|  |
| --- |
| **True / False** |

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| 1. The quality of one's work is related to one's ability to cope with family problems.

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| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 2. Mergers and downsizing have increased the value of having good interpersonal skills.

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| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 5 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 3. Individuals who are laid off during a round of downsizing are very unlikely to pursue nonstandard job opportunities.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 5 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| *KEYWORDS:* | Bloom's: Comprehension |
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| 4. Employees rather than organizations benefit from a commitment to total person development.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 5. ​Career success is often a reflection of the strength of one's interpersonal skills.

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| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 5 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| *KEYWORDS:* | Bloom's: Comprehension |
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| 6. A major function of group membership is that it satisfies social needs.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 10 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 7. Every organization has its own distinct organizational culture that makes it unique.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 9 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUS PROG: Promotion |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 8. Organizational culture is the collection of shared beliefs, values, rituals, stories, and myths that foster a feeling of community among organizational members.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 9 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 9. Worker behavior on the job is frequently a reflection of how well the work environment accommodates each worker's unique characteristics.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 11 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 10. The family has little influence on individuals’ behavior at work.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 11-12 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 11. The human relations movement did not affect the perceived role of either the worker or the organization.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 12-13 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 12. Scientific management worked in theory, but in some cases it dehumanized the workplace.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 13. Elton Mayo discovered in the Hawthorne studies that employees create their own informal networks.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 13 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 14. Managing healthy, effective interpersonal relationships requires that we also manage the relationship with ourselves.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 7 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 15. The psychologist who developed the often-used "hierarchy of needs" was Abraham Maslow.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 13 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 16. Many employees need training to become a team member.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 6 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 17. Trust is a building block of all successful relationships with coworkers, customers, family members, and friends.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 16 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 18. The study of interpersonal relations is more interested in the "why" of human behavior and less on how the knowledge can be applied to address problems in our work and personal lives.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 7-8 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 19. Low organizational trust can result in low productivity, poor communication, and slow decision making.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 16 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 20. Managers spend a great deal of their time involved in conflict resolution in the normal course of their work.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 17 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 21. The study of human relations broadly analyzes​

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|   | a.  | ​workplace relations, dilemmas, and strategies. |
|   | b.  | ​human behavior, prevention strategies, resolution of behavioral problems, and self-development. |
|   | c.  | ​the relationship between human behavior and technological advances. |
|   | d.  | ​individual behavior patterns. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 5 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Communication |
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| 22. One reason that the importance of interpersonal relations in business is increasing is​

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|   | a.  | ​organizations' ability to demonstrate bottom-line results. |
|   | b.  | ​the increasing isolation of the work through the use of computer technology. |
|   | c.  | ​organizations' increasing customer service orientation. |
|   | d.  | ​the decreasing costs of implementing human relations programs. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 5 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 23. Many companies are improving interpersonal relations by​

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|   | a.  | ​attempting to establish a strong financial structure to ensure employee satisfaction. |
|   | b.  | ​using technology to enhance employee involvement in management decisions. |
|   | c.  | ​organizing their workers into teams in which each employee plays a part. |
|   | d.  | ​offering more services to stockholders. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 6 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 24. The increase in workplace incivility particularly threatens which of the essentials of good interpersonal relations?​

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|   | a.  | Teamwork and group relations​ |
|   | b.  | ​Assembly productivity |
|   | c.  | ​Appropriate use of workplace technology |
|   | d.  | ​Relationships between supervisors and subordinates |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 6 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 25. Studies have shown that the primary reason people fail at their jobs is that​

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|   | a.  | ​they were not trained. |
|   | b.  | ​their job descriptions did not match expectations. |
|   | c.  | ​they lack desirable personal qualities and problem-solving skills. |
|   | d.  | ​their technical skills are lacking. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 26. ​People skills are usually described as having which of the following abilities?

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|   | a.  | ​Internal motivation and general enthusiasm |
|   | b.  | ​Managing time effectively and teamwork |
|   | c.  | ​Technical abilities and good interaction with people |
|   | d.  | ​Good interaction with people and thinking skills |

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| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 27. Individuals can achieve greater satisfaction from their careers and personal lives when they successfully manage​

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| --- | --- | --- |
|   | a.  | ​their relationship with themselves. |
|   | b.  | ​their one-to-one relationships. |
|   | c.  | ​their group member relationships. |
|   | d.  | ​All of these |

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| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 7 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 28. Peter's workplace contains a gym and on-grounds day care service. The company also offers employees monthly seminars on a wide range of topics such as stress management and living on a budget. Peter's employer demonstrates an appreciation for developing​

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| --- | --- | --- |
|   | a.  | ​the total person. |
|   | b.  | ​diversity. |
|   | c.  | ​group membership. |
|   | d.  | ​organizational values. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 29. Organizations that address conditions in employees' personal lives and offer programs in total personal development discover​

|  |  |  |
| --- | --- | --- |
|   | a.  | ​distraction from organizational vision. |
|   | b.  | ​lower worker productivity. |
|   | c.  | ​increased worker commitment and efficiency. |
|   | d.  | ​higher employee turnover. |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 8-9 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 30. From an interpersonal relations perspective, major forces that influence work behavior include​

|  |  |  |
| --- | --- | --- |
|   | a.  | ​the general state of the economy. |
|   | b.  | ​the organizational culture, supervisory-management personnel, and group cohesiveness. |
|   | c.  | ​the physical characteristics of the workplace environment. |
|   | d.  | ​the technological methods and infrastructure used to accomplish an organization's work processes. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 9 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 31. In Whole Foods Market, the organization and employees value their customers and consistently strive to provide service that "satisfies and delights." In return, employees' efforts are valued and their results are rewarded. In this example, work behavior is influenced by​

|  |  |  |
| --- | --- | --- |
|   | a.  | ​organizational culture. |
|   | b.  | ​job influence. |
|   | c.  | ​family influence. |
|   | d.  | ​motivation. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 9 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Application |
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| 32. Christine is a manager at a consumer electronics retailer. She often works 12-15 hour days and pushes herself and the employees she oversees to work towards perfection. They feel that in order to succeed, they must adopt the same work behaviors, despite feeling stressed and burnt out. Work behavior of the employees is most influenced by​

|  |  |  |
| --- | --- | --- |
|   | a.  | ​their personal characteristics. |
|   | b.  | ​the organizational culture. |
|   | c.  | ​supervisory-management personnel. |
|   | d.  | ​work group membership. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 10 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 33. Over time, efforts to improve productivity in the workplace have​

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|   | a.  | ​focused more on plant layout and mechanical processes. |
|   | b.  | ​had little effect on improvements in productivity. |
|   | c.  | ​offered organizations a simplified perception of employees. |
|   | d.  | ​reflected a shift in values and concerns, from things to people. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 34. The Industrial Revolution had a profound effect on​

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| --- | --- | --- |
|   | a.  | ​management structure. |
|   | b.  | ​the role of the worker. |
|   | c.  | ​benefit costs. |
|   | d.  | ​family dynamics. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 35. Frederick Taylor's scientific management theory basically argued that​

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|   | a.  | ​productivity could be improved by breaking jobs into specialized tasks and reducing the number of motions and time-wasting efforts involved. |
|   | b.  | ​the informal organization that workers formed through their relationships was the key to productivity. |
|   | c.  | ​there were other ways besides human relations to humanize the workplace. |
|   | d.  | ​organizations needed to determine how to tap workers' desire to perform. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 36. The Hawthorne studies contributed to the development of interpersonal relations through the discovery​

|  |  |  |
| --- | --- | --- |
|   | a.  | ​of the characteristics of effective managers. |
|   | b.  | ​that breaking jobs into specialized tasks increased worker productivity. |
|   | c.  | ​of the informal organization network that exists among workers. |
|   | d.  | ​that workers need training to be effective in their jobs. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 13 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 37. In general, the means by which we come to an understanding of ourselves and others is​

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|   | a.  | ​organizational culture. |
|   | b.  | ​trust. |
|   | c.  | ​self-acceptance. |
|   | d.  | ​communication. |

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| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 14 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 38. The major theme of interpersonal relations that deals with an individual’s understanding of how his/her behavior affects others is​

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|   | a.  | ​communication. |
|   | b.  | ​self-awareness. |
|   | c.  | ​motivation. |
|   | d.  | ​trust. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 15 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 39. When the degree of \_\_\_\_\_ in a company is low, the flow of information declines as a result.​

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|   | a.  | ​conflict resolution |
|   | b.  | ​self-disclosure |
|   | c.  | ​trust |
|   | d.  | ​self-assessment |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 16 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 40. Self-disclosure is considered a major theme of interpersonal relations because​

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|   | a.  | the ability to express anger is the best way to resolve conflicts.​ |
|   | b.  | ​it helps stop rumors in the workplace. |
|   | c.  | ​the opportunity to express frustration will result in improved customer service. |
|   | d.  | ​it helps eliminate unnecessary guessing games. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 16 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| **Case 1.1**​John and Mabel's company, High-Tech Solutions, is a medium-sized high-tech firm with a core employee group of highly skilled professionals. Around this core is a group of twice as many part-time contract programmers and other computer professionals. As they win programming contracts, they hire contract workers. When work slows, they let the part-timers go but keep their core group. Their target industries are facing increasing government scrutiny and possible regulation due to the number of firms that are doing poor work and causing long-term problems for customers.​John believes that, when hiring for either the core group or for the part-time work force, they must consider not only each candidate's technical work skills and competency but also several other factors as well: the candidate's emotional control, team orientation, self-awareness, and self-esteem, and what the company has to offer the candidate in terms of family support. Mabel agrees to a degree. She thinks that the key to productivity and quality is hiring the right people, but she wants to focus more on technical competencies and less on the other areas John mentions.​High-Tech Solutions uses teams extensively. Employees are trained in how to work in teams, handle conflict, work cooperatively, etc. Joan, a five-year veteran at High-Tech, plays softball in a church league with several of her coworkers. She has asked for investment advice from a couple of the work-group members who are heavily into the stock market. She, in general, highly enjoys her work because of the relationships she has with her coworkers. In sharp contrast, one of the new employees is having a hard time with her supervisor. She wants greater independence and more affirming feedback. The supervisor wants to be sure the new employee can do her job, so he is supervising closely and is giving a lot of corrective feedback. |

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| 41. Refer to Case 1.1. The new employee's difficulty with her supervisor is an example of

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|   | a.  | a current growing trend that makes human relations skills important in the workplace. |
|   | b.  | sexual harassment. |
|   | c.  | the challenge of managing one of the key human relationships each of us has. |
|   | d.  | the concept of providing a supportive work environment for today's employee. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 7 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | Case 1.1 |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 42. Refer to Case 1.1. By focusing on the competencies of the worker, with which behavior-influencing force is Mabel concerned?​

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|   | a.  | ​Family influence |
|   | b.  | ​Personal characteristics |
|   | c.  | ​Work group influence |
|   | d.  | ​Job influence |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 11 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | Case 1.1 |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 43. Refer to Case 1.1. John's approach to hiring is an example of the concept of hiring​

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|   | a.  | the total person.​ |
|   | b.  | ​a diverse work force. |
|   | c.  | ​an internationally oriented work force. |
|   | d.  | ​through structured interviewing. |

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| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | Case 1.1 |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 44. Refer to Case 1.1. Joan's satisfaction on the job is likely due to which of the following?​

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|   | a.  | ​Satisfied social needs and emotional support from her colleagues |
|   | b.  | ​Good stock market advice |
|   | c.  | ​Excellent relations with her supervisors |
|   | d.  | ​Status as a core employee |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 10 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | Case 1.1 |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 45. Refer to Case 1.1. This example illustrates the need for strong interpersonal relations skills by alluding to the contemporary business-world trend(s) of​

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|   | a.  | ​customer service orientation. |
|   | b.  | ​team organization. |
|   | c.  | ​increasing use of temporary and part-time workers. |
|   | d.  | ​All of these |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 5-6 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | Case 1.1 |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Analysis |
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| **Completion** |

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| 46. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the study of why our beliefs, attitudes, and behaviors sometimes cause relationship problems in both our personal and work lives and how we can prevent or resolve these problems.

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| --- | --- |
| *ANSWER:* | Human relations |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 5 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 47. The concept that a person's characteristics are interdependent and part of a single employable system is referred to as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ concept.

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| *ANSWER:* | total person |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 48. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ usually reflects the deeply held values and behaviors of a small group of individuals within of a firm.

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| *ANSWER:* | Organizational culture |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 9 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 49. The satisfaction of social needs, the provision of emotional support, and assistance in problem solving are the three main functions of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| *ANSWER:* | group membership |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 10 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 50. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the interaction and ad-hoc network of relationships amongst workers in an organization.

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| --- | --- |
| *ANSWER:* | Informal organization |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 13 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 51. Around the turn of the century, Frederick Taylor and other researchers tried to increase efficiency and productivity by applying the theory of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| *ANSWER:* | scientific management |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 52. Seven broad themes that emerge from the study of human relations are communication, self-awareness, self-acceptance, motivation, trust, self-disclosure, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| *ANSWER:* | conflict resolution |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 14 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 53. Elton Mayo's study of the effect of illumination, ventilation, and fatigue on production workers came to be known as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| *ANSWER:* | Hawthorne studies |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 13 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 54. Increasing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means acquiring a better understanding of who you are and how your behavior influences other people.

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| *ANSWER:* | self-awareness |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 15 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 55. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is closely related to trust because being open with other people builds trust and enhances communication.

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| *ANSWER:* | Self-disclosure |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 16 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| **Subjective Short Answer** |

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| 56. List and describe three of the trends in the workplace that have given a new dimension of importance to human relations.

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| *ANSWER:* | a. The labor market is unstable due to mergers, buyouts, closings, and downsizing. Job security is threatened. Interpersonal skills are highly valued in the ever-changing labor market.b. Organizations are highly service-orientated. Customers will take their business elsewhere if employees do not provide quality customer service.c. The work force is increasingly made up of self-employed, temporary, and part-time workers. Those with strong interpersonal skills may have a better chance landing full-time jobs after proving themselves in temp positions.d. Teamwork is increasingly important. Workers must understand the role they play on the team and be able to communicate with one another effectively.e. Diversity is prominent in today's work force. Valuing diversity will need to be emphasized.f. An epidemic of rude behavior can be found in the workplace. Individuals must demonstrate respect in order to work with and earn respect from their colleagues. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 5-6 |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Knowledge |
| *NOTES:* | Bloom's: Knowledge |
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| 57. In what ways will you benefit from studying human relations in the new millennium?

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| *ANSWER:* | a. The working environment is chaotic with mergers, buyouts, and closings. We must learn to build relationships and communicate better.b. Better quality and better services are expected and employees with high job satisfaction are more efficient.c. We are asked to have more developed interpersonal skills with our diverse labor pool.d. Most jobs are interdependent and require us to be team members. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p. 17 |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.1 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Analysis |
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| 58. Identify and describe three major forces that influence behavior at work.

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| *ANSWER:* | a. Organizational culture: A collection of shared values, beliefs, rituals, stories, and myths that foster a feeling of community among organizational members. It is generally a reflection of the deeply held values and behaviors of a small group of individuals within the organization.b. Supervisory-management influence: Supervisors and managers are able to influence employee behavior. Their actions establish the organization's image in the minds of the employees. These perceptions can influence productivity, customer relations, safety consciousness, and loyalty.c. Work group influence: Group membership can satisfy social needs, provide emotional support, and assist in solving problems and meeting goals. A cohesive work group can provide support and resources we need to be productive.d. Job influence: Work can provide meaning and fulfillment to our lives. It can also be perceived as meaningless and boring. Job duties can influence an employee's satisfaction.e. Personal characteristics of the worker: Each worker has a unique combination of abilities, interests, aptitudes, values, and expectations. A worker's behavior often reflects how well the work environment accommodates these characteristics.f. Family influence: Business operates 24/7, which often puts a strain on employees' ability to balance work and family. Many organizations understand that family problems are often linked to employee problems. These problems can be minimized by establishing work-family programs and policies. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | p. 9-12 |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.3 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 59. Discuss why developing effective interpersonal relations in today's workplace can be very challenging.

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| *ANSWER:* | a. You will be working with clients, customers, patients, and other workers who vary greatly in age, work background, communications style, values, cultural background, gender, and work ethic.b. Each person with whom you come in contact is unique and each encounter is distinct.c. We must manage three types of relationships. First is the relationship with ourselves. Many people carry negative messages about themselves and these need to be dealt with. Second are one-to-one relationships. These are the relationships of our personal and professional lives. Third are relationships with a group. This is becoming more important as companies make increasing use of groups and teams. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 6-7 |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 60. Explain the Hawthorne studies and how they contributed to the human relations movement.

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| *ANSWER:* | Elton Mayo originally sought to uncover how physical characteristics of the workplace affected productivity. Instead, however, his Hawthorne studies revealed that attention and feedback focused on the workers increased their morale, motivation, and productivity. Mayo also discovered the influence on the informal organization network on workers’ performance. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 13 |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 61. What impact did Taylor's scientific management have on the development of human relations?

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| *ANSWER:* | Taylor broke jobs into their smallest movements and discovered ways to reduce the number of motions and eliminate time-wasting efforts. His work led the way to assembly-line manufacturing. Critics of this approach point out that it emphasizes manual skills but not independent thinking; his research did little to advance human relations. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.4 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
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| 62. There are seven broad themes that emerge from the study of human relations. Identify three, and explain their influence on human relations skills.

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| *ANSWER:* | a. Communication: the "heart and soul" of human relations.b. Self-awareness: we need to understand ourselves before we understand others.c. Self-acceptance: the foundation of successful interpersonal interactions.d. Motivation: basically, internal or external incentives and other drivers of behavior.e. Trust: basis of successful relationships.f. Self-disclosure: openness that is a part of trust. g. Conflict management: handling conflict between individuals within an organization. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 14-17 |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Comprehension |
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| **Essay** |

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| 63. Several trends in society make the development of human relations competency critically important to employees. Identify five of the six trends, and explain each.

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *REFERENCES:* | p. 5-6 |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - - DISC: HRM |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 64. Explain the term "total person." Discuss how organizations can promote total person development within their employees and what benefits they can gain by doing so.

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.2 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic |
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| 65. There are seven major themes that emerge in the study of human relations. Identify them and discuss how they impact human relations in the workplace.

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| *ANSWER:* | Answers will vary. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Challenging |
| *REFERENCES:* | p. 14-17 |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | EHRS.REEC.17.1.5 |
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