Chapter 01

Understanding Behavior, Human Relations, and Performance

**True / False Questions**

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| 1. | Technical skills are more important than human relations skills.    True    False |

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| 2. | Human relations is just common sense.    True    False |

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| 3. | People are an organization's greatest asset, not technology, because people working together develop technology.    True    False |

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| 4. | Leaders are born, not made.    True    False |

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| 5. | Leadership skills are inborn and cannot be developed.    True    False |

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| 6. | The goal of human relations is to create a win-win situation by satisfying employee needs while achieving organizational objectives.    True    False |

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| 7. | The total person approach realizes that an organization employs the whole person, not just his or her job skills.    True    False |

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| 8. | The focus of the first level of behavior is on the organization as a whole.    True    False |

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| 9. | A systems effect occurs when the organization and the employees get what they want.    True    False |

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| 10. | The systems approach focuses on the whole system with an emphasis on the relationships between its parts.    True    False |

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| 11. | Businesses during the Industrial Revolution were concerned with profits, not employees, and managers viewed people only as a source of production.    True    False |

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| 12. | Under the Hawthorne effect, all people in the organization are affected by at least one other person, and each person affects the whole group or organization.    True    False |

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| 13. | Transactional analysis integrates common business practices in the United States and Japan into one middleground framework appropriate for use in the United States.    True    False |

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| 14. | One of the reasons people fail is because they are self-focused.    True    False |

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| 15. | One's own behavior usually is the actual cause of human relations problems.    True    False |

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| 16. | Business skill is a human relations skill.    True    False |

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| 17. | You can be a leader without being a manager.    True    False |

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| 18. | Leadership skills are based on one's managerial skills.    True    False |

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| 19. | Interpersonal skill is the ability to work well with a diversity of people.    True    False |

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| 20. | Interpersonal skills are also called self-management abilities.    True    False |

**Multiple Choice Questions**

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| 21. | Which of the following is a myth about human relations?      |  |  | | --- | --- | | A. | People are an organization's greatest asset. |  |  |  | | --- | --- | | B. | Leaders are born, not made. |  |  |  | | --- | --- | | C. | High-quality relationships are important to success. |  |  |  | | --- | --- | | D. | A human relations course is as important as a technical course. | |

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| 22. | Which of the following is a fact about human relations?      |  |  | | --- | --- | | A. | Leaders are born, not made. |  |  |  | | --- | --- | | B. | Human relations is just common sense. |  |  |  | | --- | --- | | C. | High-quality relationships are important to success. |  |  |  | | --- | --- | | D. | Technical skills are more important than human relations skills. | |

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| 23. | Which of the following is a fact about human relations?      |  |  | | --- | --- | | A. | Leaders are born, not made. |  |  |  | | --- | --- | | B. | Human relations is just common sense. |  |  |  | | --- | --- | | C. | Technical skills are more important than human relations skills. |  |  |  | | --- | --- | | D. | People are an organization's greatest asset. | |

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| 24. | Which of the following is an organization's most valuable resource?      |  |  | | --- | --- | | A. | Infrastructure |  |  |  | | --- | --- | | B. | Technology |  |  |  | | --- | --- | | C. | People |  |  |  | | --- | --- | | D. | Land | |

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| 25. | Which of the following is the most common cause of management failure?      |  |  | | --- | --- | | A. | Technological setbacks |  |  |  | | --- | --- | | B. | Lack of recreational facilities |  |  |  | | --- | --- | | C. | Low wages |  |  |  | | --- | --- | | D. | Faulty human relations skills | |

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| 26. | Which of the following is a myth about human relations?      |  |  | | --- | --- | | A. | Human relations skills are more important than technical skills. |  |  |  | | --- | --- | | B. | Leadership skills can be developed. |  |  |  | | --- | --- | | C. | Effective leaders have good human relations skills. |  |  |  | | --- | --- | | D. | Human relations is common sense. | |

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| 27. | The goal of \_\_\_\_\_ is to create a win-win situation by satisfying employee needs while achieving organizational objectives.      |  |  | | --- | --- | | A. | human relations |  |  |  | | --- | --- | | B. | production |  |  |  | | --- | --- | | C. | zero-sum condition |  |  |  | | --- | --- | | D. | cooperative games | |

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| 28. | A \_\_\_\_\_ situation occurs when the organization and the employees get what they want.      |  |  | | --- | --- | | A. | zero-sum |  |  |  | | --- | --- | | B. | win-win |  |  |  | | --- | --- | | C. | stalemate |  |  |  | | --- | --- | | D. | catch 22 | |

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| 29. | The \_\_\_\_\_ realizes that an organization employs the whole individual, not just his or her job skills.      |  |  | | --- | --- | | A. | expectancy procedure |  |  |  | | --- | --- | | B. | personality method |  |  |  | | --- | --- | | C. | total person approach |  |  |  | | --- | --- | | D. | skill realization style | |

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| 30. | "My boss let me out early from work to see my son play in a football game. All I had to do was get all my work done for the day before I left." Which of the following does this illustrate?      |  |  | | --- | --- | | A. | Organization |  |  |  | | --- | --- | | B. | Common sense |  |  |  | | --- | --- | | C. | Organizational structure |  |  |  | | --- | --- | | D. | The goal of human relations | |

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| 31. | "Mark and Steve work very well on projects together and seem to enjoy what they do." Their actions can be considered:      |  |  | | --- | --- | | A. | group behavior. |  |  |  | | --- | --- | | B. | technology-oriented. |  |  |  | | --- | --- | | C. | a systems effect. |  |  |  | | --- | --- | | D. | individual behavior. | |

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| 32. | "Donna is allowed to go home an hour earlier than the rest of us as her babysitter leaves at four." Which of the following is this an example of?      |  |  | | --- | --- | | A. | Performance |  |  |  | | --- | --- | | B. | Total person approach |  |  |  | | --- | --- | | C. | Systems effect |  |  |  | | --- | --- | | D. | Organization | |

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| 33. | "Norah is a new employee who greets everyone and is hard-working." Which of the following is this an example of?      |  |  | | --- | --- | | A. | Performance |  |  |  | | --- | --- | | B. | Total person approach |  |  |  | | --- | --- | | C. | Behavior |  |  |  | | --- | --- | | D. | Systems effect | |

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| 34. | "The members of the marketing department are having a meeting. There is a lot of disagreement over the content of the next ad." Which of the following levels of behavior does this best illustrate?      |  |  | | --- | --- | | A. | Individual |  |  |  | | --- | --- | | B. | Customary |  |  |  | | --- | --- | | C. | Organizational |  |  |  | | --- | --- | | D. | Group | |

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| 35. | "The manager is developing a part-time employee work schedule for next week and will be busy for a couple of hours." Which of the following levels of behavior does this best illustrate?      |  |  | | --- | --- | | A. | Individual |  |  |  | | --- | --- | | B. | Customary |  |  |  | | --- | --- | | C. | Organizational |  |  |  | | --- | --- | | D. | Group | |

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| 36. | "The production department just set a record for the highest number of units made in an eight-hour period." Which of the following levels of behavior does this best illustrate?      |  |  | | --- | --- | | A. | Individual |  |  |  | | --- | --- | | B. | Group |  |  |  | | --- | --- | | C. | Organizational |  |  |  | | --- | --- | | D. | Customary | |

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| 37. | "Prolifik, a software startup, received an award for the best new innovative business." Which of the following levels of behavior does this best illustrate?      |  |  | | --- | --- | | A. | Individual |  |  |  | | --- | --- | | B. | Group |  |  |  | | --- | --- | | C. | Organizational |  |  |  | | --- | --- | | D. | Customary | |

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| 38. | \_\_\_\_\_ is the collective action of a company's individuals and groups.      |  |  | | --- | --- | | A. | Organizational behavior |  |  |  | | --- | --- | | B. | Taylorism |  |  |  | | --- | --- | | C. | Scientific management |  |  |  | | --- | --- | | D. | Company objective | |

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| 39. | \_\_\_\_\_ is the extent to which expectations or objectives have been met.      |  |  | | --- | --- | | A. | Organizational behavior |  |  |  | | --- | --- | | B. | Performance |  |  |  | | --- | --- | | C. | Total person approach |  |  |  | | --- | --- | | D. | Persistency | |

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| 40. | "Jack gave the board of directors a presentation on the product launch plan for the new product. His presentation was highly appreciated as it covered most of the queries that the directors had about this launch." Which of the following does Jack's action illustrate?      |  |  | | --- | --- | | A. | Behavior |  |  |  | | --- | --- | | B. | Total person approach |  |  |  | | --- | --- | | C. | Performance |  |  |  | | --- | --- | | D. | Human relations | |

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| 41. | Under the \_\_\_\_\_, all people in an organization are affected by at least one other person, and each person affects the whole group or organization.      |  |  | | --- | --- | | A. | total person approach |  |  |  | | --- | --- | | B. | zero-sum condition |  |  |  | | --- | --- | | C. | construct mechanism |  |  |  | | --- | --- | | D. | systems effect | |

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| 42. | Popularly called \_\_\_\_\_ and rooted in the behavioral sciences, the science of human relations was developed in the late 1940s.      |  |  | | --- | --- | | A. | organizational behavior |  |  |  | | --- | --- | | B. | occupational dynamics |  |  |  | | --- | --- | | C. | operational science |  |  |  | | --- | --- | | D. | scientific management | |

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| 43. | Which of the following was an assumption of scientific managers?      |  |  | | --- | --- | | A. | Money was not the only motivation for workers. |  |  |  | | --- | --- | | B. | Workers always acted rationally. |  |  |  | | --- | --- | | C. | Profit would be increased if employees worked shorter hours. |  |  |  | | --- | --- | | D. | Food and housing were the prime motivation for workers. | |

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| 44. | \_\_\_\_\_ refused to employ children under the age of 11.      |  |  | | --- | --- | | A. | Robert Owen |  |  |  | | --- | --- | | B. | Frederick Taylor |  |  |  | | --- | --- | | C. | Eric Berne |  |  |  | | --- | --- | | D. | Elton Mayo | |

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| 45. | Which of the following is Elton Mayo known as?      |  |  | | --- | --- | | A. | The first manager-entrepreneur |  |  |  | | --- | --- | | B. | The real father of personnel administration |  |  |  | | --- | --- | | C. | The father of human relations |  |  |  | | --- | --- | | D. | The father of scientific management | |

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| 46. | Which of the following refers to an increase in performance caused by the special attention given to employees, rather than tangible changes in the work?      |  |  | | --- | --- | | A. | Taylorism |  |  |  | | --- | --- | | B. | Functionalism |  |  |  | | --- | --- | | C. | Scientific management |  |  |  | | --- | --- | | D. | The Hawthorne effect | |

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| 47. | \_\_\_\_\_ integrates common business practices in the United States and Japan into one middleground framework appropriate for use in the United States.      |  |  | | --- | --- | | A. | Theory Z |  |  |  | | --- | --- | | B. | Systems theory |  |  |  | | --- | --- | | C. | Contingency theory |  |  |  | | --- | --- | | D. | Hybrid theory | |

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| 48. | \_\_\_\_\_ introduced transactional analysis during the 1960s.      |  |  | | --- | --- | | A. | William Ouchi |  |  |  | | --- | --- | | B. | Eric Berne |  |  |  | | --- | --- | | C. | Douglas McGregor |  |  |  | | --- | --- | | D. | Peter Drucker | |

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| 49. | \_\_\_\_\_ conducted research to determine the characteristics of successful organizations.      |  |  | | --- | --- | | A. | Eric Berne |  |  |  | | --- | --- | | B. | William Ouchi |  |  |  | | --- | --- | | C. | Elton Mayo |  |  |  | | --- | --- | | D. | Thomas Peters | |

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| 50. | Eric Berne introduced \_\_\_\_\_.      |  |  | | --- | --- | | A. | sensitivity training |  |  |  | | --- | --- | | B. | transactional analysis |  |  |  | | --- | --- | | C. | the Hawthorne effect |  |  |  | | --- | --- | | D. | theory Z | |

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| 51. | \_\_\_\_\_ developed Theory Z.      |  |  | | --- | --- | | A. | Robert Owen |  |  |  | | --- | --- | | B. | Eric Berne |  |  |  | | --- | --- | | C. | William Ouchi |  |  |  | | --- | --- | | D. | Elton Mayo | |

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| 52. | "We have to find a way to improve our services to get an edge over our competitors." Which of the following factors can be identified with this statement?      |  |  | | --- | --- | | A. | Changing workforce |  |  |  | | --- | --- | | B. | Ethics |  |  |  | | --- | --- | | C. | Learning and knowledge |  |  |  | | --- | --- | | D. | Diversity | |

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| 53. | "The new batch of executives needs to be trained on the company's social networking platform." Which of the following factors can be identified with this statement?      |  |  | | --- | --- | | A. | Changing workforce |  |  |  | | --- | --- | | B. | Ethics |  |  |  | | --- | --- | | C. | Diversity |  |  |  | | --- | --- | | D. | Technology | |

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| 54. | "There are many Asians and Europeans working in our company." Which of the following factors can be identified with this statement?      |  |  | | --- | --- | | A. | Diversity |  |  |  | | --- | --- | | B. | Ethics |  |  |  | | --- | --- | | C. | Crisis |  |  |  | | --- | --- | | D. | Technology | |

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| 55. | Which of the following is a human relations guideline?      |  |  | | --- | --- | | A. | Being narcissistic |  |  |  | | --- | --- | | B. | Acting before one thinks |  |  |  | | --- | --- | | C. | Calling people by their names |  |  |  | | --- | --- | | D. | Being physically fit | |

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| 56. | Which of the following is a characteristic of successful people?      |  |  | | --- | --- | | A. | Being narcissistic |  |  |  | | --- | --- | | B. | Being self-focused |  |  |  | | --- | --- | | C. | Having a "me only" syndrome |  |  |  | | --- | --- | | D. | Being optimistic | |

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| 57. | Which of the following is one of the reasons people fail?      |  |  | | --- | --- | | A. | Being self-focused |  |  |  | | --- | --- | | B. | Being positive |  |  |  | | --- | --- | | C. | Being optimistic |  |  |  | | --- | --- | | D. | Helping others | |

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| 58. | Which of the following statements is most likely to make people defensive and cause arguments?      |  |  | | --- | --- | | A. | "I disagree" |  |  |  | | --- | --- | | B. | "You're wrong" |  |  |  | | --- | --- | | C. | "I admit" |  |  |  | | --- | --- | | D. | "I understand completely" | |

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| 59. | "Aaron is new in the company. There are thirty people on his floor. He is having problems remembering names." Which of the following should Aaron do to improve his ability to recall names?      |  |  | | --- | --- | | A. | Address them with titles like Mr. or Ms. and not worry about remembering names |  |  |  | | --- | --- | | B. | While talking to people, call them by name two or three times |  |  |  | | --- | --- | | C. | Maintain a notebook with people's photos and their respective names |  |  |  | | --- | --- | | D. | Ask them their names every time he meets them | |

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| 60. | "Nancy's been in this job for only a week. She needs to ask the accountant some questions but she doesn't remember his name." Which of the following would be most appropriate for Nancy to do before contacting him?      |  |  | | --- | --- | | A. | Ask someone for the accountant's name |  |  |  | | --- | --- | | B. | Ask the accountant again for his name |  |  |  | | --- | --- | | C. | Address the account with a title like Mr. |  |  |  | | --- | --- | | D. | Get the work done without using his name | |

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| 61. | "Although there are a lot of differences in the team, Neil, the supervisor, doesn't seem deterred." Which of the following best describes Neil's behavior?      |  |  | | --- | --- | | A. | Being humorous |  |  |  | | --- | --- | | B. | Being genuinely interested in other people |  |  |  | | --- | --- | | C. | Being indifferent to the problems |  |  |  | | --- | --- | | D. | Being optimistic | |

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| 62. | "Our supervisor, Daniel, is a great guy. He appreciates the work we do and inspires us to perform better." Which of the following best describes Daniel's behavior?      |  |  | | --- | --- | | A. | Being positive |  |  |  | | --- | --- | | B. | Being humorous |  |  |  | | --- | --- | | C. | Being politically correct |  |  |  | | --- | --- | | D. | Using people | |

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| 63. | The \_\_\_\_\_ contract is the shared expectations between people.      |  |  | | --- | --- | | A. | biological |  |  |  | | --- | --- | | B. | physical |  |  |  | | --- | --- | | C. | psychological |  |  |  | | --- | --- | | D. | physiological | |

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| 64. | Which of the following is the best way to get what you want?      |  |  | | --- | --- | | A. | Be self-focused |  |  |  | | --- | --- | | B. | Change the other person |  |  |  | | --- | --- | | C. | Change the situation |  |  |  | | --- | --- | | D. | Help other people get what they want and vice versa | |

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| 65. | Which of the following is the best way to resolve human relations problems?      |  |  | | --- | --- | | A. | Change oneself |  |  |  | | --- | --- | | B. | Change the situation |  |  |  | | --- | --- | | C. | Change the other person |  |  |  | | --- | --- | | D. | Ignore the problem | |

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| 66. | \_\_\_\_ skills are within the individual and include characteristics such as personality, attitudes, self-concept, and integrity.      |  |  | | --- | --- | | A. | Interpersonal |  |  |  | | --- | --- | | B. | Intrapersonal |  |  |  | | --- | --- | | C. | Social |  |  |  | | --- | --- | | D. | Metacommunicative | |

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| 67. | \_\_\_\_\_ skill is the ability to work well with a diversity of people.      |  |  | | --- | --- | | A. | Internal |  |  |  | | --- | --- | | B. | Holistic |  |  |  | | --- | --- | | C. | Interpersonal |  |  |  | | --- | --- | | D. | Metaphysical | |

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| 68. | \_\_\_\_\_ is the ability to influence others and work well in teams.      |  |  | | --- | --- | | A. | Authority |  |  |  | | --- | --- | | B. | Power |  |  |  | | --- | --- | | C. | Omnipotence |  |  |  | | --- | --- | | D. | Leadership skill | |

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| 69. | Which of the following is a leadership skill?      |  |  | | --- | --- | | A. | Persistence |  |  |  | | --- | --- | | B. | Arbitrariness |  |  |  | | --- | --- | | C. | Capriciousness |  |  |  | | --- | --- | | D. | Anxiousness | |

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| 70. | Which of the following are also called self-management abilities?      |  |  | | --- | --- | | A. | Interpersonal skills |  |  |  | | --- | --- | | B. | Intrapersonal skills |  |  |  | | --- | --- | | C. | Social skills |  |  |  | | --- | --- | | D. | Leadership skills | |

**Short Answer Questions**

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| 71. | In your own words, explain why human relations skills are important to you. How will they help you in your career? |

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| 72. | Give an example, personal if possible, of a situation in which the goal of human relations was met. Explain how the individual's needs were met and how the organizational objectives were achieved. |

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| 73. | Give a specific example, personal if possible, that supports the total person approach. Explain how an individual's job performance was affected by off-the-job problems. |

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| 74. | Give two specific examples of your involvement in human relations—one positive and one negative. Also identify the level of behavior for each example. |

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| 75. | Give two specific examples of how human relations affected your performance—one positive and the other negative. Be specific in explaining the effects of human relations in both cases. |

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| 76. | Give a specific example, personal if possible, of the Hawthorne effect. It could be when a teacher, coach, or boss gave you special attention that resulted in your increased performance. |

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| 77. | Explain how one of the above trends or challenges could personally affect your human relations. |

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| 78. | Do you believe that you can and will develop your human relations abilities and skills through this course? Explain your answer. |

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| 79. | Which 2 of the 10 human relations guidelines need the most effort on your part? Which 2 need the least? Explain your answers. |

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| 80. | Give a specific example of a human relations problem in which you elected to change yourself rather than the other person or situation. Be sure to identify your changed behavior. |

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| 81. | In your opinion, which myth about human relations holds back the development of human relations skills more than any of the others? |

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| 82. | Which person's contribution to the history of human relations do you find to be the most impressive? |

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| 83. | Which one of the trends or challenges do you believe is the most relevant to the field of human relations? |

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| 84. | Which one of the 10 guidelines for effective human relations do you think is the most important? |

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| 85. | Of the three ways to handle human relations problems, which ones are the easiest and hardest for you? |

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| 86. | Of the intrapersonal, interpersonal, and leadership skills, which one is your strongest? Your weakest? |

**Essay Questions**

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| 87. | What are the myths about human relations? Explain. |

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| 88. | What is the goal of human relations? Explain the total person approach. |

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| 89. | Explain the three levels of behavior. |

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| 90. | Define performance and explain how the systems effect affects performance. |

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| 91. | What is the Hawthorne effect? How did managers use the knowledge of the Hawthorne studies? |

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| 92. | What are some of the trends and challenges of human relations? |

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| 93. | What are the 10 human relations guidelines? |

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| 94. | How do human relations problems occur? Explain the three alternatives to resolving a human relations problem. |

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| 95. | What are competencies? Define the three human relation skills. |

**Fill in the Blank Questions**

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| 96. | The term \_\_\_\_\_ means interactions among people.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 97. | A \_\_\_\_\_ occurs when the organization and the employees get what they want.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 98. | The \_\_\_\_\_ realizes that an organization employs the whole person, not just his or her job skills.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 99. | \_\_\_\_\_ is what people do and say.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 100. | \_\_\_\_\_ consists of the things two or more people do and say as they interact.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 101. | A(n) \_\_\_\_\_ is a group of people working to achieve one or more objectives.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 102. | \_\_\_\_\_ focused on production, not people.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 103. | With the knowledge of the results of the \_\_\_\_\_, some managers used human relations as a means of manipulating employees, while others took the attitude that a happy worker is a productive worker.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 104. | Due to globalization, \_\_\_\_\_ becomes more important.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 105. | We learn more by \_\_\_\_\_ than we do by talking.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Chapter 01 Understanding Behavior, Human Relations, and Performance Answer Key

**True / False Questions**

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| 1. *(p. 3)* | Technical skills are more important than human relations skills.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 2. *(p. 3)* | Human relations is just common sense.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 3. *(p. 3)* | People are an organization's greatest asset, not technology, because people working together develop technology.    **TRUE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 4. *(p. 3)* | Leaders are born, not made.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 5. *(p. 3)* | Leadership skills are inborn and cannot be developed.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 6. *(p. 4)* | The goal of human relations is to create a win-win situation by satisfying employee needs while achieving organizational objectives.    **TRUE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 7. *(p. 4)* | The total person approach realizes that an organization employs the whole person, not just his or her job skills.    **TRUE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 8. *(p. 6)* | The focus of the first level of behavior is on the organization as a whole.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 9. *(p. 6)* | A systems effect occurs when the organization and the employees get what they want.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 10. *(p. 6)* | The systems approach focuses on the whole system with an emphasis on the relationships between its parts.    **TRUE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Describe the relationship between individual and group behavior and organizational performance.* |

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| 11. *(p. 8)* | Businesses during the Industrial Revolution were concerned with profits, not employees, and managers viewed people only as a source of production.    **TRUE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 12. *(p. 9)* | Under the Hawthorne effect, all people in the organization are affected by at least one other person, and each person affects the whole group or organization.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 13. *(p. 9)* | Transactional analysis integrates common business practices in the United States and Japan into one middleground framework appropriate for use in the United States.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 14. *(p. 12)* | One of the reasons people fail is because they are self-focused.    **TRUE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 15. *(p. 15)* | One's own behavior usually is the actual cause of human relations problems.    **TRUE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 16. *(p. 16)* | Business skill is a human relations skill.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 17. *(p. 17)* | You can be a leader without being a manager.    **TRUE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 18. *(p. 17)* | Leadership skills are based on one's managerial skills.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 19. *(p. 17)* | Interpersonal skill is the ability to work well with a diversity of people.    **TRUE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 20. *(p. 17)* | Interpersonal skills are also called self-management abilities.    **FALSE** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

**Multiple Choice Questions**

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| 21. *(p. 3)* | Which of the following is a myth about human relations?      |  |  | | --- | --- | | A. | People are an organization's greatest asset. |  |  |  | | --- | --- | | **B.** | Leaders are born, not made. |  |  |  | | --- | --- | | C. | High-quality relationships are important to success. |  |  |  | | --- | --- | | D. | A human relations course is as important as a technical course. | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 22. *(p. 3)* | Which of the following is a fact about human relations?      |  |  | | --- | --- | | A. | Leaders are born, not made. |  |  |  | | --- | --- | | B. | Human relations is just common sense. |  |  |  | | --- | --- | | **C.** | High-quality relationships are important to success. |  |  |  | | --- | --- | | D. | Technical skills are more important than human relations skills. | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 23. *(p. 3)* | Which of the following is a fact about human relations?      |  |  | | --- | --- | | A. | Leaders are born, not made. |  |  |  | | --- | --- | | B. | Human relations is just common sense. |  |  |  | | --- | --- | | C. | Technical skills are more important than human relations skills. |  |  |  | | --- | --- | | **D.** | People are an organization's greatest asset. | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 24. *(p. 3)* | Which of the following is an organization's most valuable resource?      |  |  | | --- | --- | | A. | Infrastructure |  |  |  | | --- | --- | | B. | Technology |  |  |  | | --- | --- | | **C.** | People |  |  |  | | --- | --- | | D. | Land | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 25. *(p. 3)* | Which of the following is the most common cause of management failure?      |  |  | | --- | --- | | A. | Technological setbacks |  |  |  | | --- | --- | | B. | Lack of recreational facilities |  |  |  | | --- | --- | | C. | Low wages |  |  |  | | --- | --- | | **D.** | Faulty human relations skills | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 26. *(p. 3)* | Which of the following is a myth about human relations?      |  |  | | --- | --- | | A. | Human relations skills are more important than technical skills. |  |  |  | | --- | --- | | B. | Leadership skills can be developed. |  |  |  | | --- | --- | | C. | Effective leaders have good human relations skills. |  |  |  | | --- | --- | | **D.** | Human relations is common sense. | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 27. *(p. 4)* | The goal of \_\_\_\_\_ is to create a win-win situation by satisfying employee needs while achieving organizational objectives.      |  |  | | --- | --- | | **A.** | human relations |  |  |  | | --- | --- | | B. | production |  |  |  | | --- | --- | | C. | zero-sum condition |  |  |  | | --- | --- | | D. | cooperative games | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 28. *(p. 4)* | A \_\_\_\_\_ situation occurs when the organization and the employees get what they want.      |  |  | | --- | --- | | A. | zero-sum |  |  |  | | --- | --- | | **B.** | win-win |  |  |  | | --- | --- | | C. | stalemate |  |  |  | | --- | --- | | D. | catch 22 | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. *(p. 4)* | The \_\_\_\_\_ realizes that an organization employs the whole individual, not just his or her job skills.      |  |  | | --- | --- | | A. | expectancy procedure |  |  |  | | --- | --- | | B. | personality method |  |  |  | | --- | --- | | **C.** | total person approach |  |  |  | | --- | --- | | D. | skill realization style | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 30. *(p. 4)* | "My boss let me out early from work to see my son play in a football game. All I had to do was get all my work done for the day before I left." Which of the following does this illustrate?      |  |  | | --- | --- | | A. | Organization |  |  |  | | --- | --- | | B. | Common sense |  |  |  | | --- | --- | | C. | Organizational structure |  |  |  | | --- | --- | | **D.** | The goal of human relations | |

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| *Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: AS* |

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| 31. *(p. 4)* | "Mark and Steve work very well on projects together and seem to enjoy what they do." Their actions can be considered:      |  |  | | --- | --- | | **A.** | group behavior. |  |  |  | | --- | --- | | B. | technology-oriented. |  |  |  | | --- | --- | | C. | a systems effect. |  |  |  | | --- | --- | | D. | individual behavior. | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-02 Discuss the goal of human relations. Type: AS* |

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| 32. *(p. 4)* | "Donna is allowed to go home an hour earlier than the rest of us as her babysitter leaves at four." Which of the following is this an example of?      |  |  | | --- | --- | | A. | Performance |  |  |  | | --- | --- | | **B.** | Total person approach |  |  |  | | --- | --- | | C. | Systems effect |  |  |  | | --- | --- | | D. | Organization | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-02 Discuss the goal of human relations. Type: AS* |

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| 33. *(p. 4)* | "Norah is a new employee who greets everyone and is hard-working." Which of the following is this an example of?      |  |  | | --- | --- | | A. | Performance |  |  |  | | --- | --- | | B. | Total person approach |  |  |  | | --- | --- | | **C.** | Behavior |  |  |  | | --- | --- | | D. | Systems effect | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-02 Discuss the goal of human relations. Type: AS* |

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| 34. *(p. 4)* | "The members of the marketing department are having a meeting. There is a lot of disagreement over the content of the next ad." Which of the following levels of behavior does this best illustrate?      |  |  | | --- | --- | | A. | Individual |  |  |  | | --- | --- | | B. | Customary |  |  |  | | --- | --- | | C. | Organizational |  |  |  | | --- | --- | | **D.** | Group | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-02 Discuss the goal of human relations. Type: AS* |

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| 35. *(p. 4)* | "The manager is developing a part-time employee work schedule for next week and will be busy for a couple of hours." Which of the following levels of behavior does this best illustrate?      |  |  | | --- | --- | | **A.** | Individual |  |  |  | | --- | --- | | B. | Customary |  |  |  | | --- | --- | | C. | Organizational |  |  |  | | --- | --- | | D. | Group | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-02 Discuss the goal of human relations. Type: AS* |

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| 36. *(p. 4)* | "The production department just set a record for the highest number of units made in an eight-hour period." Which of the following levels of behavior does this best illustrate?      |  |  | | --- | --- | | A. | Individual |  |  |  | | --- | --- | | **B.** | Group |  |  |  | | --- | --- | | C. | Organizational |  |  |  | | --- | --- | | D. | Customary | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-02 Discuss the goal of human relations. Type: AS* |

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| 37. *(p. 4)* | "Prolifik, a software startup, received an award for the best new innovative business." Which of the following levels of behavior does this best illustrate?      |  |  | | --- | --- | | A. | Individual |  |  |  | | --- | --- | | B. | Group |  |  |  | | --- | --- | | **C.** | Organizational |  |  |  | | --- | --- | | D. | Customary | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-02 Discuss the goal of human relations. Type: AS* |

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| 38. *(p. 5)* | \_\_\_\_\_ is the collective action of a company's individuals and groups.      |  |  | | --- | --- | | **A.** | Organizational behavior |  |  |  | | --- | --- | | B. | Taylorism |  |  |  | | --- | --- | | C. | Scientific management |  |  |  | | --- | --- | | D. | Company objective | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 39. *(p. 6)* | \_\_\_\_\_ is the extent to which expectations or objectives have been met.      |  |  | | --- | --- | | A. | Organizational behavior |  |  |  | | --- | --- | | **B.** | Performance |  |  |  | | --- | --- | | C. | Total person approach |  |  |  | | --- | --- | | D. | Persistency | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Describe the relationship between individual and group behavior and organizational performance.* |

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| 40. *(p. 6)* | "Jack gave the board of directors a presentation on the product launch plan for the new product. His presentation was highly appreciated as it covered most of the queries that the directors had about this launch." Which of the following does Jack's action illustrate?      |  |  | | --- | --- | | A. | Behavior |  |  |  | | --- | --- | | B. | Total person approach |  |  |  | | --- | --- | | **C.** | Performance |  |  |  | | --- | --- | | D. | Human relations | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-03 Describe the relationship between individual and group behavior and organizational performance. Type: AS* |

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| 41. *(p. 6)* | Under the \_\_\_\_\_, all people in an organization are affected by at least one other person, and each person affects the whole group or organization.      |  |  | | --- | --- | | A. | total person approach |  |  |  | | --- | --- | | B. | zero-sum condition |  |  |  | | --- | --- | | C. | construct mechanism |  |  |  | | --- | --- | | **D.** | systems effect | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Describe the relationship between individual and group behavior and organizational performance.* |

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| 42. *(p. 7)* | Popularly called \_\_\_\_\_ and rooted in the behavioral sciences, the science of human relations was developed in the late 1940s.      |  |  | | --- | --- | | **A.** | organizational behavior |  |  |  | | --- | --- | | B. | occupational dynamics |  |  |  | | --- | --- | | C. | operational science |  |  |  | | --- | --- | | D. | scientific management | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 43. *(p. 8)* | Which of the following was an assumption of scientific managers?      |  |  | | --- | --- | | A. | Money was not the only motivation for workers. |  |  |  | | --- | --- | | **B.** | Workers always acted rationally. |  |  |  | | --- | --- | | C. | Profit would be increased if employees worked shorter hours. |  |  |  | | --- | --- | | D. | Food and housing were the prime motivation for workers. | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 44. *(p. 8)* | \_\_\_\_\_ refused to employ children under the age of 11.      |  |  | | --- | --- | | **A.** | Robert Owen |  |  |  | | --- | --- | | B. | Frederick Taylor |  |  |  | | --- | --- | | C. | Eric Berne |  |  |  | | --- | --- | | D. | Elton Mayo | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations. Type: AS* |

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| 45. *(p. 9)* | Which of the following is Elton Mayo known as?      |  |  | | --- | --- | | A. | The first manager-entrepreneur |  |  |  | | --- | --- | | B. | The real father of personnel administration |  |  |  | | --- | --- | | **C.** | The father of human relations |  |  |  | | --- | --- | | D. | The father of scientific management | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 46. *(p. 9)* | Which of the following refers to an increase in performance caused by the special attention given to employees, rather than tangible changes in the work?      |  |  | | --- | --- | | A. | Taylorism |  |  |  | | --- | --- | | B. | Functionalism |  |  |  | | --- | --- | | C. | Scientific management |  |  |  | | --- | --- | | **D.** | The Hawthorne effect | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 47. *(p. 9)* | \_\_\_\_\_ integrates common business practices in the United States and Japan into one middleground framework appropriate for use in the United States.      |  |  | | --- | --- | | **A.** | Theory Z |  |  |  | | --- | --- | | B. | Systems theory |  |  |  | | --- | --- | | C. | Contingency theory |  |  |  | | --- | --- | | D. | Hybrid theory | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 48. *(p. 9)* | \_\_\_\_\_ introduced transactional analysis during the 1960s.      |  |  | | --- | --- | | A. | William Ouchi |  |  |  | | --- | --- | | **B.** | Eric Berne |  |  |  | | --- | --- | | C. | Douglas McGregor |  |  |  | | --- | --- | | D. | Peter Drucker | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 49. *(p. 9)* | \_\_\_\_\_ conducted research to determine the characteristics of successful organizations.      |  |  | | --- | --- | | A. | Eric Berne |  |  |  | | --- | --- | | B. | William Ouchi |  |  |  | | --- | --- | | C. | Elton Mayo |  |  |  | | --- | --- | | **D.** | Thomas Peters | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations. Type: AS* |

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| 50. *(p. 9)* | Eric Berne introduced \_\_\_\_\_.      |  |  | | --- | --- | | A. | sensitivity training |  |  |  | | --- | --- | | **B.** | transactional analysis |  |  |  | | --- | --- | | C. | the Hawthorne effect |  |  |  | | --- | --- | | D. | theory Z | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations. Type: AS* |

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| 51. *(p. 9)* | \_\_\_\_\_ developed Theory Z.      |  |  | | --- | --- | | A. | Robert Owen |  |  |  | | --- | --- | | B. | Eric Berne |  |  |  | | --- | --- | | **C.** | William Ouchi |  |  |  | | --- | --- | | D. | Elton Mayo | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations. Type: AS* |

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| 52. *(p. 10)* | "We have to find a way to improve our services to get an edge over our competitors." Which of the following factors can be identified with this statement?      |  |  | | --- | --- | | A. | Changing workforce |  |  |  | | --- | --- | | B. | Ethics |  |  |  | | --- | --- | | **C.** | Learning and knowledge |  |  |  | | --- | --- | | D. | Diversity | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-05 State some of the trends and challenges in the field of human relations. Type: AS* |

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| 53. *(p. 10)* | "The new batch of executives needs to be trained on the company's social networking platform." Which of the following factors can be identified with this statement?      |  |  | | --- | --- | | A. | Changing workforce |  |  |  | | --- | --- | | B. | Ethics |  |  |  | | --- | --- | | C. | Diversity |  |  |  | | --- | --- | | **D.** | Technology | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-05 State some of the trends and challenges in the field of human relations. Type: AS* |

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| 54. *(p. 10)* | "There are many Asians and Europeans working in our company." Which of the following factors can be identified with this statement?      |  |  | | --- | --- | | **A.** | Diversity |  |  |  | | --- | --- | | B. | Ethics |  |  |  | | --- | --- | | C. | Crisis |  |  |  | | --- | --- | | D. | Technology | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-05 State some of the trends and challenges in the field of human relations. Type: AS* |

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| 55. *(p. 12)* | Which of the following is a human relations guideline?      |  |  | | --- | --- | | A. | Being narcissistic |  |  |  | | --- | --- | | B. | Acting before one thinks |  |  |  | | --- | --- | | **C.** | Calling people by their names |  |  |  | | --- | --- | | D. | Being physically fit | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 56. *(p. 12)* | Which of the following is a characteristic of successful people?      |  |  | | --- | --- | | A. | Being narcissistic |  |  |  | | --- | --- | | B. | Being self-focused |  |  |  | | --- | --- | | C. | Having a "me only" syndrome |  |  |  | | --- | --- | | **D.** | Being optimistic | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 57. *(p. 12)* | Which of the following is one of the reasons people fail?      |  |  | | --- | --- | | **A.** | Being self-focused |  |  |  | | --- | --- | | B. | Being positive |  |  |  | | --- | --- | | C. | Being optimistic |  |  |  | | --- | --- | | D. | Helping others | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 58. *(p. 12)* | Which of the following statements is most likely to make people defensive and cause arguments?      |  |  | | --- | --- | | A. | "I disagree" |  |  |  | | --- | --- | | **B.** | "You're wrong" |  |  |  | | --- | --- | | C. | "I admit" |  |  |  | | --- | --- | | D. | "I understand completely" | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 59. *(p. 12)* | "Aaron is new in the company. There are thirty people on his floor. He is having problems remembering names." Which of the following should Aaron do to improve his ability to recall names?      |  |  | | --- | --- | | A. | Address them with titles like Mr. or Ms. and not worry about remembering names |  |  |  | | --- | --- | | **B.** | While talking to people, call them by name two or three times |  |  |  | | --- | --- | | C. | Maintain a notebook with people's photos and their respective names |  |  |  | | --- | --- | | D. | Ask them their names every time he meets them | |

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| *Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: SB* |

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| 60. *(p. 12)* | "Nancy's been in this job for only a week. She needs to ask the accountant some questions but she doesn't remember his name." Which of the following would be most appropriate for Nancy to do before contacting him?      |  |  | | --- | --- | | **A.** | Ask someone for the accountant's name |  |  |  | | --- | --- | | B. | Ask the accountant again for his name |  |  |  | | --- | --- | | C. | Address the account with a title like Mr. |  |  |  | | --- | --- | | D. | Get the work done without using his name | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: SB* |

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| 61. *(p. 12)* | "Although there are a lot of differences in the team, Neil, the supervisor, doesn't seem deterred." Which of the following best describes Neil's behavior?      |  |  | | --- | --- | | A. | Being humorous |  |  |  | | --- | --- | | B. | Being genuinely interested in other people |  |  |  | | --- | --- | | C. | Being indifferent to the problems |  |  |  | | --- | --- | | **D.** | Being optimistic | |

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| *Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: SB* |

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| 62. *(p. 12)* | "Our supervisor, Daniel, is a great guy. He appreciates the work we do and inspires us to perform better." Which of the following best describes Daniel's behavior?      |  |  | | --- | --- | | **A.** | Being positive |  |  |  | | --- | --- | | B. | Being humorous |  |  |  | | --- | --- | | C. | Being politically correct |  |  |  | | --- | --- | | D. | Using people | |

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| *Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: SB* |

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| 63. *(p. 13)* | The \_\_\_\_\_ contract is the shared expectations between people.      |  |  | | --- | --- | | A. | biological |  |  |  | | --- | --- | | B. | physical |  |  |  | | --- | --- | | **C.** | psychological |  |  |  | | --- | --- | | D. | physiological | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 64. *(p. 13)* | Which of the following is the best way to get what you want?      |  |  | | --- | --- | | A. | Be self-focused |  |  |  | | --- | --- | | B. | Change the other person |  |  |  | | --- | --- | | C. | Change the situation |  |  |  | | --- | --- | | **D.** | Help other people get what they want and vice versa | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 65. *(p. 15)* | Which of the following is the best way to resolve human relations problems?      |  |  | | --- | --- | | **A.** | Change oneself |  |  |  | | --- | --- | | B. | Change the situation |  |  |  | | --- | --- | | C. | Change the other person |  |  |  | | --- | --- | | D. | Ignore the problem | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 66. *(p. 17)* | \_\_\_\_ skills are within the individual and include characteristics such as personality, attitudes, self-concept, and integrity.      |  |  | | --- | --- | | A. | Interpersonal |  |  |  | | --- | --- | | **B.** | Intrapersonal |  |  |  | | --- | --- | | C. | Social |  |  |  | | --- | --- | | D. | Metacommunicative | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 67. *(p. 17)* | \_\_\_\_\_ skill is the ability to work well with a diversity of people.      |  |  | | --- | --- | | A. | Internal |  |  |  | | --- | --- | | B. | Holistic |  |  |  | | --- | --- | | **C.** | Interpersonal |  |  |  | | --- | --- | | D. | Metaphysical | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 68. *(p. 17)* | \_\_\_\_\_ is the ability to influence others and work well in teams.      |  |  | | --- | --- | | A. | Authority |  |  |  | | --- | --- | | B. | Power |  |  |  | | --- | --- | | C. | Omnipotence |  |  |  | | --- | --- | | **D.** | Leadership skill | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 69. *(p. 17)* | Which of the following is a leadership skill?      |  |  | | --- | --- | | **A.** | Persistence |  |  |  | | --- | --- | | B. | Arbitrariness |  |  |  | | --- | --- | | C. | Capriciousness |  |  |  | | --- | --- | | D. | Anxiousness | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 70. *(p. 17)* | Which of the following are also called self-management abilities?      |  |  | | --- | --- | | A. | Interpersonal skills |  |  |  | | --- | --- | | **B.** | Intrapersonal skills |  |  |  | | --- | --- | | C. | Social skills |  |  |  | | --- | --- | | D. | Leadership skills | |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

**Short Answer Questions**

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| 71. *(p. 3)* | In your own words, explain why human relations skills are important to you. How will they help you in your career?     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Explain why human relations skills are important. Type: Work Application* |

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| 72. *(p. 4)* | Give an example, personal if possible, of a situation in which the goal of human relations was met. Explain how the individual's needs were met and how the organizational objectives were achieved.     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Work Application* |

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| 73. *(p. 4)* | Give a specific example, personal if possible, that supports the total person approach. Explain how an individual's job performance was affected by off-the-job problems.     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Work Application* |

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| 74. *(p. 6)* | Give two specific examples of your involvement in human relations—one positive and one negative. Also identify the level of behavior for each example.     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Work Application* |

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| 75. *(p. 6)* | Give two specific examples of how human relations affected your performance—one positive and the other negative. Be specific in explaining the effects of human relations in both cases.     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 Describe the relationship between individual and group behavior and organizational performance. Type: Work Application* |

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| 76. *(p. 9)* | Give a specific example, personal if possible, of the Hawthorne effect. It could be when a teacher, coach, or boss gave you special attention that resulted in your increased performance.     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Briefly describe the history of the study of human relations. Type: Work Application* |

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| 77. *(p. 10)* | Explain how one of the above trends or challenges could personally affect your human relations.     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 State some of the trends and challenges in the field of human relations. Type: Work Application* |

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| 78. *(p. 11)* | Do you believe that you can and will develop your human relations abilities and skills through this course? Explain your answer.     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 State some of the trends and challenges in the field of human relations. Type: Work Application* |

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| 79. *(p. 13)* | Which 2 of the 10 human relations guidelines need the most effort on your part? Which 2 need the least? Explain your answers.     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: Work Application* |

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| 80. *(p. 15)* | Give a specific example of a human relations problem in which you elected to change yourself rather than the other person or situation. Be sure to identify your changed behavior.     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: Work Application* |

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| 81. *(p. 3)* | In your opinion, which myth about human relations holds back the development of human relations skills more than any of the others?     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Explain why human relations skills are important. Type: Communication Skills* |

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| 82. *(p. 8-9)* | Which person's contribution to the history of human relations do you find to be the most impressive?     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Briefly describe the history of the study of human relations. Type: Communication Skills* |

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| 83. *(p. 10)* | Which one of the trends or challenges do you believe is the most relevant to the field of human relations?     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 State some of the trends and challenges in the field of human relations. Type: Communication Skills* |

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| 84. *(p. 12-13)* | Which one of the 10 guidelines for effective human relations do you think is the most important?     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: Communication Skills* |

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| 85. *(p. 14-15)* | Of the three ways to handle human relations problems, which ones are the easiest and hardest for you?     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: Communication Skills* |

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| 86. *(p. 17)* | Of the intrapersonal, interpersonal, and leadership skills, which one is your strongest? Your weakest?     Student answers will vary; additional sample answers may be found in the IM. |

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| *Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: Communication Skills* |

**Essay Questions**

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| 87. *(p. 3)* | What are the myths about human relations? Explain.     Three myths about human relations are:  • Myth 1: Technical skills are more important than human relations skills—Some people believe that a human relations or organizational behavior (OB) course is less important than more technical courses, such as computer science and accounting. However, the reality is that of the 26 attributes identified for job recruitment, organizations are looking for human relations skill identified as (1) communication and interpersonal skills (89 percent) and (2) ability to work well within a team (87 percent). • Myth 2: Human relations is just common sense—Some people believe that human relations is simple and just common sense. If human relations is just common sense, then people issues wouldn't be some of the most prominent concerns of business owners and managers. It's because high-quality relationships are so important to success. • Myth 3: Leaders are born, not made—Some people believe they can't develop their leadership skill, but they can if they work at it. Effective leaders have good human relations skills. Leadership experts generally agree that leadership skills can be developed. |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Explain why human relations skills are important.* |

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| 88. *(p. 4)* | What is the goal of human relations? Explain the total person approach.     The goal of human relations is to create a win-win situation by satisfying employee needs while achieving organizational objectives. A win-win situation occurs when the organization and the employees get what they want. The total person approach realizes that an organization employs the whole person, not just his or her job skills. So it is important to understand the whole person. People play many roles throughout their lives, indeed, throughout each day. One's off-the-job life will affect his job and a bad day at work can affect personal life satisfaction too. |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 89. *(p. 5-6)* | Explain the three levels of behavior.     The three levels of behavior are individual, group, and organizational. Human relations take place at the group and organizational levels. All individuals have different roles to play in an organization. Group behavior consists of the things two or more people do and say as they interact. Individual behavior influences group behavior. As individuals and groups interact, their collective behavior constitutes the organization's behavior. Thus organizational behavior (OB) is the collective behavior of an organization's individuals and groups. The focus of level one is on the behavior of any one person in the organization. The focus of level two is on the behavior and human relations within and between groups such as the marketing, production, and finance departments. The focus of level three is on the organization as a whole. |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 90. *(p. 6)* | Define performance and explain how the systems effect affects performance.     Performance is the extent to which expectations or objectives have been met. Performance is a relative term. Performance levels are more meaningful when compared to past performance or the performance of others within and/or outside the organization. Since relationships are the lifeblood of organizations, poor relations impede individual, group, and organizational performance. Under the systems effect, all people in the organization are affected by at least one other person, and each person affects the whole group or organization. The organization's performance is based on the combined performance of each individual and group. To have high levels of performance, the organization must have high-performing individuals and groups. Groups are the building blocks of the organization. As a result of the systems effect, the destructive behavior of one individual hurts that group and other departments as well. In addition, the destructive behavior of one department affects other departments and the organization's performance. |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Describe the relationship between individual and group behavior and organizational performance.* |

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| 91. *(p. 8-9)* | What is the Hawthorne effect? How did managers use the knowledge of the Hawthorne studies?     The Hawthorne effect refers to an increase in performance caused by the special attention given to employees, rather than tangible changes in the work. From the mid-1920s to the early 1930s, Elton Mayo and his associates from Harvard University conducted research at the Western Electric Hawthorne Plant near Chicago. As a consequence of these studies, the Hawthorne effect was discovered. With the knowledge of the results of the Hawthorne Studies, some managers used human relations as a means of manipulating employees, while others took the attitude that a happy worker is a productive worker. |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 92. *(p. 10)* | What are some of the trends and challenges of human relations?     Some of the trends and challenges of human relations are:  • Globalization, change, innovation, and speed—Chief executive officers (CEOs) rate globalization as a challenge to business leadership in the 21st century. The trend toward globalization has clearly changed the speed and the way we do business today. • Technology—Technology has enabled the innovation and speed we have now in the global economy; the rate of technology change will not slow down. Because technology is created by people, they have to use it effectively to compete. • Diversity—Due to globalization, diversity becomes more important. One needs to understand how to work with people around the world. • Learning and knowledge—The key to success today is using knowledge effectively to continually innovate in order to compete in the new global economy. • Ethics—Media coverage of business scandals has heightened awareness of the need for ethical business practices, as well as new corporate governance requirements. • Crisis—In the wake of September 11, 2001, organizations have developed plans to prevent and/or deal with crises that may occur. Safety and security issues have led to new human relations behaviors. |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 State some of the trends and challenges in the field of human relations.* |

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| 93. *(p. 12-13)* | What are the 10 human relations guidelines?     The 10 human relations guidelines are:  1. Be optimistic—we usually find what we're looking for. If one looks for, and emphasizes, the positive, he will find it. Most successful people are optimistic. 2. Be positive—praise and encourage people. People generally don't like to listen to others complain. 3. Be genuinely interested in other people—one of the reasons people fail is the "me only" (or narcissistic, self-focused, preoccupied with receiving attention and expecting special treatment) syndrome. 4. Smile and develop a sense of humor—a smile shows interest and caring. Develop a sense of humor. Relax, laugh, and enjoy yourself. Be willing to laugh at yourself. 5. Call people by name—a person's name is the most important sound in any language. Calling people by the name they prefer shows an interest in them and makes them feel important. 6. Listen to people—we learn more by listening than we do by talking. Show respect for the other person's opinions. 7. Help others—if you want to help yourself, you can do so by helping others. 8. Think before you act—feel your emotions, but control your behavior. Try not to do and say things you will regret later. Watch your language; don't offend people. It is not always what you say but how you say it that can have a negative impact on human relations. 9. Apologize—we all sometimes do or say things (behavior) that offends or hurts others in some way. To truly repair relationships, the best starting point is to admit mistakes and give a "sincere" apology. 10. Create win-win situations—the goal of human relations is to create win-win situations. The best way to get what you want is to help other people get what they want and vice versa. |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 94. *(p. 13-15)* | How do human relations problems occur? Explain the three alternatives to resolving a human relations problem.     Human relations problems often occur when the psychological contract is not met. The psychological contract is the shared expectations between people. The three alternatives to resolve a human relations problem are:  1. Change the other person— Whenever there is a human relations problem, it is easy to blame the other party and expect her or him to make the necessary changes in behavior to meet one's expectations. In reality, few human relations problems can be blamed entirely on one party. 2. Change the situation—If you have a problem getting along with the person or people you work with, you can try to change the situation by working with another person or other people. 3. Change yourself— In most human relations problems, the best alternative is to examine others' behavior and try to understand why they are doing and saying the things they are; then examine one's own behavior to determine why we are behaving the way we are. In most cases, the logical choice is to change one's own behavior. |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

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| 95. *(p. 16-17)* | What are competencies? Define the three human relation skills.     Competencies are performance capabilities that distinguish effective from ineffective behavior, human relations, and performance: they are the underlying characteristics of a person that lead to or cause effective and outstanding performance.  • Intrapersonal skills are within the individual and include characteristics such as personality, attitudes, self-concept, and integrity. • Interpersonal skill is the ability to work well with a diversity of people. • Leadership skill is the ability to influence others and work well in teams. |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |

**Fill in the Blank Questions**

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| 96. *(p. 4)* | The term \_\_\_\_\_ means interactions among people.    **human relations** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 97. *(p. 4)* | A \_\_\_\_\_ occurs when the organization and the employees get what they want.    **win-win situation** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 98. *(p. 4)* | The \_\_\_\_\_ realizes that an organization employs the whole person, not just his or her job skills.    **total person approach** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 99. *(p. 4)* | \_\_\_\_\_ is what people do and say.    **Behavior** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 100. *(p. 4)* | \_\_\_\_\_ consists of the things two or more people do and say as they interact.    **Group behavior** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 101. *(p. 5)* | A(n) \_\_\_\_\_ is a group of people working to achieve one or more objectives.    **organization** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Discuss the goal of human relations.* |

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| 102. *(p. 8)* | \_\_\_\_\_ focused on production, not people.    **Scientific managers** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 103. *(p. 9)* | With the knowledge of the results of the \_\_\_\_\_, some managers used human relations as a means of manipulating employees, while others took the attitude that a happy worker is a productive worker.    **Hawthorne Studies** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 104. *(p. 10)* | Due to globalization, \_\_\_\_\_ becomes more important.    **diversity** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 State some of the trends and challenges in the field of human relations.* |

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| 105. *(p. 12)* | We learn more by \_\_\_\_\_ than we do by talking.    **listening** |

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| *Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 List 10 guidelines for effective human relations.* |