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 most valuable 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. | The systems effect occurs only when the organization and the employees both 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. | The Hawthorne effect focuses on the fact that all people in an 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 middle-ground framework appropriate for use in the United States.    True    False |

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| 14. | One of the reasons people fail is the it's all about me syndrome.    True    False |

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| 15. | Blaming the other party and trying to change a situation enable you to ignore your own behavior, which may be the actual cause of the human relations problem.    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 always 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 statements is a myth about human relations?      |  |  | | --- | --- | | A. | People are an organization's most valuable 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 statements 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 statements 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 most valuable asset. | |

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| 24. | Which of the following is an organization's most valuable asset?      |  |  | | --- | --- | | 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 statements 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 an organization and its employees both 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 watch my son play football. All I had to do was get all my work done for the day before I left." This scenario best reflects a \_\_\_\_\_ situation.      |  |  | | --- | --- | | A. | lose**-**lose situation |  |  |  | | --- | --- | | B. | stalemate |  |  |  | | --- | --- | | C. | zero-sum |  |  |  | | --- | --- | | D. | win**-**win | |

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| 31. | "Mark and Steve work very well on projects together and seem to enjoy what they do." Which of the following does this statement best illustrate?      |  |  | | --- | --- | | A. | Group behavior |  |  |  | | --- | --- | | B. | Technology orientation |  |  |  | | --- | --- | | C. | 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 statement 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 hardworking." Which of the following is this statement 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 advertisement." This scenario best illustrates the \_\_\_\_\_ level of behavior.      |  |  | | --- | --- | | A. | individual |  |  |  | | --- | --- | | B. | customary |  |  |  | | --- | --- | | C. | organizational |  |  |  | | --- | --- | | D. | group | |

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| 35. | "The manager is developing a part-time employee work schedule for the next week and will be busy for a couple of hours." This statement best illustrates the \_\_\_\_\_ level of behavior.      |  |  | | --- | --- | | 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." This statement best illustrates the \_\_\_\_\_ level of behavior.      |  |  | | --- | --- | | A. | individual |  |  |  | | --- | --- | | B. | group |  |  |  | | --- | --- | | C. | organizational |  |  |  | | --- | --- | | D. | customary | |

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| 37. | "Prolifik, a software startup, received an award for the best innovative business." This statement best illustrates the \_\_\_\_\_ level of behavior.      |  |  | | --- | --- | | A. | individual |  |  |  | | --- | --- | | B. | group |  |  |  | | --- | --- | | C. | organizational |  |  |  | | --- | --- | | D. | customary | |

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| 38. | \_\_\_\_\_ 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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| 39. | Jack, an employee at Eco Systems Inc., gave the board of directors a presentation on the product launch plan for their 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 best reflect?      |  |  | | --- | --- | | A. | Behavior |  |  |  | | --- | --- | | B. | Total person approach |  |  |  | | --- | --- | | C. | Performance |  |  |  | | --- | --- | | D. | Human relations | |

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| 40. | 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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| 41. | 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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| 42. | 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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| 43. | During the 1960s, \_\_\_\_\_ published Theory X and Theory Y.      |  |  | | --- | --- | | A. | Douglas McGregor |  |  |  | | --- | --- | | B. | Frederick Taylor |  |  |  | | --- | --- | | C. | Eric Berne |  |  |  | | --- | --- | | D. | Elton Mayo | |

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| 44. | Elton Mayo is known as the \_\_\_\_.      |  |  | | --- | --- | | A. | first manager-entrepreneur |  |  |  | | --- | --- | | B. | real father of personnel administration |  |  |  | | --- | --- | | C. | father of human relations |  |  |  | | --- | --- | | D. | father of scientific management | |

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| 45. | 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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| 46. | \_\_\_\_\_ integrates common business practices in the United States and Japan into one middle-ground framework appropriate for use in the United States.      |  |  | | --- | --- | | A. | Theory Z |  |  |  | | --- | --- | | B. | Systems theory |  |  |  | | --- | --- | | C. | Contingency theory |  |  |  | | --- | --- | | D. | Hybrid theory | |

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| 47. | \_\_\_\_\_ introduced transactional analysis during the 1960s.      |  |  | | --- | --- | | A. | William Ouchi |  |  |  | | --- | --- | | B. | Eric Berne |  |  |  | | --- | --- | | C. | Douglas McGregor |  |  |  | | --- | --- | | D. | Peter Drucker | |

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| 48. | The research conducted by \_\_\_\_\_ to determine the characteristics of successful organizations was later criticized during the 1980s.      |  |  | | --- | --- | | A. | Eric Berne |  |  |  | | --- | --- | | B. | William Ouchi and Douglas McGregor |  |  |  | | --- | --- | | C. | Elton Mayo |  |  |  | | --- | --- | | D. | Thomas Peters and Robert Waterman | |

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| 49. | Eric Berne introduced \_\_\_\_\_.      |  |  | | --- | --- | | A. | sensitivity training |  |  |  | | --- | --- | | B. | transactional analysis |  |  |  | | --- | --- | | C. | the Hawthorne effect |  |  |  | | --- | --- | | D. | Theory Z | |

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| 50. | Who developed Theory Z?      |  |  | | --- | --- | | A. | Robert Owen |  |  |  | | --- | --- | | B. | Eric Berne |  |  |  | | --- | --- | | C. | William Ouchi |  |  |  | | --- | --- | | D. | Elton Mayo | |

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| 51. | "During this period, employees had more input into management decisions and how they performed their jobs. The use of groups and teams also became popular." To which of the following periods are these statements referring?      |  |  | | --- | --- | | A. | The 1960s |  |  |  | | --- | --- | | B. | The 1970s |  |  |  | | --- | --- | | C. | The 1980s |  |  |  | | --- | --- | | D. | The 1990s | |

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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 challenges in the field of human relations does this statement reflect?      |  |  | | --- | --- | | 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 challenges in the field of human relations does this statement reflect?      |  |  | | --- | --- | | A. | Crisis |  |  |  | | --- | --- | | 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 challenges in the field of human relations does this statement reflect?      |  |  | | --- | --- | | 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 arrogant |  |  |  | | --- | --- | | B. | Being self-focused |  |  |  | | --- | --- | | C. | Being talkative |  |  |  | | --- | --- | | D. | Being optimistic | |

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| 57. | Which of the following is a reason 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. | "You're late." |  |  |  | | --- | --- | | B. | "You're wrong." |  |  |  | | --- | --- | | C. | "I admit." |  |  |  | | --- | --- | | D. | "I understand completely." | |

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| 59. | Aaron has started working for a new firm. There are thirty people on his floor. He is having problems remembering their names. Which of the following should Aaron do to improve his ability to recall names?      |  |  | | --- | --- | | A. | He should address them with titles like Mister or Miss and not worry about remembering names. |  |  |  | | --- | --- | | B. | He should call people by their names two or three times while talking to them. |  |  |  | | --- | --- | | C. | He should maintain a notebook with people's names and their photos. |  |  |  | | --- | --- | | D. | He should ask them their names every time he meets them. | |

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| 60. | Nancy, an employee at MegaWorks Corp., has been on the job for only a week. She needs to ask the accountant some questions, but she does not remember his name. Which of the following would be most appropriate for Nancy to do before contacting the accountant?      |  |  | | --- | --- | | A. | Ask someone the accountant's name. |  |  |  | | --- | --- | | B. | Ask the accountant his name once again. |  |  |  | | --- | --- | | C. | Address the account with a title like Mister. |  |  |  | | --- | --- | | 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 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 a way to show respect for other person's opinions?      |  |  | | --- | --- | | A. | Being genuinely interested in oneself |  |  |  | | --- | --- | | B. | Listening to people |  |  |  | | --- | --- | | C. | Acting before thinking |  |  |  | | --- | --- | | D. | Calling people by their names | |

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| 65. | Which of the following is the best way to get what you want?      |  |  | | --- | --- | | A. | Being self-focused |  |  |  | | --- | --- | | B. | Changing the other person |  |  |  | | --- | --- | | C. | Changing the situation |  |  |  | | --- | --- | | D. | Helping other people get what they want and vice versa | |

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| 66. | Being right is not good enough if it hurts human relations. What should one do in order to avoid this?      |  |  | | --- | --- | | A. | Think before acting |  |  |  | | --- | --- | | B. | Smile and develop a sense of humor |  |  |  | | --- | --- | | C. | Call people by their names |  |  |  | | --- | --- | | D. | Be genuinely interested in oneself | |

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| 67. | Which of the following is the best logical choice to resolve a human relations problem?      |  |  | | --- | --- | | A. | Changing oneself |  |  |  | | --- | --- | | B. | Changing the situation |  |  |  | | --- | --- | | C. | Changing the other person |  |  |  | | --- | --- | | D. | Ignoring the problem | |

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| 68. | \_\_\_\_\_ skill is the ability to work well with a diversity of people.      |  |  | | --- | --- | | A. | Internal |  |  |  | | --- | --- | | B. | Holistic |  |  |  | | --- | --- | | C. | Interpersonal |  |  |  | | --- | --- | | D. | Metaphysical | |

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| 69. | \_\_\_\_\_ is the ability to influence others and work well in teams.      |  |  | | --- | --- | | A. | Authority |  |  |  | | --- | --- | | B. | Power |  |  |  | | --- | --- | | C. | Omnipotence |  |  |  | | --- | --- | | D. | Leadership skill | |

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| 70. | Which of the following is a leadership skill?      |  |  | | --- | --- | | A. | Persistence |  |  |  | | --- | --- | | B. | Arbitrariness |  |  |  | | --- | --- | | C. | Capriciousness |  |  |  | | --- | --- | | D. | Anxiousness | |

**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 trends or challenges in the field of human relations 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 them. |

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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(n) \_\_\_\_\_ occurs when an organization and its employees both 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, and its three levels are individual, group, and organizational.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 100. | \_\_\_\_\_, as a level of behavior, 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. | \_\_\_\_\_ is the collective behavior of an organization's individuals and groups.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 103. | \_\_\_\_\_ managers focused on production, not people.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 104. | With the knowledge of the results of the \_\_\_\_\_ conducted by Elton Mayo and his associates, 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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| 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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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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 most valuable asset, not technology, because people working together develop technology.    **TRUE** |

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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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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| 8. *(p. 5)* | The focus of the first level of behavior is on the organization as a whole.    **FALSE** |

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

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

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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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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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)* | The Hawthorne effect focuses on the fact that all people in an organization are affected by at least one other person, and each person affects the whole group or organization.    **FALSE** |

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| *Accessibility: Keyboard Navigation 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 middle-ground framework appropriate for use in the United States.    **FALSE** |

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| *Accessibility: Keyboard Navigation 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 the it's all about me syndrome.    **TRUE** |

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

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| 15. *(p. 15)* | Blaming the other party and trying to change a situation enable you to ignore your own behavior, which may be the actual cause of the human relations problem.    **TRUE** |

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

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| 16. *(p. 17)* | Business skill is a human relations skill.    **FALSE** |

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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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 always based on one's managerial skills.    **FALSE** |

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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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 statements is a myth about human relations?      |  |  | | --- | --- | | A. | People are an organization's most valuable 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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| *Accessibility: Keyboard Navigation 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 statements 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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| *Accessibility: Keyboard Navigation 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 statements 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 most valuable asset. | |

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| *Accessibility: Keyboard Navigation 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 asset?      |  |  | | --- | --- | | A. | Infrastructure |  |  |  | | --- | --- | | B. | Technology |  |  |  | | --- | --- | | **C.** | People |  |  |  | | --- | --- | | D. | Land | |

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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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 statements 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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| *Accessibility: Keyboard Navigation 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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| *Accessibility: Keyboard Navigation 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 an organization and its employees both get what they want.      |  |  | | --- | --- | | A. | zero-sum |  |  |  | | --- | --- | | **B.** | win-win |  |  |  | | --- | --- | | C. | stalemate |  |  |  | | --- | --- | | D. | catch 22 | |

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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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| *Accessibility: Keyboard Navigation 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 watch my son play football. All I had to do was get all my work done for the day before I left." This scenario best reflects a \_\_\_\_\_ situation.      |  |  | | --- | --- | | A. | lose**-**lose situation |  |  |  | | --- | --- | | B. | stalemate |  |  |  | | --- | --- | | C. | zero-sum |  |  |  | | --- | --- | | **D.** | win**-**win | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Application Situations* |

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| 31. *(p. 4)* | "Mark and Steve work very well on projects together and seem to enjoy what they do." Which of the following does this statement best illustrate?      |  |  | | --- | --- | | **A.** | Group behavior |  |  |  | | --- | --- | | B. | Technology orientation |  |  |  | | --- | --- | | C. | Systems effect |  |  |  | | --- | --- | | D. | Individual behavior | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Application Situations* |

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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 statement an example of?      |  |  | | --- | --- | | A. | Performance |  |  |  | | --- | --- | | **B.** | Total person approach |  |  |  | | --- | --- | | C. | Systems effect |  |  |  | | --- | --- | | D. | Organization | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Application Situations* |

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

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Application Situations* |

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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 advertisement." This scenario best illustrates the \_\_\_\_\_ level of behavior.      |  |  | | --- | --- | | A. | individual |  |  |  | | --- | --- | | B. | customary |  |  |  | | --- | --- | | C. | organizational |  |  |  | | --- | --- | | **D.** | group | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Application Situations* |

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| 35. *(p. 4)* | "The manager is developing a part-time employee work schedule for the next week and will be busy for a couple of hours." This statement best illustrates the \_\_\_\_\_ level of behavior.      |  |  | | --- | --- | | **A.** | individual |  |  |  | | --- | --- | | B. | customary |  |  |  | | --- | --- | | C. | organizational |  |  |  | | --- | --- | | D. | group | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Application Situations* |

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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." This statement best illustrates the \_\_\_\_\_ level of behavior.      |  |  | | --- | --- | | A. | individual |  |  |  | | --- | --- | | **B.** | group |  |  |  | | --- | --- | | C. | organizational |  |  |  | | --- | --- | | D. | customary | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Application Situations* |

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| 37. *(p. 4)* | "Prolifik, a software startup, received an award for the best innovative business." This statement best illustrates the \_\_\_\_\_ level of behavior.      |  |  | | --- | --- | | A. | individual |  |  |  | | --- | --- | | B. | group |  |  |  | | --- | --- | | **C.** | organizational |  |  |  | | --- | --- | | D. | customary | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-02 Discuss the goal of human relations. Type: Application Situations* |

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| 38. *(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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| 39. *(p. 6)* | Jack, an employee at Eco Systems Inc., gave the board of directors a presentation on the product launch plan for their 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 best reflect?      |  |  | | --- | --- | | A. | Behavior |  |  |  | | --- | --- | | B. | Total person approach |  |  |  | | --- | --- | | **C.** | Performance |  |  |  | | --- | --- | | D. | Human relations | |

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

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| 40. *(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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| *Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Describe the relationship between individual and group behavior and organizational performance.* |

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| 41. *(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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| *Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Briefly describe the history of the study of human relations.* |

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| 42. *(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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| 43. *(p. 9)* | During the 1960s, \_\_\_\_\_ published Theory X and Theory Y.      |  |  | | --- | --- | | **A.** | Douglas McGregor |  |  |  | | --- | --- | | B. | Frederick Taylor |  |  |  | | --- | --- | | C. | Eric Berne |  |  |  | | --- | --- | | D. | Elton Mayo | |

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| 44. *(p. 9)* | Elton Mayo is known as the \_\_\_\_.      |  |  | | --- | --- | | A. | first manager-entrepreneur |  |  |  | | --- | --- | | B. | real father of personnel administration |  |  |  | | --- | --- | | **C.** | father of human relations |  |  |  | | --- | --- | | D. | father of scientific management | |

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| 45. *(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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| 46. *(p. 9)* | \_\_\_\_\_ integrates common business practices in the United States and Japan into one middle-ground framework appropriate for use in the United States.      |  |  | | --- | --- | | **A.** | Theory Z |  |  |  | | --- | --- | | B. | Systems theory |  |  |  | | --- | --- | | C. | Contingency theory |  |  |  | | --- | --- | | D. | Hybrid theory | |

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| 47. *(p. 9)* | \_\_\_\_\_ introduced transactional analysis during the 1960s.      |  |  | | --- | --- | | A. | William Ouchi |  |  |  | | --- | --- | | **B.** | Eric Berne |  |  |  | | --- | --- | | C. | Douglas McGregor |  |  |  | | --- | --- | | D. | Peter Drucker | |

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| 48. *(p. 9)* | The research conducted by \_\_\_\_\_ to determine the characteristics of successful organizations was later criticized during the 1980s.      |  |  | | --- | --- | | A. | Eric Berne |  |  |  | | --- | --- | | B. | William Ouchi and Douglas McGregor |  |  |  | | --- | --- | | C. | Elton Mayo |  |  |  | | --- | --- | | **D.** | Thomas Peters and Robert Waterman | |

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| 49. *(p. 9)* | Eric Berne introduced \_\_\_\_\_.      |  |  | | --- | --- | | A. | sensitivity training |  |  |  | | --- | --- | | **B.** | transactional analysis |  |  |  | | --- | --- | | C. | the Hawthorne effect |  |  |  | | --- | --- | | D. | Theory Z | |

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| 50. *(p. 9)* | Who developed Theory Z?      |  |  | | --- | --- | | A. | Robert Owen |  |  |  | | --- | --- | | B. | Eric Berne |  |  |  | | --- | --- | | **C.** | William Ouchi |  |  |  | | --- | --- | | D. | Elton Mayo | |

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| 51. *(p. 9)* | "During this period, employees had more input into management decisions and how they performed their jobs. The use of groups and teams also became popular." To which of the following periods are these statements referring?      |  |  | | --- | --- | | A. | The 1960s |  |  |  | | --- | --- | | B. | The 1970s |  |  |  | | --- | --- | | C. | The 1980s |  |  |  | | --- | --- | | **D.** | The 1990s | |

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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 challenges in the field of human relations does this statement reflect?      |  |  | | --- | --- | | A. | Changing workforce |  |  |  | | --- | --- | | B. | Ethics |  |  |  | | --- | --- | | **C.** | Learning and knowledge |  |  |  | | --- | --- | | D. | Diversity | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-05 State some of the trends and challenges in the field of human relations. Type: Application Situations* |

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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 challenges in the field of human relations does this statement reflect?      |  |  | | --- | --- | | A. | Crisis |  |  |  | | --- | --- | | B. | Ethics |  |  |  | | --- | --- | | C. | Diversity |  |  |  | | --- | --- | | **D.** | Technology | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-05 State some of the trends and challenges in the field of human relations. Type: Application Situations* |

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| 54. *(p. 10)* | "There are many Asians and Europeans working in our company." Which of the following challenges in the field of human relations does this statement reflect?      |  |  | | --- | --- | | **A.** | Diversity |  |  |  | | --- | --- | | B. | Ethics |  |  |  | | --- | --- | | C. | Crisis |  |  |  | | --- | --- | | D. | Technology | |

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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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| *Accessibility: Keyboard Navigation 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 arrogant |  |  |  | | --- | --- | | B. | Being self-focused |  |  |  | | --- | --- | | C. | Being talkative |  |  |  | | --- | --- | | **D.** | Being optimistic | |

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| *Accessibility: Keyboard Navigation 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 a reason people fail?      |  |  | | --- | --- | | **A.** | Being self-focused |  |  |  | | --- | --- | | B. | Being positive |  |  |  | | --- | --- | | C. | Being optimistic |  |  |  | | --- | --- | | D. | Helping others | |

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

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| 58. *(p. 13)* | Which of the following statements is most likely to make people defensive and cause arguments?      |  |  | | --- | --- | | A. | "You're late." |  |  |  | | --- | --- | | **B.** | "You're wrong." |  |  |  | | --- | --- | | C. | "I admit." |  |  |  | | --- | --- | | D. | "I understand completely." | |

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

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| 59. *(p. 12-13)* | Aaron has started working for a new firm. There are thirty people on his floor. He is having problems remembering their names. Which of the following should Aaron do to improve his ability to recall names?      |  |  | | --- | --- | | A. | He should address them with titles like Mister or Miss and not worry about remembering names. |  |  |  | | --- | --- | | **B.** | He should call people by their names two or three times while talking to them. |  |  |  | | --- | --- | | C. | He should maintain a notebook with people's names and their photos. |  |  |  | | --- | --- | | D. | He should ask them their names every time he meets them. | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 3 Hard Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: Skill Building* |

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| 60. *(p. 12-13)* | Nancy, an employee at MegaWorks Corp., has been on the job for only a week. She needs to ask the accountant some questions, but she does not remember his name. Which of the following would be most appropriate for Nancy to do before contacting the accountant?      |  |  | | --- | --- | | **A.** | Ask someone the accountant's name. |  |  |  | | --- | --- | | B. | Ask the accountant his name once again. |  |  |  | | --- | --- | | C. | Address the account with a title like Mister. |  |  |  | | --- | --- | | D. | Get the work done without using his name. | |

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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 problems |  |  |  | | --- | --- | | **D.** | Being optimistic | |

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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: Skill Building* |

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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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| *Accessibility: Keyboard Navigation Blooms: Apply Difficulty: 2 Medium Learning Objective: 01-06 List 10 guidelines for effective human relations. Type: Skill Building* |

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| 63. *(p. 14)* | The \_\_\_\_\_ contract is the shared expectations between people.      |  |  | | --- | --- | | A. | biological |  |  |  | | --- | --- | | B. | physical |  |  |  | | --- | --- | | **C.** | psychological |  |  |  | | --- | --- | | D. | physiological | |

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| 64. *(p. 13)* | Which of the following is a way to show respect for other person's opinions?      |  |  | | --- | --- | | A. | Being genuinely interested in oneself |  |  |  | | --- | --- | | **B.** | Listening to people |  |  |  | | --- | --- | | C. | Acting before thinking |  |  |  | | --- | --- | | D. | Calling people by their names | |

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

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| 65. *(p. 13)* | Which of the following is the best way to get what you want?      |  |  | | --- | --- | | A. | Being self-focused |  |  |  | | --- | --- | | B. | Changing the other person |  |  |  | | --- | --- | | C. | Changing the situation |  |  |  | | --- | --- | | **D.** | Helping other people get what they want and vice versa | |

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| 66. *(p. 13)* | Being right is not good enough if it hurts human relations. What should one do in order to avoid this?      |  |  | | --- | --- | | **A.** | Think before acting |  |  |  | | --- | --- | | B. | Smile and develop a sense of humor |  |  |  | | --- | --- | | C. | Call people by their names |  |  |  | | --- | --- | | D. | Be genuinely interested in oneself | |

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| 67. *(p. 15)* | Which of the following is the best logical choice to resolve a human relations problem?      |  |  | | --- | --- | | **A.** | Changing oneself |  |  |  | | --- | --- | | B. | Changing the situation |  |  |  | | --- | --- | | C. | Changing the other person |  |  |  | | --- | --- | | D. | Ignoring the problem | |

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| 68. *(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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| 69. *(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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| *Accessibility: Keyboard Navigation 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 is a leadership skill?      |  |  | | --- | --- | | **A.** | Persistence |  |  |  | | --- | --- | | B. | Arbitrariness |  |  |  | | --- | --- | | C. | Capriciousness |  |  |  | | --- | --- | | D. | Anxiousness | |

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| *Accessibility: Keyboard Navigation 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: Apply 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: Apply 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: Apply 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: Apply 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 trends or challenges in the field of human relations 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: 01-06 List 10 guidelines for effective 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: Apply 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: Analyze Difficulty: 3 Hard 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: Analyze Difficulty: 3 Hard 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: Analyze Difficulty: 3 Hard 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: Analyze Difficulty: 3 Hard 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. 18-19)* | 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: 01-07 Identify your personal low and high human relations ability and skill levels. Type: Communication Skills* |

**Essay Questions**

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| 87. *(p. 3)* | What are the myths about human relations? Explain them.     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 people develop and use technology, and people are really every company's most valuable asset. The importance of people to business success is undisputed. People, human capital, provide sustained competitive advantage. • 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 why are people issues 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. Leadership is an important topic, because leaders influence employee performance. 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 both 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. |

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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. 4-5)* | 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. 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. 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 at which 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, and people are using more social media to communicate. • 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, and decisions. • 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 as follows:  (1) Be optimistic. We usually find what we're looking for. If you look for, and emphasize, the positive, you will find it. Most successful people are optimistic. (2) Be positive. Praise and encourage people. People generally do not like to listen to others complain. (3) Be genuinely interested in other people. One of the reasons people fail is the it's all about me syndrome. People who feel as though you do not care about them will not come through for you. (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. Calling people by the name they prefer shows an interest in them and makes them feel important. If you forget a person's name, whenever possible, ask someone else what it is before contacting the person. (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. It's a basic law of success. Open and honest relationships in which people help each other meet their needs are usually the best ones. (8) Think before you act. Feel your emotions, but control your behavior. Try not to do and say things you will regret later. 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. As long as expectations are met, things go well. However, if expectations are not met, human relations problems occur.  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. Both parties usually contribute to the human relations problem. Blaming the other party without taking some responsibility usually results in resentment and defensive behavior. Also, many self-centered people view themselves as nearly perfect and in no need of personal change. The more you force people to change to meet your expectations, the more difficult it is to maintain effective human relations. (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. You may tell your boss you cannot work with so-and-so because of a personality conflict, and ask for a change in jobs. There are cases where this is the only solution; however, when you complain to the boss, the boss often figures that you, not the other party, are the problem. Blaming the other party and trying to change the situation enables you to ignore your own behavior, which may be the actual cause of the problem. (3) Change yourself. Knowing yourself is important in good human relations through self-assessment. 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 your own behavior to determine why you are behaving the way you are. In most cases, the logical choice is to change your own behavior. That does not mean doing whatever other people request. In fact, you should be assertive. You are not being forced to change; rather, you are changing your behavior because you elect to do so. When you change your behavior, others may also change. |

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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. 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. 3)* | 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(n) \_\_\_\_\_ occurs when an organization and its employees both 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, and its three levels are individual, group, and organizational.    **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)* | \_\_\_\_\_, as a level of behavior, 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. 4)* | 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. 5)* | \_\_\_\_\_ is the collective behavior of an organization's individuals and groups.    **Organizational behavior** |

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

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| 103. *(p. 8)* | \_\_\_\_\_ managers focused on production, not people.    **Scientific** |

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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. 9)* | With the knowledge of the results of the \_\_\_\_\_ conducted by Elton Mayo and his associates, 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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| 105. *(p. 13)* | 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.* |