## https://selldocx.com/products/test-bank-management-12e-griffin Class Name e: Chapter 2—Traditional and Contemporary Opportunities and Challenges 1. Theory is abstract and of no practical use in today's environment. False b. ANSWER: False 2. Theory and history are important only to top managers today. True a. b. False ANSWER: False 3. History is simply a conceptual framework for organizing knowledge and providing a blueprint for action. True b. False ANSWER: False 4. The study of management did not begin until the nineteenth century. True a. False b. ANSWER: True 5. Classical management consists of two distinct branches: behavioral management and human resource movement. True a. False b. ANSWER: False 6. Companies (such as Coca-Cola, Ford, and GE) maintain significant libraries on their corporate histories that show a sense of heritage and pride. True a. False b. ANSWER: True 7. UPS can follow drivers' movements through GPS, which is an example of the use of management techniques derived True a.

from behavioral management.

False b.

ANSWER: False

8. Scientific management is conceptual and easily adapted to top-level management.

True a.

False b.

ANSWER: False

9. Administrative management focuses on the jobs of administrative assistants.

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| Chapter 2—Tradition                                  | nal and Contem      | porary Opportunities and C        | Challenges  |
|  | a.                  | True                              |   |
|  | b.                  | False                             |   |
| ANSWER:  |                     |                                   | False   |
|  | at people really wa |                                   | ys employees to determine their level of job<br>sibility, and to make a contribution. Her |
|  | a.                  | True                              |   |
|  | b.                  | False                             |   |
| ANSWER:  |                     |                                   | True  |
| 11. According to Barnard                             | d's theory, manage  | rs ultimately get their authority | from their job titles.  |
|  | a.                  | True                              |   |
|  | b.                  | False                             |   |
| ANSWER:  |                     |                                   | False   |
| 12. The Hawthorne studi                              | es showed that pie  | ce-rate pay was an effective wa   | y of increasing work output.  |
|  | a.                  | True                              |   |
|  | b.                  | False                             |   |
| ANSWER:  |                     |                                   | False   |
| 13. The fundamental preto increasing worker products |                     | _                                 | cial aspects of the workplace are more important  |
| 8 1  | a.                  | True                              |   |
|  | b.                  | False                             |   |
| ANSWER:  |                     |                                   | False   |
| 14. According to McGre                               | gor, Theory X mai   | nagers engage in optimistic man   | nagerial thinking.  |
|  | a.                  | True                              |   |
|  | b.                  | False                             |   |
| ANSWER:  |                     |                                   | False   |
| 15. When compared to m                               | nanagement scienc   | e, operations management is fo    | cused more on applications.   |
|  | a.                  | True                              |   |
|  | b.                  | False                             |   |
| ANSWER:  |                     |                                   | True  |
| 16. Scientific manageme                              | nt focuses specific | ally on the development of scient | entific models.   |
|  | a.                  | True                              |   |
|  | b.                  | False                             |   |
| ANSWER:  |                     |                                   | False   |

17. In its current stage of development, quantitative management is able to accurately model even such complex processes as human behavior.

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|   | a.                    | True                                     |   |
|   | b.                    | False                                    |   |
| ANSWER:                                       |                       |  | False   |
| 18. The North Korean system.                  | n government is attem | pting to isolate citizens from outs      | side influence. It is trying to create a closed |
|   | a.                    | True                                     |   |
|   | b.                    | False                                    |   |
| ANSWER:                                       |                       |  | True  |
| 19. Open systems thir                         | nking tends to develo | synergy in organizations.                |   |
|   | a.                    | True                                     |   |
|   | b.                    | False                                    |   |
| ANSWER:                                       |                       |  | True  |
| 20. Monsanto, a seed from the purchase.       | maker, offered to buy | Syngenta, a pesticide maker. M           | onsanto apparently expected some synergy        |
|   | a.                    | True                                     |   |
|   | b.                    | False                                    |   |
| ANSWER:                                       |                       |  | True  |
| 21. The approaches to contingency approach    |                       | to find the <i>one best way</i> to solve | a management problem are called                 |
|   | a.                    | True                                     |   |
|   | b.                    | False                                    |   |
| ANSWER:                                       |                       |  | False   |
| 22. According to cont                         | ingency theory, mana  | agement is more art than science.        |   |
|   | a.                    | True                                     |   |
|   | b.                    | False                                    |   |
| ANSWER:                                       |                       |  | True  |
| 23. Few large businesses media can have a maj | 0 1                   |  | e effectively, but most would agree that social |
|   | a.                    | True                                     |   |
|   | b.                    | False                                    |   |
| ANSWER:                                       |                       |  | True  |
| 24. To succeed, mana                          | gers must monitor the | eir environment and change to ke         | ep pace with it.                                |
|   | a.                    | True                                     |   |
|   | b.                    | False                                    |   |
| ANSWER:                                       |                       |  | True  |

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| Chapter 2—Tr  | raditional and Contemp   | oorary Opportunities and C   | Challenges                                       |    |
| 25. Improving qu  | ality tends to decrease pro  | ductivity.   |  |    |
| 1 81  | a.   | True   |  |    |
|   | b.   | False  |  |    |
| ANSWER:   |  |  | False  |    |
|   | ow accounts for well over<br>many other industrialized   |  | luct in the United States and plays a similarly  |    |
|   | a.   | True   |  |    |
|   | b.   | False  |  |    |
| ANSWER:   |  |  | False  |    |
| c. Theory i<br>d. Manager   | s, by definition, very abstr   | des a systematic framework for act and quite difficult to unders theories of how to run an organutually exclusive. | stand.   |    |
| <ul><li>a. The praction</li><li>b. Early ecc</li><li>c. By 1900</li><li>d. Survival</li></ul> | etice of management began<br>conomists were concerned way,<br>most organizations were<br>was not an issue in most of | with managerial efficiency and large.  | effectiveness.                                   |    |
| ANSWER:   | ntine study of managemen   | it as a field of inquity dates oue   | e  |    |
| 29. Which of the<br>a<br>b<br>c<br>d  | The Second World Iliad The Prince Republic   | did not influence management War   | t?   |    |
| ANSWER:   | . war and I eace   |  | ٩  |    |
| 30. Robert Owen   | Respect and dignity Paid time off  | ich of the following?  | e ortance of the human aspect of production. Owe | en |
| d.  | Decent pay   |  |  |    |

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|                | e.      | Reduced hours                |  |   |
| ANSWER:        |         |                              |  | b   |
| 31. Charles of | Babbag  | e emphasized the application | on of mathematics to production p                                      | roblems; thus, his work was a forerunner                      |
| a.             | adm     | nistrative management.       |  |   |
| b.             | the c   | ontingency theory.           |  |   |
| c.             | the b   | ehavioral school of manage   | ement thought.   |   |
| d.             | oper    | ations management.           |  |   |
| e.             | the s   | ystems theory.               |  |   |
| ANSWER:        |         |                              |  | d   |
| 32 ma          | anagem  | ent focuses on the work of i | ndividuals.  |   |
|                |         | a. Administrative            |  |   |
|                |         | b. Behavioral                |  |   |
|                |         | c. Human relations           | <b>s</b>   |   |
|                |         | d. Scientific                |  |   |
|                |         | e. Contingency               |  |   |
| ANSWER:        |         |                              |  | d   |
| 33. Scientif   | ic mana | gement evolved at the dawr   | of the twentieth century because                                       |   |
| a              |         | or was in abundant supply.   | •  |   |
| b              | . Wo:   | ker efficiency was low.      |  |   |
| c              | . сар   | ital was in short supply.    |  |   |
| d              | . info  | ormation was rapidly chang   | ing.   |   |
| e.             | . pie   | cework pay systems were n    | ot working.  |   |
| ANSWER:        |         |                              | -  | b   |
|                |         | d and consistency. Subway    | ork sandwich they spread the pork is applying the principles of        | from premeasured cardboard containers.                        |
|                | a.      | scientific management.       |  |   |
|                | b.      | organizational behavior.     |  |   |
|                | c.      | management science.          |  |   |
|                | d.      | contingency theory.          |  |   |
|                | e.      | administrative manageme      | ent.   |   |
| ANSWER:        |         |                              |  | a   |
|                | . Some  | tasks are examined using ti  | and machines perform is carefully<br>me and motion studies to standard | studied to promote maximum dize work methods. What management |
|                | a.      | Human relations managen      | nent   |   |
|                | b.      | Scientific management        |  |   |

c.

Management science

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|            | d.                | Contingency theory  |           |
|            | e.                | Administrative management   |           |
| ANSWER:    |                   |   | b         |
|            |                   | t common complaints emergency room visitors have is the long wait while<br>the following management approaches can hospitals use to improve efficie   |           |
|            | a.                | The classical perspective   |           |
|            | b.                | Scientific management   |           |
|            | c.                | Management science  |           |
|            | d.                | Contingency theory  |           |
|            | e.                | Administrative management   |           |
| ANSWER:    |                   |   | b         |
|            | cided he          | isiness of making crowns, bridges, and dentures for dental use. It is a highle needs to improve efficiency. Which of the following management approathis goal?  |           |
|            | a.                | Management science  |           |
|            | b.                | Contingency theory  |           |
|            | c.                | Administrative management   |           |
|            | d.                | The bureaucratic perspective  |           |
|            | e.                | Scientific management   |           |
| ANSWER:    |                   |   | e         |
| Bobby do d | emolitionich of t | ruction has three employees. Bob, the owner, does design, ordering, and continue and construction with Paul specializing in the detailed trim work and Bothe following management approaches do their actions most agree?  Management science |           |
|            | b.                | Contingency theory  |           |
|            | c.                | Administrative management   |           |
|            | d.                | The bureaucratic perspective  |           |
|            | e.                | Scientific management   |           |
| ANSWER:    |                   |   | e         |
| 39. Who am | _                 | e following was NOT associated with scientific management?  Mary Parker Follett   |           |
|            | a.<br>b.          | •   |           |
|            |                   |   |           |
|            | c.                | Henry Gantt   |           |
|            | d.                |   |           |
| ANSWER:    | e.                | Harrington Emerson  | a         |
|            |                   |   | u         |

a. emphasize time and motion studies.

40. A manager who wants to use the principles of scientific management will

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| b.         | need a   | deep unders   | tanding of worker i  | needs and feelings.   |                                   |              |
| c.         |          | -   | _  | s or her subordinates.  |                                   |              |
| d.         |          | •   | ease worker produc   |   |                                   |              |
| e.         |          | •   | •  | is or her employees.  |                                   |              |
| ANSWER:    |          | c to careful  | y select and train in  | ns of her employees.  |                                   | a            |
|            |          |   |  |   |                                   |              |
| _          |          |   | _  | im lessons. If they miss a lesso                                    | on, they do not get paid; instead | the          |
| substitute |          | -   | oney. This is a form<br>ed efficiency.                         | 1 01  |                                   |              |
|            | a.<br>b. |   | work pay system.   |   |                                   |              |
|            |          | •   |  |   |                                   |              |
|            | c.       | soldieri  | •  |   |                                   |              |
|            | d.       | Theory  |  |   |                                   |              |
|            | e.       | Theory  | Υ.   |   |                                   | _            |
| ANSWER:    |          |   |  |   |                                   | b            |
|            | a. b. c. | sociated with<br>the classic<br>scientific<br>managem | h<br>cal perspective.<br>management.<br>ent science.           | luties, breaks, and lunches at a                                    | day-care center is an applicati   | on of one    |
|            | d.       | the contin  | gency theory.  |   |                                   |              |
|            | e.       | administra  | ative management.  |   |                                   |              |
| ANSWER:    |          |   |  |   |                                   | b            |
| a. Si      | udy and  | time each el  | NOT a technique Fr<br>ement of the job.<br>ent way of doing ea | ederick Taylor used to enhance                                      | e worker productivity?            |              |
| c. Pl      | ace both | workers and   | l managers on salaı  | ry to reduce friction.  |                                   |              |
| d. St      | upervise | workers and   | managers to make   | sure they follow procedures an                                      | nd rest only when told.           |              |
| e. A       | llow mar | nagers to pla   | n the work to be do  | one.  |                                   |              |
| ANSWER:    |          |   |  |   |                                   | c            |
|            |          |   |  | curer is often heard saying that<br>What school of thought does his |                                   | s to provide |
|            |          | b.  | Behavioral   |   |                                   |              |
|            |          | c.  | Classical  |   |                                   |              |
|            |          | d.  | Contingency  |   |                                   |              |
|            |          | e.  | Systems  |   |                                   |              |
| ANSWER:    |          |   |  |   |                                   | c            |
| 45. Cheste | r Barnar | d, former pre   | esident of New Jers  | sey Bell Telephone Company, 1                                       | made notable contributions to     |              |

management regarding

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| –<br>Chapte      | er 2—Trac     | ditional an                 | d Contemporary C           | pportunities and Chal        | lenges   |        |
|                  | a.            | individual                  | job efficiency.            |                              |  |        |
|                  | b.            | legitimate                  | authority.                 |                              |  |        |
|                  | c.            | manageme                    | ent processes.             |                              |  |        |
|                  | d.            | dynamic o                   | rganizations.              |                              |  |        |
|                  | e.            | individual                  | rights and liberties.      |                              |  |        |
| ANSWE            | 'R:           |                             |                            |                              | b  |        |
| efficient        | t way to dei  | molish walls<br>ving manage | is for Paul to break the   |                              | ess a few months, they guess that<br>and for Bobby to haul away the de<br>intrepreneurs? |        |
|                  | b.            |                             | lerick Taylor              |                              |  |        |
|                  | c.            |                             | ık Gilbreth                |                              |  |        |
|                  | d.            |                             | rington Emerson            |                              |  |        |
|                  | e.            |                             | Weber                      |                              |  |        |
| ANSWE            | R:            |                             |                            |                              |  | c      |
| 47. Hen<br>them? | ri Fayol, a l | French indus                | strialist, was the first t | to identify all of the manag | gerial functions. Which was NOT  | one of |
|                  |               | a.                          | Planning                   |                              |  |        |
|                  |               | b.                          | Organizing                 |                              |  |        |
|                  |               | c.                          | Leading                    |                              |  |        |
|                  |               | d.                          | Supporting                 |                              |  |        |
|                  |               | e.                          | Controlling                |                              |  |        |
| ANSWE            | R:            |                             |                            |                              | d  |        |
| 48. Whi          | ch of these   | _                           |                            | a chart for scheduling wor   | k over a span of time?   |        |
|                  | a.            |                             | an Gilbreth                |                              |  |        |
|                  | b.            |                             | lerick Taylor              |                              |  |        |
|                  | c.            |                             | rington Emerson            |                              |  |        |
|                  | d.            |                             | ry Gantt                   |                              |  |        |
|                  | e.            | Max                         | Weber                      |                              |  |        |
| ANSWE            | 'R:           |                             |                            |                              | d  |        |
| 49. A G          | antt chart is | s a                         |                            |                              |  |        |
|                  | a. listing    | of the steps                | required to complete       | a job.                       |  |        |
|                  | b. metho      | d for develo                | ping employee wage         | systems.                     |  |        |
|                  | c. device     | used in doi:                | ng time and motion st      | udies.                       |  |        |
|                  | d. checkl     | ist used in e               | quipment maintenanc        | e.                           |  |        |
|                  | e. means      | of scheduli                 | ng individual work or      | whole projects.              |  |        |
| ANSWE            | 'R:           |                             |                            |                              | 6  | e      |
| 50.              | focuses or    | n the manage                | ement of the entire fir    | m as opposed to the jobs o   | f individual workers.  |        |

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|--|--|--|----------------|
| Chapter 2—   | -Trad  | itional and Contemporary Opportunities and Challenges  |                |
|  | a.   | Management science   |                |
|  | ь.<br>b.   | The contingency theory   |                |
|  | c.   | Administrative management  |                |
|  | d.   | The bureaucratic perspective   |                |
|  | e.   | Scientific management  |                |
| ANSWER:  |  |  | c              |
| 51. All of the   | follow   | ving were primary contributors to administrative management EXCEPT   |                |
|  | a.   | Max Weber.   |                |
|  | b.   | Henri Fayol.   |                |
|  | c.   | Lyndall Urwick.  |                |
|  | d.   | Hugo Munsterberg.  |                |
|  | e.   | Chester Barnard.   |                |
| ANSWER:  |  |  | d              |
| a. It la b. It in c. It id d. It id e. It fo  ANSWER:  53. Which of a. It is in b. It is n c. It is n d. It pres | id the nprove lentification in the following in the follo | lowing is NOT one of the contributions of the classical perspective? foundation for later developments in management theory. ed dynamic organizations. ed important management processes and functions. ed important management skills. attention on management as a valid subject of scientific inquiry.  lowing is one of the limitations of the classical perspective? epriate for stable organizations. happropriate for simple organizations. happropriate for dynamic organizations. d situation-specific procedures taht are not appropriate in some settings. he concerned with the human element and viewed employees as resources rather than to | b<br>ols.<br>c |
| a.<br>b.<br>c.<br>d.<br>e.   | Web<br>Fayo<br>Barr<br>Tayl  | rganization theory has its roots in per's work on bureaucracy.  ol's 14 principles of management.  nard's work on acceptance of authority.  lor's work on job design.  reth's work in time and motion studies.   |                |
| ANSWER:  |  |  | a              |
|  | -  | on the acceptance of managerial authority states that have inherent authority.   |                |

b. supervisors have charismatic authority.

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| c. if subordinates authority.   | s view a supervisor's directi  | ve as appropriate to organization                                 | onal goals, they will accept his or her  |
| d. so long as sub   | ordinates are able to comply   | y with a supervisor's directives                                  | , they will accept his or her authority.   |
| e. supervisors ha   | ive no authority unless subo   | ordinates are willing to grant it                                 | to them.   |
| ANSWER:   |  |   | e  |
| son's pending cases. T  | he organization considers it to the use of the persp   | tself to be more important than                                   | 000 for work that was required to settle the the individual. This example deals with |
| a.  | human resource   |   |  |
| b.  | behavioral   |   |  |
| c.  | classical  |   |  |
| d.  | contingency  |   |  |
| e.  | industrial psychology  |   |  |
| ANSWER:   |  |   | c  |
| b. The classical part of the classical part | perspective of management perspective of management perspective of management  | identified the key management<br>prescribed action unique to each | ch situation.  nent as a viable topic of scientific                                  |
| 58. Industrial psychological  | ogy is the practice of applyi  | ng  |  |
| a. psychol  | logy in the industrial revolu  | tion.   |  |
| b. psychol  | logy to worker motivation a  | nd selection.   |  |
| c. efficien   | cy measures to psychologic   | al output.  |  |
| d. statistic  | al measures to psychological   | al output.  |  |
| e. industri   | ial advancements to medical  | l research.   |  |
| 4NSWER:   |  |   | b  |
| <ul><li>a. piece rate</li><li>b. unions lim</li><li>c. rate buster</li><li>d. social pres</li></ul>   | pay improved production.  nit employee initiative.  rs don't make their quota.  ssure was more important the assisted low producers. |   | rom 1927-1932. He discovered that  |
| 4NSWER:   | in production  |   | d  |
|   |  |   |  |

60. Which of the following statements characterizes the thinking that emerged from the Hawthorne studies?

a. If jobs are properly designed and proper incentives provided, predictable results will follow.

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| Chapter 2—Tradition   | onal and Contemporary (  | Opportunities and Chal   | llenges  |
| c. Concern for the  | •  | worker satisfaction, which   | their output so as to increase their pay. will then lead to increased output. nsure adequate productivity. |
| <ul><li>a. The Hawthorne</li><li>b. The Hawthorne</li><li>c. The Hawthorne</li><li>d. The Hawthorne</li></ul>   | • .  | human relations movement<br>o consider the social aspect<br>forms exert a powerful inflative pay plans are an effect | nt. ts of the organization. uence on the members of a group. etive means of increasing production.         |
| 62. All of the following a. b. c. d. e.  ANSWER:  | were primary contributors to<br>Hugo Munsterberg<br>Abraham Maslow<br>Elton Mayo<br>Henri Fayol<br>Douglas McGregor  | ) the behavioral manageme  | ent perspective EXCEPT   |
| <ul><li>a. U.S. productiv</li><li>b. Highly paid we</li><li>c. Groups are NC</li><li>d. Happy workers</li></ul> | ring statements BEST describity exceeds that of any other orkers will be more productive. T as productive as the same are productive workers. women are equally producti | country.<br>/e.<br>number of individuals wor   |  |
|   | ould feel the same way. A st   |  | d success. As a high school teacher she a acted like a Theory Y manager. That                              |

- a
  - a. believes that people do not like to work.
  - b. is constantly directing a student that wants to avoid taking responsibility.
  - c. will often threaten her students to get them to work toward school goals.
  - d. believes that people naturally like work.
  - e. all of these choices depending on the situation.

ANSWER: d

- 65. Howard Weaver manages MacLean Insurance Agency. An employee observed that Weaver acted like a Theory X manager. That would mean that Weaver believes
  - that people prefer to be directed. a.

| Name<br>:                                 |                              |  | Class<br>:   | Dat<br>e:   |   |
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| Chapter 2—Trad                            | itional and                  | Contemporary O                             | pportunities and Chall                                 | enges   |   |
| b. in the                                 | e contingency                | y approach to manag                        | gement.  |   |   |
| c. in the                                 | e importance                 | of TQM.                                    |  |   |   |
| d. that p                                 | people are co                | mmitted to goals.                          |  |   |   |
| e. that p                                 | people natura                | ally seek out work.                        |  |   |   |
| ANSWER:                                   |                              |  |  |   | a |
| recognizes that they supervises assume as | have excelle<br>s much respo | nt problem-solving sonsibility as they are | skills and are committed to capable of handling. It wo | aff and students whom she supe excellence. She lets the people uld appear that she        |   |
|   | , ,                          | proach to manageme                         | ent.   |   |   |
|   |                              | entific management.                        |  |   |   |
|   | _                            | or's approach to mar                       | 0 01 1   |   |   |
|   | •                            | perspective of mana                        | ~  |   |   |
|   | ying principio               | es from managemen                          | t science.   |   |   |
| ANSWER:                                   |                              |  |  |   | c |
| 67. Theory X manag                        | ers believe v                | vorkers are                                |  |   |   |
| · · · · · · · · · · · · · · · · · · ·     | a.                           | happy.                                     |  |   |   |
|   | b.                           | lucky.                                     |  |   |   |
|   | c.                           | lazy.                                      |  |   |   |
|   | d.                           | needy.                                     |  |   |   |
|   | e.                           | committed.                                 |  |   |   |
| ANSWER:                                   |                              |  |  |   | c |
| 68.                                       | · · NOT                      |  |  |   |   |
|   | ing is NOT a<br>Job satis    | •  | f organizational behavior?                             |   |   |
| a.<br>b.                                  | Stress                       | Staction                                   |  |   |   |
|   | Leaders                      | hin  |  |   |   |
| c.<br>d.                                  |                              | ational politics                           |  |   |   |
|   | Organiz                      | -  |  |   |   |
| e.  ANSWER:                               | Operani                      | OIIS                                       |  |   | e |
|   |                              |  |  |   |   |
| subordinates are valu                     | uable resourc                | ces and focuses her a                      |  | As a supervisor, she believes that<br>al processes such as group dyna<br>ent perspective. |   |
| 8   | a.                           | quantitative                               | 6  |   |   |
|   | b.                           | behavioral                                 |  |   |   |
|   | c.                           | classical                                  |  |   |   |
|   | d.                           | contingency                                |  |   |   |
|   | e.                           | systems                                    |  |   |   |
| ANSWER:                                   |                              | -  |  | ł   | 3 |

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| Chapter 2              | .—Tra    | ditional and Cor      | ntemporary Opportunities and Challenge   | es                             |
|                        |          |                       | anagement perspective include all of the follow  | ring EXCEPT                    |
|                        | _        | ged the view that er  |  |                                |
|                        |          |                       | ployees are valuable resources.  |                                |
| -                      |          | -                     | s into motivation and group dynamics.  |                                |
|                        |          | · ·                   | on on motivation and group dynamic processes.  |                                |
|                        | challeng | ged the complexity    | of individual behavior and made predictions of   | that behavior.                 |
| ANSWER:                |          |                       |  | e                              |
| 71. When a maintenance |          |                       | mathematical models to plan production schedu  | ales and to schedule equipment |
|                        | a.       | scientific manag      | gement.  |                                |
|                        | b.       | administrative n      | nanagement.  |                                |
|                        | c.       | management sci        | ence.  |                                |
|                        | d.       | TQM.                  |  |                                |
|                        | e.       | the contingency       | approach.  |                                |
| ANSWER:                |          |                       |  | c                              |
|                        | -        |                       | to train helicopter pilots, which decreases fuel<br>d air traffic control congestion. It also improves |                                |
|                        | a.       | scientific manag      | gement.  |                                |
|                        | b.       | administrative n      | nanagement.  |                                |
|                        | c.       | operations mana       | gement.  |                                |
|                        | d.       | behavior perspe       | ctive.   |                                |
|                        | e.       | classical perspec     | etive.   |                                |
| ANSWER:                |          |                       |  | c                              |
| 73. Operati            | ons mai  | nagement is concer    | ned with   |                                |
| a. the                 | applica  | ntion of various pro  | cesses and systems used by an organization.  |                                |
| b. sys                 | stems cr | eated to store and p  | provide information for managerial decision ma   | king.                          |
| c. the                 | scienti  | fic analysis of the v | vork elements of a job.  |                                |
| d. the                 | develo   | pment of mathema      | tical and statistical tools and techniques for mar   | nagerial decision making.      |
| e. No                  | ne of th | ese choices           |  |                                |
| ANSWER:                |          |                       |  | a                              |
| 74 m                   | anagem   | ent techniques do 1   | not account for individual behaviors and attitude  | es.                            |
|                        |          | a. Scienti            | fic  |                                |
|                        |          | b. Admin              | istrative  |                                |
|                        |          | c. System             | s  |                                |
|                        |          | d. Human              | relations  |                                |
|                        |          | e. Quanti             | ative  |                                |
| ANSWER:                |          |                       |  | e                              |
| 75. Which              | school o | of management tho     | ught would be most useful to a restaurant with p   | pizza delivery that wanted to  |

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| Chapter 2                           | —Tra                                       | ditional and Contemporary   | Opportunities and Challer                             | nges  |
| determine tl                        | ne mosi                                    | efficient routes for each of its of   | lrivers to follow?                                    |   |
|                                     | a.   | Organizational behavior   |   |   |
|                                     | b.   | Scientific management   |   |   |
|                                     | c.   | Administrative management   |   |   |
|                                     | d.   | Management science  |   |   |
|                                     | e.   | Systems management  |   |   |
| ANSWER:                             |  |   |   | d   |
| 76. What ar                         | e the tv                                   | vo branches of quantitative man   | agement?  |   |
| a.                                  |  | ific management and administra  | _   |   |
| b.                                  | Theor                                      | y X and Theory Y  |   |   |
| c.                                  | Conti                                      | ngency theory and systems theor   | ry  |   |
| d.                                  | Huma                                       | n relations and organizational b  | ehavior   |   |
| e.                                  | Mana                                       | gement science and operations r   | nanagement  |   |
| ANSWER:                             |  |   |   | e   |
| If they are had Blue Rooste ANSWER: | andled<br>er shoul<br>a.<br>b.<br>c.<br>d. | too soon or too late the texture d adopt the perspective. organizational behavior scientific management administrative management management science systems management  Controlling and organizing Planning and organizing   | and flavor is ruined. The impor                       | ome types of dough require time to rise. tance of scheduling indicates that The |
|                                     | c.   | Organizing and leading  |   |   |
|                                     | d.   | Controlling and planning  |   |   |
|                                     | e.   | Leading and controlling   |   |   |
| ANSWER:                             |  |   |   | d   |
| a. It<br>b. It<br>c. It<br>d. It    | is especiannot is mathesis mode            | ollowing is one of the limitation cially difficult to apply to most fully explain or predict the behnematically unsophisticated.  Is require only founded assumpting the content of the limitation of the | organizations. avior of people in organizations ions. |   |
| e. It ANSWER:                       | s mode                                     | ls require only founded assump  | IUIIS.  | L   |
| AIVOWEK.                            |  |   |   | b   |
| 80. Which o                         | of the fo                                  | ollowing statements describes th  | e inherent strength in the quant                      | itative management theory?  |

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| Chapter 2—Trac                                | litional and Contemporar   | ry Opportunities and Challen                                      | nges                                       |
| b. It has reali<br>c. It has allow            | wed accurate modeling of indistances development of other manag  | close approximations of organizatividual behaviors and attitudes. | ional processes.                           |
| ANSWER:                                       |  |   | a  |
| a. Admini<br>b. System                        | gers integrate and enlarge the<br>strative management and scie<br>s theory and contingency the<br>man relations movement and | entific management<br>ory   | ncipal schools of management thought.      |
|   | ement science and operations   | -   |  |
| e. Scientif                                   | fic management and bureaucr  | atic management   |  |
| ANSWER:                                       |  |   | b  |
| a.<br>b.<br>c.<br>d.<br>e.<br><i>ANSWER</i> : |  | agement, which of the following                                   | b<br>is NOT an example of a transformation |
| d.  | Technology   |   |  |
| e.<br>ANSWER:                                 | Operating systems  |   | a  |
| 84. After ordering f part of the system?      | rom Amazon, customers are  | asked to review the product and the                               | he seller. This is an example of which     |
| a.  | Inputs   |   |  |
| b.  | Outputs  |   |  |
| C.  | Feedback   |   |  |
| d.  | Transformation processes   | 1   |  |
| e.<br><i>ANSWER:</i>                          | Material   |   | c  |
| •   | ctively interacts with its envir   | ronment is best described as a(n)                                 |  |

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| Chapter 2                  | 2—T1    | raditional a                   | and Contempor     | rary Opportunities and Chall                | enges                                     |
|                            | b.      | closed sys                     | tem.              |   |   |
|                            | c.      | •                              | ation system.     |   |   |
|                            | d.      |                                | ent information s | ystem.                                      |   |
|                            | e.      | open syste                     |                   |   |   |
| ANSWER:                    |         | 1                              |                   |   | e   |
| 86. Multip<br>classified a |         | nemas is a th                  | eater with 14 vie | ewing rooms. It employs 50 people           | e. Using the systems theory, it would be  |
| a.                         | an enti | ropic system                   |                   |   |   |
| b.                         | a subs  | ystem.                         |                   |   |   |
| c.                         | either  | a system or a                  | a subsystem depe  | ending on the frame of reference.           |   |
| d.                         | either  | an open or a                   | closed system de  | epending on the frame of reference          | <del>2</del> .                            |
| e.                         | a close | ed system.                     |                   |   |   |
| ANSWER:                    |         |                                |                   |   | c   |
|                            |         | oking for a(r<br>a.            | open system.      |   | inless the merchandising is lined up. The |
|                            |         | b.                             | closed system     | n.  |   |
|                            |         | c.                             | subsystem.        |   |   |
|                            |         | d.                             | synergy.          |   |   |
| ANSWER:                    |         | e.                             | entropy.          |   | d   |
|                            |         |                                |                   |   |   |
| 88. The                    | stre    | -                              |                   | onmental influences on the organiz          | zation.                                   |
|                            | a.      | -                              | ve management t   | theory                                      |   |
|                            | b.      |                                | em concept        |   |   |
|                            | c.      |                                | l management th   | •   |   |
|                            | d.      |                                | lations movemen   | nt  |   |
|                            | e.      | concept o                      | f synergy         |   |   |
| ANSWER:                    |         |                                |                   |   | b   |
| 00 The                     |         |                                | 41                | 4 dan and da an 4h a anni anna aitheatian a | :   |
| 69. The ap                 | propri  | ate managen<br>a.              | classical         | at depends on the unique situation          | is a perspective.                         |
|                            |         | а.<br>b.                       | universal         |   |   |
|                            |         | о.<br>с.                       | behaviora         | .1  |   |
|                            |         | d.                             | quantitati        |   |   |
|                            |         |                                | contingen         |   |   |
| ANSWER:                    |         | e.                             | contingen         | icy   | e   |
|                            |         | seek to isolat<br>external env |                   | ntrol every aspect of their lives. The      | he Taliban try to create that do not      |
|                            | a.      | subsyste                       |                   |   |   |

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| Chapter 2-                      | —Tra                           | ditional an   | d Contemporary  | Opportunities and Challe   | enges   |
|                                 | b.                             | closed syst   | tems  |  |   |
|                                 | c.                             | transforma  | tion systems  |  |   |
|                                 | d.                             | resource-ir   | ndependent system   | S  |   |
|                                 | e.                             | open syste  | ms  |  |   |
| ANSWER:                         |                                |   |   |  | b   |
| 91. Harley-I                    | Davidso<br>a.                  | on puts its br<br>equifinali  |   | from motorcycles to toys and o   | clothes. It is benefiting from  |
|                                 | b.                             | synergy.  | ٠,٠   |  |   |
|                                 | c.                             | entropy.  |   |  |   |
|                                 | d.                             | a closed s  | ystem.  |  |   |
|                                 | e.                             |   | n interdependence.  |  |   |
| ANSWER:                         |                                | ·   | •   |  | b   |
| managemen hiring firm.  ANSWER: | t consu This te a. b. c. d. e. | eltants, comp<br>am approach<br>equifinali<br>synergy<br>entropy<br>a closed s<br>subsyster | uter experts, and le<br>n to problem solvin<br>ity<br>system<br>n interdependence | egal staffers who can work togong is an example of at work togong its an example of at work togong is an example of at work togong its an example of at which the example of at work togong its an example of at which at which its an example of at which at which | any has financial auditors, tax experts, ether to solve whatever problems face the rk.  b ation. This is a benefit of which |
|                                 |                                |   |   |  |   |
|                                 |                                | c.<br>d.  | Quantitative<br>Contingency   |  |   |
|                                 |                                |   | Behavioral  |  |   |
| ANSWER:                         |                                | e.  | Benaviorai  |  | d   |
|                                 |                                | ne Postal Ser<br>closed s<br>open sy<br>synergy   | vice's decline is an system inversion. stem thinking.  7. em failure.             |  | dia have created many alternatives for  |
| ANSWER:                         |                                |   |   |  | e   |

95. Fortis Healthcare Ltd. bought 10 private hospitals in India from Wockhardt Hospitals Ltd. The purchase expands

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| Fortis' operat                  | tions in                  | India. What was Fortis hop   | ing to gain by the interaction of the                               | ese new businesses and its existing  |
|                                 | a.                        | Synergy  |   |  |
|                                 | b.                        | Closed system inversion  | 1   |  |
|                                 | c.                        | Entropy  |   |  |
|                                 | d.                        | Subsystem enhancemen   | t   |  |
|                                 | e.                        | Open system conversion   | 1   |  |
| ANSWER:                         |                           |  |   | a  |
|                                 | ut of the sare coa. b. c. | e combined firms will be grounting on synergy.  closed system inversion entropy. | eater than the sum of the current in                                | omplement each other in such a way dividual outputs of the two companies,  |
|                                 | d.                        | subsystem enhancement  |   |  |
| ANSWER:                         | e.                        | open system conversion   |   | a  |
| cutting coup                    | ons fro                   | m newspaper advertisements   | s. Suddenly demand for newspaper tting coupons in the advertisement | the show Extreme Couponing that shows is changed course. Newspapers are stated in the state of t |
| ANSWER:                         |                           | 1 7  |   | a  |
| just doesn't v                  | vork the theory           | at way. You have to use you is Bingaman advocating?                              |   | there is one way to solve a problem. It sunder different circumstances." What  |
|                                 | a.                        | Systems theory   |   |  |
|                                 | b.                        | Organizational behavior  |   |  |
|                                 | c.                        | Administrative manageme  | ent   |  |
|                                 | d.                        | Quantitative management  |   |  |
| ANSWER:                         | e.                        | Contingency theory   |   | e  |
| HIVONEIN.                       |                           |  |   | C  |
| 99. The theor<br>situation is k | -                         |  | anagerial actions in a given situation                              | on depend on the elements of that  |
|                                 | a.                        | the equifinality theory.   |   |  |

b. c. Theory X and Y.

the contingency approach.

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|                              | d.                      | the systems theory.   |   |  |
|                              | e.                      | quantitative management.                                      |   |  |
| ANSWER:                      |                         | 1 3   |   | c  |
|                              |                         | Tyra Bradford is a platoon so<br>le fits which theory of mana |   | of management seems to fit the situation   |
|                              | a.                      | Bureaucratic managemen  |   |  |
|                              | b.                      | TQM   |   |  |
|                              | c.                      | The contingency approach                                      | 1   |  |
|                              | d.                      | Theory X and Y  |   |  |
|                              | e.                      | Qualitative management  |   |  |
| ANSWER:                      |                         | -   |   | c  |
| autocratic ar<br>who was a s | nd rigid v<br>ingle par | with a doctor who had a drug                                  | g problem. During the same period<br>ent the rules so she could have time | the individual employees. She was od, she was compassionate with a nurse ne to sort out her life. Her management |
|                              | b.                      | TQM   | •   |  |
|                              | c.                      | The contingency approach                                      | 1   |  |
|                              | d.                      | The contingency approach Theory X and Y                       | 1   |  |
|                              | e.                      | Qualitative management  |   |  |
| ANSWER:                      | C.                      | Quantative management   |   | c  |
|                              | is expan                | ding its international operati                                | ons. It needs to consider all of the                                      |  |
| 10 <b>2</b> (2)              | a.                      | property ownership rights.                                    |   | • 10110S • 11111111111111111111111111111   |
|                              | b.                      | infrastructure.   |   |  |
|                              | c.                      | government regulation.  |   |  |
|                              | d.                      | cultural differences.   |   |  |
|                              | e.                      | stagnant work environmen                                      | t.  |  |
| ANSWER:                      |                         | 8   |   | e  |
| 103. The                     | busin                   | esses has increased diversity                                 | in many organizations   |  |
|                              | a.                      | service-orientation of  | in many erganizations.  |  |
|                              | b.                      | use of social media by  |   |  |
|                              | c.                      | globalization of  |   |  |
|                              | d.                      | social responsibility by                                      |   |  |
|                              | e.                      | ethics of   |   |  |
| ANSWER:                      | C.                      | cuites of   |   | c  |
| 104 377                      | 0.1 0                   | 11 . 1 . 1  |   | . 1 11   |
| 104. Which                   |                         | _   | be as a contemporary management   | nt challenge?  |
|                              | a.                      | Managing diversity  |   |  |
|                              | b.                      | Erratic economy   |   |  |

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| c. Employee privac  | у  |                                     |
| d. Technology   | •  |                                     |
| e. All of these choice  | ces  |                                     |
| ANSWER:   |  | e                                   |
| 105. The impact of social media on businesse                  | es is often                                  |                                     |
| a. negative   |  |                                     |
| b. positive from employees                                    |  |                                     |
| c. positive from customers                                    |  |                                     |
| d. positive and negative from                                 | reporters                                    |                                     |
| e. negative from the CEO                                      |  |                                     |
| ANSWER:   |  | a                                   |
| 106. Why is quality an important management                   | nt issue?                                    |                                     |
| a. Quality can be used as a basis for                         |  |                                     |
| b. Enhancing quality lowers costs.                            | 1  |                                     |
| c. Improving quality tends to increa                          | use productivity.                            |                                     |
| d. Making higher-quality products g                           | -  |                                     |
| e. All of these choices                                       | ,  |                                     |
| ANSWER:   |  | e                                   |
| is a conceptua  | l framework for organizing knowledge and     | I providing a blueprint for action. |
| ANSWER:   | Theory                                       |                                     |
| 108. The planning, leading, and controlling b                 | by armies throughout history is an example   | of in the                           |
| past.  ANSWER:  | management                                   |                                     |
| 109. Charles Babbage applied                                  | to the production process. This              | use of                              |
| makes his work a forerunner of the quantitati                 | ive management theory.                       | <u> </u>                            |
| ANSWER: mathen  | natics, mathematics                          |                                     |
| 110. Classical management perspective constraints management. | ists of two distinct branches:               | and administrative                  |
| •   | entific management                           |                                     |
| 111. When AT&T uses time and motion stud                      | lies to improve productivity, it is applying | the principles of                   |
| ANSWER: scie  | entific management                           |                                     |
| 112. Henry Gantt was a(n)time.                                | pioneer who developed a chart for            | scheduling work over a span of      |
|   | entific management                           |                                     |
| 113 May Weber Henri Favol I yndall Urwi                       | ick and Chester Barnard all were connecte    | d to the development of             |

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| Chapter 2—Traditional and Contempora  | ary Opportunities and C                         | hallenges                                       |
| management.   |   |   |
| ANSWER:   | administrative                                  |   |
| 114. Mary Parker Follett (1868-1933) worked danticipating the behavioral management perspec                       | ctive.  | era, but she was ahead of her time in           |
| ANSWER: scient  | tific management                                |   |
| 115. Shang believes her managers function best get it done. She exhibits  |   | and gives them specific instructions on how to  |
| ANSWER:   | Theory  | X   |
| 116. The two branches of the quantitative approach ANSWER:  | oach are operations manager<br>nagement science | nent and  |
| 117. The perspective of management that involve processes and that almost demands the availabil <i>ANSWER</i> :   |   |   |
| 118. The field of applied management science t produce its goods and services is                                  |   |   |
| 119. Kevin is responsible for the transportation vehicles, people, and schedules into one big ope <i>ANSWER</i> : | erating unit. He uses                           |   |
| 120. A religious organization that is continually <i>ANSWER</i> :   | •   | will likely avoid                               |
| 121. Anheuser-Busch packaged cans in local coconcept of   | ollege colors. The company                      | was trying to take advantage of the systems     |
| ANSWER:   | sy  | vnergy  |
| 122. Margaret treats employees fairly by treatin the application of pers  | spective.                                       | cording to individual needs. She understands    |
| ANSWER:   | contingency                                     |   |
| 123. Protests after police shootings turned into and destroyed business establishments.                           | riots after was used                            | to gather people with ill intentions who looted |
| ANSWER:   | social media                                    |   |
| 124. Hackers accessed sensitive personal informanagement challenges of  | and   |   |
| ANSWER: tec   | hnology, privacy                                |   |
| 125. The insurance industry is part of the  |   | y, which relies heavily on intangible resources |

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| :                                   | ::   | e:                                |
| Chapter 2—Traditional and C         | Contemporary Opportunities and Challen           | ges                               |
| 126. Put the different perspectives | in the chronological order in which they were do | eveloped, oldest to most current. |

a. Quantitative

b. Classical

c. Integrating

d. Behavioral

1. Developed 1st
2. Developed 2nd
3. Developed 3rd
4. Developed 4th

ANSWER:

1. b 2. d

3. a

4.

## 127. Special Exercises

Many of the things that happened in the following story reflect management theory at work.

Indicate the correct answer:

The Russell family replaced the roof of their home. In removing the old roof, the old shingles and nails were pushed off the roof. The debris fell around the house in the grass and landscape. Mrs. Russell told her daughters Amelia, Eleanor, and Madeline that she would pay them a quarter for every nail they picked up (A) Soldiering, Piecework Pay.

Madeline started first and had earned \$6 by the time Eleanor was ready to begin. Madeline was a **(B) Rate Buster**, **Chisler**.

Eleanor complained that she could not find the nails fast enough to catch up to Madeline because Madeline had found all the easy ones. Eleanor was a **(C) Rate Buster, Chisler**.

Eventually the complaining wore Madeline down, and she searched for nails for Eleanor and gave them to her to cash in **(D) Human Resource Management, Administrative Management**.

Only when the girls had earned the same amount did Madeline again contribute to her own accumulation. Meanwhile, Amelia chose never to search for a nail (E) Theory X, Theory Y.

Instead she went and rode the tractor as Mr. Russell mowed the yard (F) Open System, Closed System.

ANSWER: A. Piecework Pay

- B. Rate Buster
- C. Chisler
- D. Human Resource Management
- E. Theory X
- F. Open System

128. Is management more art or science? Use management history and theory to support your answer. *ANSWER:* Answer not provided.

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| Chapter 2                   | —Traditional and Conte   | emporary Opportunities and Challer   | nges   |
| 129. What a                 |  | managerial experience have over students   | s who have only studied management   |
| ANSWER:                     |  | Answer not provided.   |  |
| 130. Discus                 |  | sical school of management and identify a  | t least two pioneers and their major   |
| ANSWER:                     | 15.  | Answer not provided.   |  |
|                             | sed the scientific management  | e manager responsible for building the roant approach. Describe how you would have   |  |
| ANSWER:                     | Students should demonstra<br>scientific selection of work  | te knowledge of scientific management. (<br>lers, and (3) use of monetary incentives to<br>s slaves, in which case they should note thuctivity.  | increase productivity. Some students   |
|                             |  | n that the proponents of scientific manager<br>an relations school advocates.  | ment take to increasing worker   |
| ANSWER:                     | Students should note that so selection of workers, and (in movement), on the other har important and that (2) the volume of the selection of workers, and (in movement). | cientific management looked to (1) standa<br>3) use of monetary incentives to increase p<br>and, took the position that (1) the social asp<br>way to increase productivity was to enhance<br>formance. Both approaches were aimed at | productivity. The <i>human relations</i> pects of the workplace were more ce worker satisfaction. The belief was |
|                             |  | of the behavioral perspective of manager<br>and one limitation of the behavioral persp<br>Answer not provided.   |  |
| 134. Descri                 | be the Hawthorne studies and   | d the conclusions supported by them. Answer not provided.  |  |
| -                           | discuss the quantitative apput science and operations man  | oroach to management. Include in your ans  | swer the distinction between   |
| ANSWER:                     | •  | Answer not provided.   |  |
| 136. What is <i>ANSWER:</i> | s the difference between ma  | nagement science and operations manager Answer not provided.   | ment?  |
| 137. What is perspective.   |  | st three examples. How does contingency  | perspective integrate other  |
| ANSWER:                     |  | Answer not provided.   |  |
|                             |  | ment challenge mentioned in the text. Des<br>Thich management theory did the manage  |  |
| ANSWER:                     |  | Answer not provided.   |  |
| 139. How h                  | as social media impacted pri   | ivacy, ethics, and social responsibility?  |  |

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| Name<br>:   |   | Class<br>:  | Dat<br>e:   |
|---|---|---|---|
| Chapter 2   | 2—Traditional and Contempo  | rary Opportunities and Challe   |   |
| ANSWER:   | An  | swer not provided.  |   |
| 140. Griffii<br>framework<br>ANSWER:  | Students should note that each so exclusive and that this framework recognizes the interdependence out the dangers of closed systems from contingency theory that uni                 | hool of management thought is conk recognizes this fact. Furthermore of subsystems and the advantages to thinking and probable subsequent | , it brings in the systems approach, which be gained from synergy. It also brings tentropy. Finally, it incorporates the idea appropriate and that even under similar |
| <ul><li>a. Scie</li><li>b. Adn</li><li>c. Beh</li><li>d. Hun</li></ul>                | following. You may use a response entific management ministrative management avioral management perspective man resource movement blied perspective                                   | once, more than once, or not at all   |   |
| 141. Freder ANSWER:   | • •   |   | a   |
| 142. Henri ANSWER:  | Fayol   |   | b   |
| 143. Hugo ANSWER:   | Munsterberg   |   | c   |
| 144. Micha <i>ANSWER:</i>   | nel Porter  |   | e   |
| 145. Mary <i>ANSWER:</i>  | Parker Follett  |   | c   |
| 146. Abrah ANSWER:  | am Maslow   |   | d   |
| <ul><li>a. The</li><li>b. The</li><li>c. Adr</li><li>d. Scie</li><li>e. Man</li></ul> | following. You may use a response contingency perspective classical perspective ministrative management theory entific management magement science erned with improving the output of |   |   |

ANSWER:

d

| Name<br>:                           |  | Class<br>:                              | Dat<br>e: |
|-------------------------------------|--|---|-----------|
| Chapt                               | er 2—Traditional and Contemp   | oorary Opportunities and Challeng       | ges       |
| 148. Th                             | ne first well-developed framework of ER:   | management; it has two branches         | b         |
| 149. Et<br><i>ANSWI</i>             | nphasizes such practices as time and ER:   | motion studies                          | d         |
| 150. No                             | ot a universal perspective ER:   |   | a         |
| 151. In                             | cludes Weber's work on bureaucracy   |   | c         |
| 152. Tł                             | ne Gantt chart came out of work using ER:  | g this approach to management           | d         |
| Match a. b. c. d.                   | the following. You may use a respon<br>Open systems<br>Closed systems<br>Entropy<br>Synergy<br>System                          | se once, more than once, or not at all. |           |
| 153. A<br>ANSWI                     | set of interrelated parts  |   | e         |
| 154. Th                             | ne whole is greater than the sum of the ER:  | ne individual parts                     | d         |
| 155. In                             | teracts with the environment <i>ER</i> :   |   | a         |
| 156. No                             | ormal process leading to system declerate.   | ine                                     | c         |
| 157. W                              | ould likely lead to entropy <i>ER</i> :  |   | b         |
| 158. Do                             | oes not interact with the environment <i>ER</i> :  | t.                                      | b         |
| <ul><li>a. I</li><li>b. I</li></ul> | the following. You may use a respondence to managers Decreasing importance to managers No change in the importance to managers | se once, more than once, or not at all. |           |

159. Sluggish economy

| Name<br>:   | Class<br>:                         | e:e: |  |
|---|------------------------------------|------|--|
| Chapter 2—Traditional and Conte                       | mporary Opportunities and Challens | ges  |  |
| ANSWER:   |                                    | a    |  |
| 160. Employee privacy <i>ANSWER:</i>                  |                                    | a    |  |
| 161. Working in offices <i>ANSWER:</i>                |                                    | ь    |  |
| 162. Ethics and social responsibility <i>ANSWER</i> : |                                    | a    |  |
| 163. Quality <i>ANSWER</i> :                          |                                    | a    |  |