935, management began looking for new ways of handling employees. Second, behavioral scientists conducting on-the-job research started calling for more attention to the "human" factor. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #11 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: The Human Relations Movement* |

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| 12. *(p. 8)* | Reanalysis of the original Hawthorne data explained that high-quality raw materials were responsible for high output in the relay assembly test room experiments.    **TRUE**  Reanalysis of the original Hawthorne data explained that money, fear of unemployment during the Great Depression, managerial discipline, and high-quality raw materials—not supportive supervision—turned out to be responsible for high output in the relay assembly test room experiments. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #12 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: The Human Relations Movement* |

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| 13. *(p. 8)* | Writer Elton Mayo advised managers to attend to employees' emotional needs in his 1933 classic The Human Problems of an Industrial Civilization.    **TRUE**  Writer Elton Mayo advised managers to attend to employees' emotional needs in his 1933 classic The Human Problems of an Industrial Civilization. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #13 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: The Human Relations Movement* |

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| 14. *(p. 8)* | Mary Parker Follett urged managers to demand job performance from employees instead of merely attempting to motivate them.    **FALSE**  Mary Parker Follett urged managers to motivate job performance instead of merely demanding it, a "pull" rather than "push" strategy. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #14 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 15. *(p. 9)* | According to McGregor's Theory Y, managers could accomplish more by believing that employees require close direction when they are working.    **FALSE**  McGregor believed managers could accomplish more through others by viewing them as self-energized, committed, responsible, and creative beings. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #15 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 16. *(p. 9)* | According to McGregor's Theory X, people tend to procrastinate and loaf whenever they can.    **TRUE**  One of the assumptions of McGregor's Theory X is that most people must be coerced and threatened with punishment before they will work. It assumed that most people actually prefer to be directed. They tend to avoid responsibility and exhibit little ambition. Refer: Table 1-1 |

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| *AACSB: Analytic Blooms: Understand Kreitner - Chapter 01 #16 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 17. *(p. 9)* | Confidence, self-control, self-direction, imagination, and creativity are the key dimensions of McGregor's Theory X.    **FALSE**  Close direction, coercion, punishment, irresponsibility, and employee security are the key dimensions of McGregor's Theory X. Refer: Table 1-1 |

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| *AACSB: Analytic Blooms: Understand Kreitner - Chapter 01 #17 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 18. *(p. 9)* | According to McGregor's Theory Y, the typical employee can learn to accept and seek responsibility.    **TRUE**  According to McGregor's Theory Y, the typical employee can learn to accept and seek responsibility. Refer: Table 1-1 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #18 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 19. *(p. 9)* | According to McGregor's Theory X, employees must be coerced and threatened with punishment before they will work.    **TRUE**  According to McGregor's Theory X, employees must be coerced and threatened with punishment before they will work. Refer: Table 1-1 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #19 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 20. *(p. 10)* | The ultimate goal of Six Sigma is to come within six standard deviations of perfection.    **TRUE**  Six Sigma expresses a way of thinking about business a problem that encourages precision and predictability. The "sigma" refers to the Greek letter, which in statistics is used to measure how far something deviates from perfection. The "six" comes from the goal to be no more than six standard deviations away from that perfect measure. |

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| *AACSB: Analytic Blooms: Understand Kreitner - Chapter 01 #20 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 21. *(p. 11)* | Total quality management (TQM) is defined as continuous, customer-centered, employee-driven improvement.    **TRUE**  Total quality management (TQM) is defined as continuous, customer-centered, employee-driven improvement. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #21 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 22. *(p. 11)* | Total quality management is in the corporate DNA today thanks in large part to the pioneering work of Douglas McGregor.    **FALSE**  Total quality management is in the corporate DNA today thanks in large part to the pioneering work of W Edwards Deming. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #22 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 23. *(p. 11)* | Total quality management need not be necessarily employee driven.    **FALSE**  TQM is necessarily employee driven because product or service quality cannot be continuously improved without the active learning and participation of every employee. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #23 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 24. *(p. 11)* | In successful improvement programs, total quality management principles are embedded in the organization's culture.    **TRUE**  In successful improvement programs, total quality management principles are embedded in the organization's culture. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #24 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 25. *(p. 11)* | According to W. Edwards Deming, when things go wrong, there is roughly a 40% chance that the system is at fault and about a 60% chance that the individual employee is at fault.    **FALSE**  According to W. Edwards Deming, when things go wrong, there is roughly an 85% chance the system (including management, machinery, and rules) is at fault and about 15% chance that the individual employee at fault. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #25 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 26. *(p. 11)* | W. Edwards Deming believed that statistical analysis is required to uncover system failures.    **TRUE**  W. Edwards Deming believed that statistical analysis is required to uncover system failures. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #26 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 27. *(p. 11)* | Deming called for emphasis on numerical quotas rather than on continuous process improvements.    **FALSE**  Deming called for emphasis on continuous process improvements rather than on numerical quotas. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #27 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 28. *(p. 12)* | Social media innovations have enabled the growing importance of usergenerated content.    **TRUE**  Social media innovations such as Facebook, LinkedIn, and Twitter have enabled the growing importance of usergenerated content. Passive consumers of mass content have become creators and distributors of individualized content who blog, Facebook, and tweet whatever they like to whomever they like whenever they like. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #28 Learning Objective: 01-03 Define the term e-business; and describe the Net Generation. Level of Difficulty: 2 Medium Topic: The Internet and Social Media Revolution* |

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| 29. *(p. 12)* | E-commerce involves buying and selling goods and services over the internet.    **TRUE**  E-business involves using the Internet to facilitate every aspect of running a business, including the management of virtual teams. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #29 Learning Objective: 01-03 Define the term e-business; and describe the Net Generation. Level of Difficulty: 2 Medium Topic: The Internet and Social Media Revolution* |

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| 30. *(p. 12)* | E-business has evolved into e-commerce i.e. using the Internet to facilitate every aspect of running a business, including the management of virtual teams.    **FALSE**  E-commerce (buying and selling goods and services over the Internet) has evolved into e-business i.e. using the Internet to facilitate every aspect of running a business, including the management of virtual teams. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #30 Learning Objective: 01-03 Define the term e-business; and describe the Net Generation. Level of Difficulty: 2 Medium Topic: The Internet and Social Media Revolution* |

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| 31. *(p. 15)* | Human capital is the productive potential of an individual's knowledge and actions.    **TRUE**  Human capital is the productive potential of an individual's knowledge and actions. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #31 Learning Objective: 01-04 Contrast human and social capital; and explain why we need to build both. Level of Difficulty: 2 Medium Topic: The Need to Build Human and Social Capital* |

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| 32. *(p. 15)* | Social capital is productive potential resulting from strong relationships, goodwill, trust, and cooperative effort.    **TRUE**  Social capital is productive potential resulting from strong relationships, goodwill, trust, and cooperative effort. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #32 Learning Objective: 01-04 Contrast human and social capital; and explain why we need to build both. Level of Difficulty: 2 Medium Topic: The Need to Build Human and Social Capital* |

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| 33. *(p. 15)* | Trust, mutual respect, teamwork, and cooperative effort are dimensions of human capital.    **FALSE**  Trust, mutual respect, teamwork, and cooperative effort are dimensions of social capital. It is a productive potential resulting from strong relationships, goodwill, trust, and cooperative effort. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #33 Learning Objective: 01-04 Contrast human and social capital; and explain why we need to build both. Level of Difficulty: 2 Medium Topic: The Need to Build Human and Social Capital* |

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| 34. *(p. 15)* | Positive social interactions can have favorable impacts on cardiovascular health and the immune system.    **TRUE**  Research indicates that positive social interactions can have favorable impacts on cardiovascular health and the immune system. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #34 Learning Objective: 01-04 Contrast human and social capital; and explain why we need to build both. Level of Difficulty: 2 Medium Topic: The Need to Build Human and Social Capital* |

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| 35. *(p. 16)* | Good management requires a clear purpose and a bias toward action.    **TRUE**  A recent review of 30 years of business literature led to this conclusion about what good management involves: "Find a clear purpose. Be aware that past experience and a mass of information can interfere with wise decisions. Maintain a bias toward action. Be open to change. Seek feedback." |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #35 Learning Objective: 01-05 Define the term management; and identify at least five of the eleven managerial skills in Wilsons profile of effective managers. Level of Difficulty: 2 Medium Topic: The Managerial Context: Getting Things Done with and through Others* |

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| 36. *(p. 16)* | Henry Mintzberg observed that managers typically devote large blocks of time to planning.    **FALSE**  Observational studies by Henry Mintzberg and others have found the typical manager's day to be a fragmented collection of brief episodes. Interruptions are commonplace, while large blocks of time for planning and reflective thinking are not. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #36 Learning Objective: 01-05 Define the term management; and identify at least five of the eleven managerial skills in Wilsons profile of effective managers. Level of Difficulty: 2 Medium Topic: What Do Managers Do? A Skills Profile* |

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| 37. *(p. 17)* | According to Wilson's managerial skills research, an effective manager controls details by being overbearing.    **FALSE**  According to Wilson's managerial skills research, an effective manager controls details without being overbearing. Refer: Table 1-2 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #37 Learning Objective: 01-05 Define the term management; and identify at least five of the eleven managerial skills in Wilsons profile of effective managers. Level of Difficulty: 2 Medium Topic: What Do Managers Do? A Skills Profile* |

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| 38. *(p. 18)* | The Wilson managerial skills research yields the lesson that dealing effectively with people is what management is all about.    **TRUE**  The Wilson managerial skills research yields that dealing effectively with people is what management is all about. The eleven managerial skills given by Wilson constitute a goal creation/commitment/feedback/reward/accomplishment cycle with human interaction at every turn. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #38 Learning Objective: 01-05 Define the term management; and identify at least five of the eleven managerial skills in Wilsons profile of effective managers. Level of Difficulty: 2 Medium Topic: What Do Managers Do? A Skills Profile* |

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| 39. *(p. 18)* | Managers with high levels of skill mastery tend to have better subunit performance and employee morale than managers with lower levels of skill mastery.    **TRUE**  The Wilson managerial skills research yields that, managers with high levels of skill mastery tend to have better subunit performance and employee morale than managers with lower levels of skill mastery. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #39 Learning Objective: 01-05 Define the term management; and identify at least five of the eleven managerial skills in Wilsons profile of effective managers. Level of Difficulty: 2 Medium Topic: What Do Managers Do? A Skills Profile* |

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| 40. *(p. 18)* | According to the Wilson managerial skills research, effective female and male managers have significantly different skill profiles.    **FALSE**  According to the Wilson managerial skills research, effective female and male managers do not have significantly different skill profiles, contrary to claims in the popular business press in recent years. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #40 Learning Objective: 01-05 Define the term management; and identify at least five of the eleven managerial skills in Wilsons profile of effective managers. Level of Difficulty: 2 Medium Topic: What Do Managers Do? A Skills Profile* |

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| 41. *(p. 19)* | The successful 21st century manager shares access to power and key information.    **TRUE**  The successful 21st century manager shares access to power and key information. Refer: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #41 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: 21st-Century Managers* |

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| 42. *(p. 19)* | A successful 21st century manager uses formal authority as the primary source of influence.    **FALSE**  A successful 21st century manager uses knowledge (technical and interpersonal) as the primary source of influence. Refer: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #42 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: 21st-Century Managers* |

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| 43. *(p. 19)* | The primary role of a 21st century manager is to give orders and control action.    **FALSE**  The primary role of a 21st century manager is to facilitate, teach, advocate, sponsor, and coach. Refer: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #43 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: 21st-Century Managers* |

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| 44. *(p. 19)* | A successful 21st century manager seeks to facilitate change.    **TRUE**  A successful 21st century manager seeks to facilitate change. Refer: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #44 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: 21st-Century Managers* |

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| 45. *(p. 19)* | Managers of the future will be compensated based on time, effort, and rank.    **FALSE**  Managers of the future will be compensated based on skills and results. Refer: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #45 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: 21st-Century Managers* |

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| 46. *(p. 20)* | Corporate officers in the U.S. became subject to high accountability standards and harsh criminal penalties under the Sarbanes-Oxley Act of 2002.    **TRUE**  Corporate officers in the U.S. became subject to high accountability standards and harsh criminal penalties under the Sarbanes-Oxley Act of 2002. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #46 Learning Objective: 01-07 Describe Carrolls global corporate social responsibility pyramid; and discuss the problem of moral erosion. Level of Difficulty: 2 Medium Topic: The Ethics Challenge* |

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| 47. *(p. 20)* | The highest level of Carroll's global social responsibility pyramid is occupied by ethical responsibility.    **FALSE**  The highest level of Carroll's global social responsibility pyramid is occupied by philanthropic responsibility. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #47 Learning Objective: 01-07 Describe Carrolls global corporate social responsibility pyramid; and discuss the problem of moral erosion. Level of Difficulty: 2 Medium Topic: The Ethics Challenge* |

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| 48. *(p. 21)* | In Carroll's global corporate social responsibility pyramid, legal responsibility states that one should do what is expected by global stakeholders.    **FALSE**  In Carroll's global corporate social responsibility pyramid, legal responsibility states that one should do what is required by global stakeholders. Refer: Figure 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #48 Learning Objective: 01-07 Describe Carrolls global corporate social responsibility pyramid; and discuss the problem of moral erosion. Level of Difficulty: 2 Medium Topic: The Ethics Challenge* |

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| 49. *(p. 21)* | In Carroll's global corporate social responsibility pyramid, philanthropic responsibility states that one should do what is desired by global stakeholders.    **TRUE**  In Carroll's global corporate social responsibility pyramid, philanthropic responsibility states that one should do what is desired by global stakeholders. Refer: Figure 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #49 Learning Objective: 01-07 Describe Carrolls global corporate social responsibility pyramid; and discuss the problem of moral erosion. Level of Difficulty: 2 Medium Topic: The Ethics Challenge* |

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| 50. *(p. 24)* | Employers are generally lax when it comes to checking references, credentials, transcripts, and other information on applicant résumés.    **TRUE**  Employers are generally lax when it comes to checking references, credentials, transcripts, and other information on applicant résumés. More diligent action in this area can screen out those given to fraud and misrepresentation. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #50 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: How to Improve the Organizations Ethical Climate* |

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| 51. *(p. 25)* | An organization's ethical climate can be improved by developing a meaningful code of ethics.    **TRUE**  An organization's ethical climate can be improved by developing a meaningful code of ethics. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #51 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: How to Improve the Organizations Ethical Climate* |

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| 52. *(p. 25)* | Codes of ethics will have a positive impact if they are not enforced with strict penalties for noncompliance.    **FALSE**  Codes of ethics will have a positive impact if they are evenly enforced with rewards for compliance and strict penalties for noncompliance. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #52 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: How to Improve the Organizations Ethical Climate* |

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| 53. *(p. 26)* | A field study is a statistical pooling technique allowing behavioral scientists to draw general conclusions about certain variables from many different studies.    **FALSE**  A meta-analysis is a statistical pooling technique allowing behavioral scientists to draw general conclusions about certain variables from many different studies. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #53 Learning Objective: 01-09 Describe the sources of organizational behavior research evidence. Level of Difficulty: 2 Medium Topic: Five Sources of OB Research Insights* |

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| 54. *(p. 27)* | Due to the highly controlled nature of laboratory studies, generalizing the results to organizational management requires caution.    **TRUE**  The highly controlled nature of laboratory studies enhances research precision. But generalizing the results to organizational management requires caution. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #54 Learning Objective: 01-09 Describe the sources of organizational behavior research evidence. Level of Difficulty: 2 Medium Topic: Five Sources of OB Research Insights* |

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| 55. *(p. 27)* | Case studies yield very generalizable results.    **FALSE**  As case studies have limited scope, they yield realistic but not very generalizable results. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #55 Learning Objective: 01-09 Describe the sources of organizational behavior research evidence. Level of Difficulty: 2 Medium Topic: Five Sources of OB Research Insights* |

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| 56. *(p. 4)* | People-centered management practices are associated with:      |  |  | | --- | --- | | **A.** | higher profits. |  |  |  | | --- | --- | | B. | higher turnover. |  |  |  | | --- | --- | | C. | increased centralized decision making. |  |  |  | | --- | --- | | D. | increased layoffs. |  |  |  | | --- | --- | | E. | increased emphasis on hierarchical status. |   Research evidence from companies in both the United States and Germany shows that people-centered practices are strongly associated with much higher profits and significantly lower employee turnover. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #56 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Introduction* |

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| 57. *(p. 4)* | Which of the following people-centered practices is carried out to build a "we" feeling?      |  |  | | --- | --- | | A. | Job security |  |  |  | | --- | --- | | B. | Careful hiring |  |  |  | | --- | --- | | **C.** | Less emphasis on status |  |  |  | | --- | --- | | D. | Lots of training |  |  |  | | --- | --- | | E. | Generous pay for performance |   Less emphasis is given on status in order to build a "we" feeling. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #57 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Introduction* |

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| 58. *(p. 4)* | Which of the following people-centered practices is achieved through the sharing of critical information?      |  |  | | --- | --- | | A. | Job security |  |  |  | | --- | --- | | **B.** | Trust building |  |  |  | | --- | --- | | C. | Less emphasis on status |  |  |  | | --- | --- | | D. | Lots of training |  |  |  | | --- | --- | | E. | Generous pay for performance |   Trust building is achieved through the sharing of critical information. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #58 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Introduction* |

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| 59. *(p. 6)* | The three basic levels of analysis in organizational behavior are:      |  |  | | --- | --- | | A. | psychological, sociological, and statistical. |  |  |  | | --- | --- | | B. | emotional, physical, and cognitive. |  |  |  | | --- | --- | | C. | functional, business, and strategic. |  |  |  | | --- | --- | | **D.** | individual, group, and organizational. |  |  |  | | --- | --- | | E. | group, business, and environmental. |   The three basic levels of analysis in organizational behavior are individual, group, and organizational. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #59 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Organizational Behavior: An Interdisciplinary Field* |

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| 60. *(p. 6)* | Which of the following is true about organizational behavior (OB)?      |  |  | | --- | --- | | A. | Accounting and finance students need not study OB. |  |  |  | | --- | --- | | B. | OB teaches employees how to survive in an organization, but not how to thrive in it. |  |  |  | | --- | --- | | C. | The three basic levels of analysis in organizational behavior are functional, business, and strategic. |  |  |  | | --- | --- | | D. | OB deals with how people react outside organizations. |  |  |  | | --- | --- | | **E.** | OB is both research and application oriented. |   Organizational behavior, commonly referred to as OB, is an interdisciplinary field dedicated to better understanding and managing people at work. By definition, organizational behavior is both research and application oriented. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #60 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Organizational Behavior: An Interdisciplinary Field* |

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| 61. *(p. 8)* | According to academics and managers, which of the following had a powerful effect on job performance that helped the human relations movement gather momentum through the 1950s?      |  |  | | --- | --- | | A. | Fear of unemployment during the Great Depression |  |  |  | | --- | --- | | **B.** | Individual needs |  |  |  | | --- | --- | | C. | High-quality raw materials |  |  |  | | --- | --- | | D. | Scientific principles |  |  |  | | --- | --- | | E. | Managerial discipline |   The human relations movement gathered momentum through the 1950s, as academics and managers alike made stirring claims about the powerful effect that individual needs, supportive supervision, and group dynamics apparently had on job performance. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #61 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 3 Hard Topic: The Human Relations Movement* |

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| 62. *(p. 8)* | As early as the 1920s, Mary Parker Follett:      |  |  | | --- | --- | | A. | argued for using the one-best way to perform tasks. |  |  |  | | --- | --- | | B. | suggested that managers could accomplish more through others by viewing them as self-energized, committed, responsible, and creative beings. |  |  |  | | --- | --- | | C. | advocated a "push" rather than "pull" strategy to improve employee performance. |  |  |  | | --- | --- | | D. | focused on the importance of using high-quality raw material to increase productivity. |  |  |  | | --- | --- | | **E.** | advised managers to motivate job performance instead of merely demanding it. |   Mary Parker Follett was ahead of her time in telling managers to motivate job performance instead of merely demanding it, a "pull" rather than "push" strategy. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #62 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 3 Hard Topic: The Human Relations Movement* |

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| 63. *(p. 8)* | The book, The Human Problems of an Industrial Civilization, that advised managers to attend to employees' emotional needs, was written by \_\_\_\_\_.      |  |  | | --- | --- | | A. | Douglas McGregor |  |  |  | | --- | --- | | **B.** | Elton Mayo |  |  |  | | --- | --- | | C. | W. Edwards Deming |  |  |  | | --- | --- | | D. | Henry Mintzberg |  |  |  | | --- | --- | | E. | Mary Parker Follett |   Elton Mayo, who headed the Harvard researchers at Hawthorne, advised managers to attend to employees' emotional needs in his 1933 classic, The Human Problems of an Industrial Civilization. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #63 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 64. *(p. 9)* | Which of the following is an assumption of McGregor's Theory X?      |  |  | | --- | --- | | A. | People generally become committed to organizational objectives if they are rewarded for doing so. |  |  |  | | --- | --- | | B. | Work is a natural activity, like play or rest. |  |  |  | | --- | --- | | C. | People are capable of self-direction and self-control if they are committed to objectives. |  |  |  | | --- | --- | | **D.** | Most people dislike work and they avoid it when they can. |  |  |  | | --- | --- | | E. | The typical employee can learn to accept and seek responsibility. |   One of the assumptions of McGregor's Theory X is that most people dislike work and they avoid it when they can. Refer: Table 1-1 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #64 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 65. *(p. 9)* | Which of the following is an assumption of McGregor's Theory Y?      |  |  | | --- | --- | | **A.** | The typical person has imagination and creativity. |  |  |  | | --- | --- | | B. | Most people dislike work. |  |  |  | | --- | --- | | C. | Most people must be coerced and threatened with punishment before they will work. |  |  |  | | --- | --- | | D. | Most people actually prefer to be directed. |  |  |  | | --- | --- | | E. | People require close direction when they are working. |   One of the assumptions of McGregor's Theory Y is that the typical member of the general population has imagination, ingenuity, and creativity. Refer: Table 1-1 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #65 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 66. *(p. 9)* | \_\_\_\_\_ is based on pessimistic and negative assumptions about human nature.      |  |  | | --- | --- | | A. | Theory A |  |  |  | | --- | --- | | B. | Theory W |  |  |  | | --- | --- | | **C.** | Theory X |  |  |  | | --- | --- | | D. | Theory Y |  |  |  | | --- | --- | | E. | Theory Z |   McGregor's Theory X assumptions were pessimistic and negative and, according to McGregor's interpretation, typical of how managers traditionally perceived employees. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #66 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 67. *(p. 9)* | Which of the following theories was formulated to help managers break with the negative tradition of how they perceived employees?      |  |  | | --- | --- | | A. | Theory A |  |  |  | | --- | --- | | B. | Theory W |  |  |  | | --- | --- | | C. | Theory X |  |  |  | | --- | --- | | **D.** | Theory Y |  |  |  | | --- | --- | | E. | Theory Z |   McGregor's Theory X assumptions were pessimistic and negative and, according to Mc Gregor's interpretation, typical of how managers traditionally perceived employees. To help managers break with this negative tradition, McGregor formulated his Theory Y, a modern and positive set of assumptions about people. McGregor believed managers could accomplish more through others by viewing them as self-energized, committed, responsible, and creative beings. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #67 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 68. *(p. 11)* | According to the principles of total quality management (TQM), improvement is \_\_\_\_\_ driven.      |  |  | | --- | --- | | A. | stakeholder |  |  |  | | --- | --- | | B. | management |  |  |  | | --- | --- | | C. | leader |  |  |  | | --- | --- | | **D.** | employee |  |  |  | | --- | --- | | E. | industry |   TQM is employee driven because product or service quality cannot be continuously improved without the active learning and participation of every employee. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #68 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 69. *(p. 11)* | Which of the following is defined as, "continuous, customer-centered, employee-driven improvement?"      |  |  | | --- | --- | | **A.** | Total quality management |  |  |  | | --- | --- | | B. | Contingency approach |  |  |  | | --- | --- | | C. | Open-systems perspective |  |  |  | | --- | --- | | D. | Refreezing process |  |  |  | | --- | --- | | E. | Organizational subculture |   Quality consultant Richard J Schonberger sums up total quality management as "continuous, customer-centered, employee-driven improvement." |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #69 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 70. *(p. 11)* | Which of the following did W. Edwards Deming call for, regarding the human side of development?      |  |  | | --- | --- | | A. | Emphasis on individual responsibility |  |  |  | | --- | --- | | B. | Elimination of freedom to ask questions |  |  |  | | --- | --- | | **C.** | Elimination of barriers to good workmanship |  |  |  | | --- | --- | | D. | Emphasis on numerical quotas |  |  |  | | --- | --- | | E. | Order giving and punishment |   Regarding the human side of quality improvement, one of the things Deming called for was the elimination of barriers to good workmanship. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #70 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 71. *(p. 11)* | According to W. Edwards Deming, \_\_\_\_\_ is required to uncover system failures.      |  |  | | --- | --- | | A. | a fearful work environment |  |  |  | | --- | --- | | B. | new leadership |  |  |  | | --- | --- | | C. | an interview with the attending supervisor |  |  |  | | --- | --- | | D. | an interview with the employee responsible |  |  |  | | --- | --- | | **E.** | statistical analysis |   As Deming observed, the typical manager spends most of her time wrongly blaming and punishing individuals for system failures. Statistical analysis is required to uncover system failures. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #71 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 72. *(p. 11)* | According to W. Edwards Deming, when things go wrong, there is roughly a(n) \_\_\_\_\_\_ % chance the system (e.g., management, machinery, or rules) is at fault and about a(n) \_\_\_\_\_ % chance the individual employee is at fault.      |  |  | | --- | --- | | A. | 80, 20 |  |  |  | | --- | --- | | B. | 15, 85 |  |  |  | | --- | --- | | C. | 75, 25 |  |  |  | | --- | --- | | **D.** | 85, 15 |  |  |  | | --- | --- | | E. | 95, 05 |   When things go wrong, there is roughly an 85% chance the system (including management, machinery, and rules) is at fault. Only about 15% of the time is the individual employee at fault. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #72 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 73. *(p. 12)* | A common principle underlying various total quality management (TQM) programs is that one should:      |  |  | | --- | --- | | A. | trace defective items back to the individual responsible. |  |  |  | | --- | --- | | B. | maintain a strong distinction between labor and management. |  |  |  | | --- | --- | | C. | listen and learn from competitors. |  |  |  | | --- | --- | | D. | not learn from customers. |  |  |  | | --- | --- | | **E.** | do it right the first time to eliminate costly rework. |   One of four common TQM principles is, to do it right the first time to eliminate costly rework and product recalls. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #73 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 2 Medium Topic: The Quality Movement* |

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| 74. *(p. 12)* | \_\_\_\_\_ refers to using the Internet to facilitate every aspect of running a business.      |  |  | | --- | --- | | A. | Virtual organization |  |  |  | | --- | --- | | **B.** | E-business |  |  |  | | --- | --- | | C. | E-mail |  |  |  | | --- | --- | | D. | Virtual team |  |  |  | | --- | --- | | E. | E-commerce |   What was once e-commerce (buying and selling goods and services over the Internet), has evolved into e-business, using the Internet to facilitate every aspect of running a business. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #74 Learning Objective: 01-03 Define the term e-business; and describe the Net Generation. Level of Difficulty: 2 Medium Topic: The Internet and Social Media Revolution* |

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| 75. *(p. 15)* | \_\_\_\_\_ capital represents the productive potential of an individual's knowledge and actions.      |  |  | | --- | --- | | A. | Organizational |  |  |  | | --- | --- | | B. | Relationship |  |  |  | | --- | --- | | **C.** | Human |  |  |  | | --- | --- | | D. | Structural |  |  |  | | --- | --- | | E. | Social |   Human capital is the productive potential of an individual's knowledge and actions. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #75 Learning Objective: 01-04 Contrast human and social capital; and explain why we need to build both. Level of Difficulty: 1 Easy Topic: The Need to Build Human and Social Capital* |

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| 76. *(p. 15)* | \_\_\_\_\_ capital represents the productive potential resulting from strong relationships, goodwill, trust, and cooperative effort.      |  |  | | --- | --- | | A. | Organizational |  |  |  | | --- | --- | | B. | Relationship |  |  |  | | --- | --- | | C. | Human |  |  |  | | --- | --- | | D. | Structural |  |  |  | | --- | --- | | **E.** | Social |   Social capital is the productive potential of strong, trusting, and cooperative relationships. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #76 Learning Objective: 01-04 Contrast human and social capital; and explain why we need to build both. Level of Difficulty: 1 Easy Topic: The Need to Build Human and Social Capital* |

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| 77. *(p. 15)* | Intel spends millions of dollars each year to encourage education in math and science by holding tough contests with scholarships. This policy:      |  |  | | --- | --- | | **A.** | builds human capital. |  |  |  | | --- | --- | | B. | improves the productive potential of strong, trusting, and cooperative relationships. |  |  |  | | --- | --- | | C. | increases employee turnover. |  |  |  | | --- | --- | | D. | reflects a Theory X view of human nature. |  |  |  | | --- | --- | | E. | aims to promote philanthropy. |   Human capital is the productive potential of an individual's knowledge and actions. Intel encourages youngsters to study math and science and sponsors rigorous science competitions with scholarships up to $100,000 for the winners. The aim of Intel is to build the world's human capital. |

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| *AACSB: Analytic Blooms: Understand Kreitner - Chapter 01 #77 Learning Objective: 01-04 Contrast human and social capital; and explain why we need to build both. Level of Difficulty: 2 Medium Topic: The Need to Build Human and Social Capital* |

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| 78. *(p. 16)* | \_\_\_\_\_ is the process of working with and through others to achieve organizational objectives in an efficient and ethical manner.      |  |  | | --- | --- | | A. | Performance appraisal |  |  |  | | --- | --- | | **B.** | Management |  |  |  | | --- | --- | | C. | Human relations movement |  |  |  | | --- | --- | | D. | Surface-level diversity |  |  |  | | --- | --- | | E. | Globalization |   Management is the process of working with and through others to achieve organizational objectives, efficiently and ethically, amid constant change. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #78 Learning Objective: 01-05 Define the term management; and identify at least five of the eleven managerial skills in Wilsons profile of effective managers. Level of Difficulty: 1 Easy Topic: The Managerial Context: Getting Things Done with and through Others* |

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| 79. *(p. 17)* | According to Clark Wilson, an effective manager:      |  |  | | --- | --- | | A. | does not rely on schedules and deadlines to keep things moving. |  |  |  | | --- | --- | | B. | makes unilateral decisions to ensure objectives are met. |  |  |  | | --- | --- | | C. | controls details by being overbearing. |  |  |  | | --- | --- | | **D.** | assigns duties to others while maintaining goal clarity and commitment. |  |  |  | | --- | --- | | E. | applies intense pressure for goal accomplishment. |   According to Clark Wilson, an effective manager empowers and delegates key duties to others while maintaining goal clarity and commitment. Refer: Table 1-2 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #79 Learning Objective: 01-05 Define the term management; and identify at least five of the eleven managerial skills in Wilsons profile of effective managers. Level of Difficulty: 2 Medium Topic: The Managerial Context: Getting Things Done with and through Others* |

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| 80. *(p. 18)* | Which of the following calls for using management techniques in a situationally appropriate manner instead of relying on "one best way"?      |  |  | | --- | --- | | A. | Theory Y |  |  |  | | --- | --- | | B. | Six Sigma approach |  |  |  | | --- | --- | | C. | Human relations movement |  |  |  | | --- | --- | | **D.** | Contingency approach |  |  |  | | --- | --- | | E. | Total quality management |   The contingency approach calls for using management techniques in a situationally appropriate manner, instead of trying to rely on "one best way" or "one size fits all." |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #80 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: The Contingency Approach to Management* |

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| 81. *(p. 19)* | Which of the following is a characteristic of a 21st century manager?      |  |  | | --- | --- | | A. | Vertical communication patterns |  |  |  | | --- | --- | | B. | Compensation based on time and effort |  |  |  | | --- | --- | | C. | Periodic learning |  |  |  | | --- | --- | | D. | Afterthought ethical consideration |  |  |  | | --- | --- | | **E.** | Multicultural orientation |   Multicultural orientation is a characteristic of a 21st manager. Refer: Table 1-2 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #81 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: 21st-Century Managers* |

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| 82. *(p. 19)* | Which of the following is a characteristic of a 21st-century manager?      |  |  | | --- | --- | | A. | Compensation based on time, effort, and rank |  |  |  | | --- | --- | | **B.** | Viewing people as a primary resource |  |  |  | | --- | --- | | C. | A monocultural, monolingual orientation |  |  |  | | --- | --- | | D. | Afterthought ethical consideration |  |  |  | | --- | --- | | E. | Hoarding power and key information |   A 21st-century manager views people as a primary resource. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #82 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: 21st-Century Managers* |

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| 83. *(p. 20)* | Corporate officers in the United States are subject to high accountability standards and harsh penalties under the \_\_\_\_\_ Act.      |  |  | | --- | --- | | A. | Swart-Surber |  |  |  | | --- | --- | | B. | Hayes-Rachel |  |  |  | | --- | --- | | C. | Gambino |  |  |  | | --- | --- | | **D.** | Sarbabes-Oxley |  |  |  | | --- | --- | | E. | Brown |   Corporate officers in the United States are subject to high accountability standards and harsh penalties under the Sarbabes-Oxley Act. The act was instituted to promote ethical behavior in business. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #83 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: The Ethics Challenge* |

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| 84. *(p. 21)* | The base of Carroll's global corporate social responsibility pyramid is \_\_\_\_\_ responsibility.      |  |  | | --- | --- | | **A.** | economic |  |  |  | | --- | --- | | B. | legal |  |  |  | | --- | --- | | C. | ethical |  |  |  | | --- | --- | | D. | philanthropic |  |  |  | | --- | --- | | E. | egoistic |   The base of Carroll's global corporate social responsibility pyramid is economic responsibility. Refer: Figure 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #84 Learning Objective: 01-07 Describe Carrolls global corporate social responsibility pyramid; and discuss the problem of moral erosion. Level of Difficulty: 2 Medium Topic: A Model of Global Corporate Social Responsibility and Ethics* |

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| 85. *(p. 21)* | In Carroll's global corporate social responsibility pyramid, \_\_\_\_\_ responsibility states that one should do what is required by stakeholders.      |  |  | | --- | --- | | A. | economic |  |  |  | | --- | --- | | **B.** | legal |  |  |  | | --- | --- | | C. | ethical |  |  |  | | --- | --- | | D. | philanthropic |  |  |  | | --- | --- | | E. | egoistic |   The legal responsibility states that that one should do what is required by stakeholders. Refer: Figure 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #85 Learning Objective: 01-07 Describe Carrolls global corporate social responsibility pyramid; and discuss the problem of moral erosion. Level of Difficulty: 2 Medium Topic: A Model of Global Corporate Social Responsibility and Ethics* |

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| 86. *(p. 24)* | Which of the following moral principles of Hodgson states that all have the right be treated equitably, and the right to the necessities of life, especially those in deep need and the helpless?      |  |  | | --- | --- | | A. | Dignity of human life |  |  |  | | --- | --- | | B. | Autonomy |  |  |  | | --- | --- | | C. | Honesty |  |  |  | | --- | --- | | D. | Loyalty |  |  |  | | --- | --- | | **E.** | Fairness |   The moral principle of fairness states that people should be treated justly. One has the right to be treated fairly, impartially, and equitably. One has the obligation to treat others fairly and justly. All have the right to the necessities of life, especially those in deep need and the helpless. Refer: Table 1-4 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #86 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: General Moral Principles* |

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| 87. *(p. 24)* | In Hodgson's seven moral principles, the notion of self-determination is captured by \_\_\_\_\_.      |  |  | | --- | --- | | A. | dignity of human life |  |  |  | | --- | --- | | **B.** | autonomy |  |  |  | | --- | --- | | C. | honesty |  |  |  | | --- | --- | | D. | loyalty |  |  |  | | --- | --- | | E. | humaneness |   The principle of autonomy states that all persons are intrinsically valuable and have the right to self-determination. We should act in ways that demonstrate each person's worth, dignity, and right to free choice. Refer: Table 1-4 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #87 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: General Moral Principles* |

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| 88. *(p. 25)* | Which of the following is true about organizational ethics?      |  |  | | --- | --- | | A. | Ethical behavior is a bottom-to-top proposition. |  |  |  | | --- | --- | | B. | Ethics will have a positive impact if they are not enforced with strict penalties for noncompliance. |  |  |  | | --- | --- | | **C.** | Ethical conduct is often ignored. |  |  |  | | --- | --- | | D. | Ethical behavior that is reinforced tends to disappear. |  |  |  | | --- | --- | | E. | Managers ensure that unethical behavior is punished. |   Ethical conduct too often is ignored or even punished while unethical behavior is rewarded. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #88 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: How to Improve the Organizations Ethical Climate* |

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| 89. *(p. 26)* | \_\_\_\_\_ occurs when an employee reports a perceived unethical and/or illegal activity to a third party such as government agencies, news media, or public-interest groups.      |  |  | | --- | --- | | A. | Blind trust |  |  |  | | --- | --- | | B. | Collusion |  |  |  | | --- | --- | | C. | Embezzlement |  |  |  | | --- | --- | | **D.** | Whistle-blowing |  |  |  | | --- | --- | | E. | Lapping |   Whistle-blowing occurs when an employee reports a perceived unethical and/or illegal activity to a third party such as government agencies, news media, or public-interest groups. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #89 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: How to Improve the Organizations Ethical Climate* |

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| 90. *(p. 26)* | A \_\_\_\_\_ is a statistical pooling technique that allows behavioral scientists to draw conclusions about certain variables from many different studies.      |  |  | | --- | --- | | A. | case study |  |  |  | | --- | --- | | **B.** | meta-analysis |  |  |  | | --- | --- | | C. | sample survey |  |  |  | | --- | --- | | D. | field analysis |  |  |  | | --- | --- | | E. | laboratory study |   A meta-analysis is a statistical pooling technique that allows behavioral scientists to draw conclusions about certain variables from many different studies. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #90 Learning Objective: 01-09 Describe the sources of organizational behavior research evidence. Level of Difficulty: 1 Easy Topic: Five Sources of OB Research Insights* |

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| 91. *(p. 27)* | Which of the following is true about a field study?      |  |  | | --- | --- | | A. | A field study is an in-depth analysis of a single individual, group, or organization. |  |  |  | | --- | --- | | B. | A field study is a statistical pooling technique that permits behavioral scientists to draw general conclusions about certain variables from many different studies. |  |  |  | | --- | --- | | C. | In a field study, samples of people from specified populations respond to questionnaires. |  |  |  | | --- | --- | | **D.** | A field study probes individual or group processes in an organizational setting, involving real-life situations. |  |  |  | | --- | --- | | E. | In a field study, variables are manipulated and measured in contrived situations. |   In OB, a field study probes individual or group processes in an organizational setting. Because field studies involve real-life situations, their results often have immediate and practical relevance for managers. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #91 Learning Objective: 01-09 Describe the sources of organizational behavior research evidence. Level of Difficulty: 1 Easy Topic: Five Sources of OB Research Insights* |

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| 92. *(p. 27)* | In a \_\_\_\_\_, variables are manipulated and measured in controlled situations.      |  |  | | --- | --- | | A. | case study |  |  |  | | --- | --- | | B. | meta-analysis |  |  |  | | --- | --- | | C. | sample survey |  |  |  | | --- | --- | | D. | field study |  |  |  | | --- | --- | | **E.** | laboratory study |   Laboratory studies manipulate and measurement variables of interest in contrived situations. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #92 Learning Objective: 01-09 Describe the sources of organizational behavior research evidence. Level of Difficulty: 1 Easy Topic: Five Sources of OB Research Insights* |

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| 93. *(p. 27)* | The highly controlled nature of \_\_\_\_\_ enhances research precision.      |  |  | | --- | --- | | A. | field studies |  |  |  | | --- | --- | | B. | sample surveys |  |  |  | | --- | --- | | **C.** | laboratory studies |  |  |  | | --- | --- | | D. | case studies |  |  |  | | --- | --- | | E. | meta-analyses |   In a laboratory study, variables are manipulated and measured in contrived situations. The highly controlled nature of laboratory studies enhances research precision. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #93 Learning Objective: 01-09 Describe the sources of organizational behavior research evidence. Level of Difficulty: 1 Easy Topic: Five Sources of OB Research Insights* |

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| 94. *(p. 27)* | A \_\_\_\_\_ is an in-depth analysis of a single individual, group, or organization.      |  |  | | --- | --- | | **A.** | case study |  |  |  | | --- | --- | | B. | meta-analysis |  |  |  | | --- | --- | | C. | sample survey |  |  |  | | --- | --- | | D. | field study |  |  |  | | --- | --- | | E. | laboratory study |   A case study is an in-depth analysis of a single individual, group, or organization. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #94 Learning Objective: 01-09 Describe the sources of organizational behavior research evidence. Level of Difficulty: 1 Easy Topic: Five Sources of OB Research Insights* |

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| 95. *(p. 4)* | List the seven people-centered practices that are strongly associated with higher profits and lower employee turnover.     The following seven people-centered practices are strongly associated with much higher profits and significantly lower employee turnover:  (1) Job security (to eliminate fear of layoffs). (2) Careful hiring (emphasizing a good fit with the company culture). (3) Power to the people (via decentralization and self-managed teams). (4) Generous pay for performance. (5) Lots of training. (6) Less emphasis on status (to build a "we" feeling). (7) Trust building (through the sharing of critical information). |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #95 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 1 Easy Topic: Introduction* |

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| 96. *(p. 9)* | Describe McGregor's Theory X and Theory Y assumptions about people at work.     Theory X assumptions are pessimistic and negative in nature. It is assumed that people dislike work and will avoid it when possible, that they must be coerced and threatened and that they prefer to be directed. Theory X assumes that people avoid responsibility and exhibit little ambition and that they are interested only in security. Theory Y assumptions are positive in nature. In this case, it is assumed that people are capable of self-direction and self-control, that they will be committed to organizational objectives if they are rewarded for doing so, and the typical employee will seek responsibility and has imagination, ingenuity and creativity. McGregor believed managers could accomplish more through others by viewing them as self-energized, committed, responsible, and creative beings.  Feedback: Refer: Table 1-1 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #96 Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. Level of Difficulty: 2 Medium Topic: The Human Relations Movement* |

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| 97. *(p. 12)* | Mention the four common TQM principles.     The four common TQM principles are:  (1) Do it right the first time to eliminate costly rework and product recalls. (2) Listen to and learn from customers and employees. (3) Make continuous improvement an everyday matter. (4) Build teamwork, trust, and mutual respect. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #97 Learning Objective: 01-02 Identify the four principles of total quality management (TQM). Level of Difficulty: 1 Easy Topic: The Quality Movement* |

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| 98. *(p. 12)* | What is the difference between e-commerce and e-business? Describe the E-business implications for organizational behavior.     E-commerce refers to the buying and selling of goods and services over the Internet. E-commerce has evolved into e-business, which is much broader in scope and refers to the use of the Internet to facilitate every aspect of running a business, including the management of virtual teams. E-business can radically alter any activity that depends significantly on the flow of information. This might include everything from customer needs and product design to prices, schedules, finances, employee performance data, and corporate strategy. Managers and employees have access to greater quantities of information because communication crosses traditional organizational boundaries. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #98 Learning Objective: 01-03 Define the term e-business; and describe the Net Generation. Level of Difficulty: 2 Medium Topic: The Internet and Social Media Revolution* |

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| 99. *(p. 15)* | Define human capital. Describe the qualities and characteristics of individual human capital.     Human capital is the productive potential of an individual's knowledge and actions. Characteristics of human capital include individual intelligence, aspirations, technical and social skills, self-esteem, initiative, adaptability, readiness to learn, creativity, enthusiasm, motivation and commitment, persistence, ethical standards, honesty and emotional maturity. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #99 Learning Objective: 01-04 Contrast human and social capital; and explain why we need to build both. Level of Difficulty: 2 Medium Topic: The Need to Build Human and Social Capital* |

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| 100. *(p. 19)* | Compare and contrast the characteristics of past managers and 21st century managers.     Past managers saw themselves as order-givers who relied on formal authority as a source of influence. Communication patterns were typically vertical in nature and information was restricted. Employees were often viewed as a source of problems and competitive interpersonal relationships. 21st century managers see themselves as facilitators and coaches. They rely on technical and interpersonal knowledge as a power base. Communication flows in multiple directions and information is shared. Employees are viewed as a valued resource and partners in cooperative interpersonal relationships.  Feedback: Refer: Table 1-3 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #100 Learning Objective: 01-06 Characterize 21st-century managers. Level of Difficulty: 2 Medium Topic: 21st-Century Managers* |

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| 101. *(p. 24)* | Identify the seven general ethical principles and briefly describe each.     The seven general ethical principles include dignity of human life, autonomy, honesty, loyalty, fairness, humaneness, and the common good. Dignity of human life means that humans have a right to live and to be treated with respect. Autonomy means that all persons are intrinsically valuable and thus have rights to self-determination and equal human liberty. Honesty means that the reality of the situation should be told to those who have a right to know it. One should speak and act so as to reflect the reality of the situation. Loyalty means that promises, contracts, and commitments should be honored. Fairness means that one has a right to be treated fairly, impartially, and equitably, and has the obligation to treat others fairly and justly. Humaneness means that our actions ought to do good to ourselves and others and we should avoid doing evil. The common good means that actions should benefit the welfare of the largest number of people while trying to protect the rights of individuals.  Feedback: Refer: Table 1-4 |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #101 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: General Moral Principles* |

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| 102. *(p. 24-26)* | Mention the actions for improving on-the-job ethics to improve the organization's ethical climate.     Actions for improving on-the-job ethics include:  (1) Behave ethically yourself. (2) Screen potential employees. (3) Develop a meaningful code of ethics. (4) Provide ethics training. (5) Reinforce ethical behavior. (6) Create positions, units, and other structural mechanisms to deal with ethics. (7) Create a climate in which whistle-blowing becomes unnecessary. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #102 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: How to Improve the Organizations Ethical Climate* |

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| 103. *(p. 25)* | Mention the four criteria for codes of ethics to have a positive impact.     Codes of ethics can have a positive impact if they satisfy these four criteria:  (1) They are distributed to every employee. (2) They are firmly supported by top management. (3) They refer to specific practices and ethical dilemmas likely to be encountered by target employees (e.g., salespersons paying kickbacks, purchasing agents receiving payoffs, laboratory scientists doctoring data, or accountants "cooking the books"). (4) They are evenly enforced with rewards for compliance and strict penalties for noncompliance. |

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| *AACSB: Analytic Blooms: Remember Kreitner - Chapter 01 #103 Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. Level of Difficulty: 2 Medium Topic: How to Improve the Organizations Ethical Climate* |

Chapter 01 Organizational Behavior: The Quest for People-Centered Organizations and Ethical Conduct Summary

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| *Category* | *# of Questions* |
| AACSB: Analytic | 103 |
| Blooms: Remember | 98 |
| Blooms: Understand | 5 |
| Kreitner - Chapter 01 | 103 |
| Learning Objective: 01-01 Define the term organizational behavior; and contrast McGregors Theory X and Theory Y assumptions about employees. | 34 |
| Learning Objective: 01-02 Identify the four principles of total quality management (TQM). | 14 |
| Learning Objective: 01-03 Define the term e-business; and describe the Net Generation. | 5 |
| Learning Objective: 01-04 Contrast human and social capital; and explain why we need to build both. | 8 |
| Learning Objective: 01-05 Define the term management; and identify at least five of the eleven managerial skills in Wilsons profile of effective managers. | 8 |
| Learning Objective: 01-06 Characterize 21st-century managers. | 10 |
| Learning Objective: 01-07 Describe Carrolls global corporate social responsibility pyramid; and discuss the problem of moral erosion. | 6 |
| Learning Objective: 01-08 Identify four of the seven general ethical principles; and explain how to improve an organizations ethical climate. | 10 |
| Learning Objective: 01-09 Describe the sources of organizational behavior research evidence. | 8 |
| Level of Difficulty: 1 Easy | 27 |
| Level of Difficulty: 2 Medium | 74 |
| Level of Difficulty: 3 Hard | 2 |
| Topic: 21st-Century Managers | 8 |
| Topic: A Model of Global Corporate Social Responsibility and Ethics | 2 |
| Topic: Five Sources of OB Research Insights | 8 |
| Topic: General Moral Principles | 3 |
| Topic: How to Improve the Organizations Ethical Climate | 7 |
| Topic: Introduction | 8 |
| Topic: Organizational Behavior: An Interdisciplinary Field | 5 |
| Topic: Some FAQs about Studying OB | 2 |
| Topic: The Contingency Approach to Management | 1 |
| Topic: The Ethics Challenge | 5 |
| Topic: The Human Relations Movement | 17 |
| Topic: The Internet and Social Media Revolution | 5 |
| Topic: The Managerial Context: Getting Things Done with and through Others | 3 |
| Topic: The Need to Build Human and Social Capital | 8 |
| Topic: The Quality Movement | 15 |
| Topic: Welcome to the World of OB | 1 |
| Topic: What Do Managers Do? A Skills Profile | 5 |