Chapter 01

Management Information Systems: Business Driven MIS

**True / False Questions**

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| 1. | Companies today are successful when they combine the power of the information age with traditional business methods.    True    False |

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| 2. | Competitive intelligence is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making.    True    False |

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| 3. | Business intelligence is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making.    True    False |

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| 4. | The information age is the present time, during which infinite quantities of facts are widely available to anyone who can use a computer.    True    False |

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| 5. | Technology provides countless business opportunities, but can also lead to pitfalls and traps for a business.    True    False |

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| 6. | Top managers use social intelligence to define the future of the business, analyzing markets, industries and economies to determine the strategic direction the company must follow to remain unprofitable.    True    False |

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| 7. | A variable is a business intelligence characteristic that stands for a value that cannot change over time.    True    False |

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| 8. | A fact is the confirmation or validation of an event or object. In the past, people primarily learned facts from books.    True    False |

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| 9. | Zappos is not a technology company; its primary business focus is to sell books.    True    False |

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| 10. | Order date, amount sold, and customer number are all forms of data.    True    False |

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| 11. | Choosing not to fire a sales representative who is underperforming knowing that person is experiencing family problems is a form of knowledge.    True    False |

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| 12. | Information is data converted into a meaningful and useful context. The truth about information is that its value is only as good as the people who use it. People using the same information can make different decisions depending on how they interpret or analyze the information.    True    False |

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| 13. | The Internet of Things (IoT) is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention.    True    False |

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| 14. | Machine to machine (M2M) refers to devices that connect directly to other devices.    True    False |

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| 15. | The Internet of Things (IoT) refers to devices that connect directly to other devices.    True    False |

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| 16. | Predictive analytics extracts information from data and uses it to predict future trends and identify behavioral patterns.    True    False |

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| 17. | Predictive analytics is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention.    True    False |

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| 18. | Top managers use predictive analytics to define the future of the business, analyzing markets, industries, and economies to determine the strategic direction the company must follow to remain profitable. Tony will set the strategic direction for his firm, which might include introducing new flavors of potato chips or sports drinks as new product lines or schools and hospitals as new market segments.    True    False |

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| 19. | Machine to machine (M2M) extracts information from data and uses it to predict future trends and identify behavioral patterns.    True    False |

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| 20. | Knowledge workers are individuals valued for their ability to mitigate risk and implement critical human resource rules and regulations.    True    False |

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| 21. | Using only data and information to make decisions and solve problems is the key to finding success in business. These are also the only core drivers of the information age and the building blocks of business systems.    True    False |

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| 22. | Big data is a collection of large complex data sets, including structured and unstructured, which cannot be analyzed using traditional database methods and tools.    True    False |

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| 23. | Big data is a view of data at a particular moment in time.    True    False |

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| 24. | A snapshot is a view of data at a particular moment in time.    True    False |

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| 25. | A static report can include updating daily stock market prices or the calculation of available inventory.    True    False |

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| 26. | A dynamic report can include updating daily stock market prices or the calculation of available inventory.    True    False |

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| 27. | Structured data extracts information from data and uses it to predict future trends and identify behavioral patterns.    True    False |

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| 28. | Unstructured data extracts information from data and uses it to predict future trends and identify behavioral patterns.    True    False |

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| 29. | Structured data is data that has a defined length, type, and format and includes numbers, dates, or strings such as customer address.    True    False |

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| 30. | Unstructured data is data that is not defined and does not follow a specified format and is typically free-form text such as emails, Twitter tweets, and text messages.    True    False |

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| 31. | Unstructured data is data that has a defined length, type, and format and includes numbers, dates, or strings such as customer address.    True    False |

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| 32. | Structured data is data that is not defined and does not follow a specified format and is typically free-form text such as emails, Twitter tweets, and text messages.    True    False |

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| 33. | Unstructured data extracts information from data and uses it to predict future trends and identify behavioral patterns.    True    False |

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| 34. | Companies update business strategies continuously as internal and external environments change.    True    False |

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| 35. | The Finance department performs the function of selling goods or services.    True    False |

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| 36. | The Marketing department supports sales by planning, pricing, and promoting goods or services.    True    False |

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| 37. | The Operations management department manages the process of converting or transforming resources into goods or services.    True    False |

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| 38. | The Accounting and Finance departments primarily use monetary data.    True    False |

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| 39. | The Sales and Marketing departments primarily use monetary data.    True    False |

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| 40. | For an organization to succeed, every department or functional area must work independently to be most effective.    True    False |

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| 41. | Successful companies today operate cross-functionally, integrating the operations of all departments.    True    False |

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| 42. | MIS is a tool that is most valuable when it leverages the talents of people who know how to use and manage it effectively.    True    False |

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| 43. | The chief technology officer is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks from hackers and viruses.    True    False |

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| 44. | The chief security officer is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks from hackers and viruses.    True    False |

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| 45. | The chief data officer is responsible for ensuring the speed, accuracy, availability, and reliability for MIS.    True    False |

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| 46. | The chief privacy officer is responsible for ensuring the ethical and legal use of information within a company.    True    False |

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| 47. | The business decisions made by the Marketing department include promotional data, sales data, and advertising data.    True    False |

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| 48. | The business decisions made by the Human Resources department include employee data, promotion data, and vacation data.    True    False |

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| 49. | The business decisions made by the Finance department include investment data, monetary data, and reporting data.    True    False |

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| 50. | The business decisions made by the Accounting department include transactional data, purchasing data, payroll data, and tax data.    True    False |

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| 51. | The business decisions made by the Sales department include potential customer data, sales report data, commission data, and customer support data.    True    False |

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| 52. | The business decisions made by the Operations management department include manufacturing data, distribution data, and production data.    True    False |

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| 53. | The business decisions made by the Finance department include promotion data, sales data, and advertising data.    True    False |

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| 54. | The business decisions made by the Accounting department include employee data, promotion data, and vacation data.    True    False |

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| 55. | The business decisions made by the Human Resources department include investment data, monetary data, and reporting data.    True    False |

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| 56. | The business decisions made by the Marketing department include transactional data, purchasing data, payroll data and tax data.    True    False |

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| 57. | The business decisions made by the Human Resources department include potential customer data, sales report data, commission data, and customer support data.    True    False |

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| 58. | The business decisions made by the Accounting department include manufacturing data, distribution data, and production data.    True    False |

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| 59. | The chief data officer is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives.    True    False |

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| 60. | The chief knowledge officer is responsible for collecting, maintaining, and distributing company knowledge.    True    False |

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| 61. | Most organizations maintain positions such as chief executive officer (CEO), chief financial officer (CFO), and chief operations officer (COO) at the strategic level.    True    False |

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| 62. | The chief knowledge officer is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives.    True    False |

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| 63. | The chief knowledge officer is responsible for collecting, maintaining, and distributing company knowledge.    True    False |

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| 64. | The chief data officer (CDO) is responsible for determining the types of information the enterprise will capture, retain, analyze, and share.    True    False |

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| 65. | The chief data office (CDO) is responsible for ensuring the throughput, speed, accuracy, availability, and reliability of an organization's information technology.    True    False |

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| 66. | The chief technology officer (CTO) is responsible for ensuring the security of MIS systems and developing strategies and MIS safeguards against attacks from hackers and viruses.    True    False |

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| 67. | The chief privacy officer (CPO) is responsible for ensuring the ethical and legal use of information within an organization.    True    False |

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| 68. | The chief intellectual property officer (CIPO) is responsible for collecting, maintaining, and distributing the organization's knowledge.    True    False |

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| 69. | The chief security officer (CSO) is responsible for ensuring the security of MIS systems and developing strategies and MIS safeguards against attacks from hackers and viruses.    True    False |

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| 70. | According to Fast Company magazine, a few executive levels you might see created over the next decade include chief intellectual property officer, chief automation officer, and chief user experience officer.    True    False |

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| 71. | The difference between existing MIS workplace knowledge and the knowledge required to fulfill the business goals and strategies is called an MIS skill set.    True    False |

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| 72. | Most CTOs do not possess a well-rounded knowledge of all aspects of MIS, such as hardware, software, and telecommunications.    True    False |

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| 73. | Many CPOs are lawyers by training, enabling them to understand the often complex legal issues surrounding the use of information.    True    False |

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| 74. | Common approaches to closing an MIS skills gap include social recruiting, off-site training, mentoring services, and competitive salaries.    True    False |

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| 75. | MIS skills gap is the difference between existing MIS workplace knowledge and the knowledge required to fulfill the business goals and strategies.    True    False |

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| 76. | Closing the MIS skills gap by aligning the current workforce with potential future business needs is a simple proposition.    True    False |

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| 77. | In many instances, an MIS job will remain unfilled for an extended period of time when an employer needs to hire someone who has a very specific set of skills. In recruiting lingo, such candidates are referred to as "purple turtles."    True    False |

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| 78. | Goods are material items or products that customer's will buy to satisfy a want or need.    True    False |

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| 79. | Waiting tables, teaching, and cutting hair are all examples of services that people pay for to fulfill their needs.    True    False |

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| 80. | An overview of systems thinking includes input, process, output, and finances.    True    False |

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| 81. | A stakeholder is a person or group that has an interest or concern in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change.    True    False |

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| 82. | It is not uncommon to find stakeholders' business strategies have conflicting interests such as investors looking to increase profits by eliminating employee jobs.    True    False |

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| 83. | Cars, groceries, and clothing are all examples of goods.    True    False |

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| 84. | Production is the process where a business takes raw materials and processes them or converts them into a finished product for its goods or services.    True    False |

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| 85. | Productivity is the rate at which goods and services are produced based upon total output given total inputs.    True    False |

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| 86. | Lettuce, tomatoes, patty, bun, and ketchup are included in the output of making a hamburger.    True    False |

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| 87. | Cooking a patty and putting the ingredients together are included in the process of making a hamburger.    True    False |

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| 88. | Bread, cheese, and butter are included in the process of making a grilled cheese sandwich.    True    False |

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| 89. | A grilled cheese sandwich is considered the final output of a making-a-sandwich process.    True    False |

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| 90. | If a business could produce the same hamburger with less expensive inputs it would probably see a decrease in profits.    True    False |

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| 91. | If a business could produce more hamburgers with the same inputs it would see a rise in productivity and possibly an increase in profits.    True    False |

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| 92. | A leadership plan that achieves a specific set of goals or objectives is a business strategy.    True    False |

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| 93. | When a company is the first to market with a competitive advantage, it gains a particular benefit known as competitive intelligence.    True    False |

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| 94. | To combat business challenge, leaders communicate and execute business strategies from the Greek words *stratus* for army and *ago* for leading.    True    False |

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| 95. | Businesses rarely need to update business strategies as the business environment remains relatively stable.    True    False |

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| 96. | Attracting new customers, decreasing costs, and entering new markets are all examples of successful business strategies.    True    False |

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| 97. | Decreasing customer loyalty, increasing costs, and decreasing sales are all examples of business strategies.    True    False |

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| 98. | A first-mover advantage is the process of gathering information about the competitive environment, including competitors' plans, activities, and products, to improve a company's ability to succeed.    True    False |

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| 99. | FedEx created a first-mover advantage by developing its customer self-service software, which allows people to request parcel pickups, print mailing slips, and track parcels online.    True    False |

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| 100. | A SWOT analysis will evaluate potential internal strengths, internal weaknesses, and external opportunities.    True    False |

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| 101. | A SWOT analysis evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies.    True    False |

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| 102. | A SWOT analysis evaluates an organization's strengths, weaknesses, objectives, and threats.    True    False |

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| 103. | A SWOT analysis evaluates an organization's strengths, worries, opportunities, and technologies to identify significant influences that work for or against business strategies.    True    False |

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| 104. | In a SWOT analysis, strengths and weaknesses originate inside an organization, or internally. Opportunities and threats originate outside an organization, or externally and cannot always be anticipated or controlled.    True    False |

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| 105. | In a SWOT analysis, potential internal strengths are helpful when they identify all key strengths associated with the competitive advantage including cost advantages, new and/or innovative services, special expertise and/or experience, proven market leader, improved marketing campaigns, and so on.    True    False |

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| 106. | In a SWOT analysis, potential internal weaknesses are harmful when they identify all key areas that require improvement. Weaknesses focus on the absence of certain strengths, including absence of an Internet marketing plan, damaged reputation, problem areas for service, outdated technology, employee issues, and so on.    True    False |

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| 107. | In a SWOT analysis, potential external opportunities are helpful when they identify all significant trends along with how the organization can benefit from each, including new markets, additional customer groups, legal changes, innovative technologies, population changes, competitor issues, and so on.    True    False |

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| 108. | In a SWOT analysis, potential external threats are harmful when they identify all threats or risks detrimental to your organization, including new market entrants, substitute products, employee turnover, differentiating products, shrinking markets, adverse changes in regulations, economic shifts, and so on.    True    False |

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| 109. | Competitive advantages provide the same product or service either at a lower price or with additional value that can fetch premium prices.    True    False |

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| 110. | Mark Peterson identified the Porter's Five Forces Model, which analyzes the competitive forces within a business environment.    True    False |

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| 111. | Porter's Five Forces Model outlines the process for a sales strategy.    True    False |

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| 112. | With the Five Forces Model, companies should watch the forces in the market. If the forces are strong competition generally increases and if the forces are weak competition typically decreases.    True    False |

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| 113. | There are many challenges to changing doctors, including transferring medical records and losing the doctor-patient relationship along with the doctor's knowledge of the patient's history. Changing doctors provides a great example of switching costs.    True    False |

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| 114. | Supplier power is one of Porter's Five Forces and it measures the suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services).    True    False |

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| 115. | Polaroid had a unique competitive advantage for many years until it forgot to observe competitive intelligence. The firm went bankrupt when people began taking digital pictures. Polaroid provides a great example of Porter's supplier power.    True    False |

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| 116. | Product differentiation occurs when a company develops unique differences in its products or services with the intent to influence demand.    True    False |

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| 117. | Buyer power is the ability of buyers to affect the price they must pay for an item.    True    False |

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| 118. | Rivalry among existing competitors refers to the ability of buyers to affect the price they must pay for an item.    True    False |

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| 119. | The threat of substitute products or services refers to the power of customers to purchase alternatives.    True    False |

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| 120. | The threat of substitute products or services refers to the power of competitors to enter a new market.    True    False |

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| 121. | Tiffany & Company competes in the marketplace by offering high cost custom jewelry. Tiffany & Company is following a broad market and cost leadership strategy.    True    False |

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| 122. | Porter has identified three generic business strategies including focused, broad cost leadership, and switching strategy.    True    False |

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| 123. | According to Porter's Three Generic Strategies, Walmart is following a business strategy that focuses on "broad market and low cost."    True    False |

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| 124. | According to Porter, it is recommended to adopt only one of the Three Generic Strategies.    True    False |

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| 125. | Buyer power is included as one of Porter's Three Generic Strategies.    True    False |

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| 126. | Value chain analysis views a firm as a series of business processes that each adds value to the product or service.    True    False |

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| 127. | A standardized set of activities that accomplish a specific task is called a supply chain component.    True    False |

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| 128. | The value chain will group a company's activities into two categories: primary value activities and support value activities.    True    False |

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| 129. | A business process is a standardized set of activities that accomplish a specific task, such as processing a customer's order.    True    False |

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| 130. | A primary value activity is a standardized set of activities that accomplish a specific task, such as processing a customer's order.    True    False |

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| 131. | Inbound logistics and operations are part of the primary value activities.    True    False |

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| 132. | Inbound logistics and operations are part of the support value activities.    True    False |

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| 133. | Firm infrastructure and human resource management are part of the primary value activities.    True    False |

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| 134. | Firm infrastructure and human resource management are part of the support value activities.    True    False |

**Multiple Choice Questions**

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| 135. | Which of the following is not considered a core driver of the information age?      |  |  | | --- | --- | | A. | Information |  |  |  | | --- | --- | | B. | Business intelligence |  |  |  | | --- | --- | | C. | Competitive intelligence |  |  |  | | --- | --- | | D. | Data | |

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| 136. | Which of the following is not considered a core driver of the information age?      |  |  | | --- | --- | | A. | Information |  |  |  | | --- | --- | | B. | Business intelligence |  |  |  | | --- | --- | | C. | Knowledge |  |  |  | | --- | --- | | D. | Variables | |

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| 137. | Which of the following is considered a core driver of the information age?      |  |  | | --- | --- | | A. | Fact |  |  |  | | --- | --- | | B. | Goods |  |  |  | | --- | --- | | C. | Competitive intelligence |  |  |  | | --- | --- | | D. | Data | |

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| 138. | Which of the following is considered a core driver of the information age?      |  |  | | --- | --- | | A. | Information |  |  |  | | --- | --- | | B. | Business intelligence |  |  |  | | --- | --- | | C. | Knowledge |  |  |  | | --- | --- | | D. | All of these choices | |

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| 139. | Why do students need to study information technology?      |  |  | | --- | --- | | A. | Information technology is everywhere in business |  |  |  | | --- | --- | | B. | Information technology is rarely discussed in business |  |  |  | | --- | --- | | C. | Information technology is rarely used in organizations |  |  |  | | --- | --- | | D. | Information technology is found in only a few businesses | |

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| 140. | Why do students need to study information technology?      |  |  | | --- | --- | | A. | Information technology is everywhere in business |  |  |  | | --- | --- | | B. | Information technology is frequently discussed in business |  |  |  | | --- | --- | | C. | Information technology is frequently used in organizations |  |  |  | | --- | --- | | D. | All of these choices | |

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| 141. | What is the confirmation or validation of an event or object?      |  |  | | --- | --- | | A. | Fact |  |  |  | | --- | --- | | B. | Data |  |  |  | | --- | --- | | C. | Information technology |  |  |  | | --- | --- | | D. | Business Intelligence | |

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| 142. | The age we live in has infinite quantities of facts that are widely available to anyone who can use a computer. What age is this statement referring to?      |  |  | | --- | --- | | A. | Data age |  |  |  | | --- | --- | | B. | Information age |  |  |  | | --- | --- | | C. | Business intelligence age |  |  |  | | --- | --- | | D. | Internet of Things | |

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| 143. | Which of the following is not a technology company but used technology to revamp the business process of selling books?      |  |  | | --- | --- | | A. | Netflix |  |  |  | | --- | --- | | B. | Dell |  |  |  | | --- | --- | | C. | Zappos |  |  |  | | --- | --- | | D. | Amazon | |

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| 144. | Which of the following is not a technology company but used technology to revamp the business process of renting videos?      |  |  | | --- | --- | | A. | Netflix |  |  |  | | --- | --- | | B. | Dell |  |  |  | | --- | --- | | C. | Zappos |  |  |  | | --- | --- | | D. | Amazon | |

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| 145. | Which of the following is not a technology company but used technology to revamp the business process of selling shoes?      |  |  | | --- | --- | | A. | Netflix |  |  |  | | --- | --- | | B. | Dell |  |  |  | | --- | --- | | C. | Zappos |  |  |  | | --- | --- | | D. | Amazon | |

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| 146. | What is data?      |  |  | | --- | --- | | A. | Raw facts that describe the characteristics of an event or object |  |  |  | | --- | --- | | B. | Data converted into a meaningful and useful context |  |  |  | | --- | --- | | C. | Information collected from multiple sources that analyzes patterns, trends, and relationships for strategic decision making |  |  |  | | --- | --- | | D. | Skills, experience, and expertise, coupled with information and intelligence, that creates a person's intellectual resources | |

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| 147. | What is information?      |  |  | | --- | --- | | A. | Raw facts that describe the characteristics of an event or object |  |  |  | | --- | --- | | B. | Data converted into a meaningful and useful context |  |  |  | | --- | --- | | C. | Information collected from multiple sources that analyzes patterns, trends, and relationships for strategic decision making |  |  |  | | --- | --- | | D. | Skills, experience, and expertise, coupled with information and intelligence that creates a person's intellectual resources | |

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| 148. | What is business intelligence?      |  |  | | --- | --- | | A. | Raw facts that describe the characteristics of an event or object |  |  |  | | --- | --- | | B. | Data converted into a meaningful and useful context |  |  |  | | --- | --- | | C. | Information collected from multiple sources that analyzes patterns, trends, and relationships for strategic decision making |  |  |  | | --- | --- | | D. | Skills, experience, and expertise, coupled with information and intelligence, which creates a person's intellectual resources | |

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| 149. | What is knowledge?      |  |  | | --- | --- | | A. | Raw facts that describe the characteristics of an event or object |  |  |  | | --- | --- | | B. | Data converted into a meaningful and useful context |  |  |  | | --- | --- | | C. | Information collected from multiple sources that analyzes patterns, trends, and relationships for strategic decision making |  |  |  | | --- | --- | | D. | Skills, experience, and expertise, coupled with information and intelligence that creates a person's intellectual resources | |

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| 150. | Which of the following is considered information?      |  |  | | --- | --- | | A. | Quantity sold |  |  |  | | --- | --- | | B. | Date sold |  |  |  | | --- | --- | | C. | Best-selling item by month |  |  |  | | --- | --- | | D. | Product sold | |

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| 151. | Which of the following is considered data?      |  |  | | --- | --- | | A. | Quantity sold |  |  |  | | --- | --- | | B. | Best customer by month |  |  |  | | --- | --- | | C. | Best-selling item by month |  |  |  | | --- | --- | | D. | Worst-selling item by month | |

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| 152. | Cheryl Steffan is the Operations Manager for Nature's Bread Company, which specializes in providing natural products for health conscious individuals. Cheryl is responsible for compiling, analyzing, and evaluating daily sales numbers to determine the company's profitability and forecast production for the next day. Which of the following is an example of a piece of data Cheryl would be using to successfully perform her job?      |  |  | | --- | --- | | A. | Craig Newmark is customer number 15467. |  |  |  | | --- | --- | | B. | Compare the costs of supplies including energy over the last five years to determine the best-selling product by month. |  |  |  | | --- | --- | | C. | Best-selling product by day. |  |  |  | | --- | --- | | D. | Best-selling product changes when Tony, the best baker, is working. | |

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| 153. | Cheryl Steffan is the Operations Manager for Nature's Bread Company, which specializes in providing natural products for health conscious individuals. Cheryl is responsible for compiling, analyzing, and evaluating daily sales numbers to determine the company's profitability and forecast production for the next day. Which of the following is an example of the type of information Cheryl would be using to successfully perform her job?      |  |  | | --- | --- | | A. | Craig Newmark is customer number 15467. |  |  |  | | --- | --- | | B. | Flour Power is supplier number 8745643. |  |  |  | | --- | --- | | C. | Best-selling product by day. |  |  |  | | --- | --- | | D. | Best-selling product changes when Tony, the best baker, is working. | |

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| 154. | Cheryl Steffan is the Operations Manager for Nature's Bread Company, which specializes in providing natural products for health conscious individuals. Cheryl is responsible for compiling, analyzing, and evaluating daily sales numbers to determine the company's profitability and forecast production for the next day. Which of the following is an example of knowledge that Cheryl would be using to successfully perform her job?      |  |  | | --- | --- | | A. | Craig Newmark is customer number 15467. |  |  |  | | --- | --- | | B. | Flour Power is supplier number 8745643. |  |  |  | | --- | --- | | C. | Best-selling product by day. |  |  |  | | --- | --- | | D. | Best-selling product changes when Tony the best baker is working. | |

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| 155. | Data is useful for understanding individual sales, but to gain deeper insight into a business data needs to be turned into information. Which of the following offers an example of turning data into information?      |  |  | | --- | --- | | A. | Who are my best customers? |  |  |  | | --- | --- | | B. | What is my best-selling product? |  |  |  | | --- | --- | | C. | What is my worst-selling product? |  |  |  | | --- | --- | | D. | All of these choices | |

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| 156. | Which of the following provides an example of information?      |  |  | | --- | --- | | A. | Who is customer number 12345XX? |  |  |  | | --- | --- | | B. | What is product number 12345XX? |  |  |  | | --- | --- | | C. | What customer number is Bob Smith? |  |  |  | | --- | --- | | D. | What is my worst-selling product? | |

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| 157. | Which of the following provides an example of data?      |  |  | | --- | --- | | A. | Who are my best customers? |  |  |  | | --- | --- | | B. | What is my best-selling product? |  |  |  | | --- | --- | | C. | What is my worst-selling product? |  |  |  | | --- | --- | | D. | Who is customer number 12345XX? | |

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| 158. | Business intelligence is information collected from multiple sources. Which of the following provides an example of a source that would be included in business intelligence?      |  |  | | --- | --- | | A. | Suppliers |  |  |  | | --- | --- | | B. | Customers |  |  |  | | --- | --- | | C. | Competitors |  |  |  | | --- | --- | | D. | All of these choices | |

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| 159. | Which of the following represents the core drives of the information age?      |  |  | | --- | --- | | A. | Data, information, business intelligence, knowledge |  |  |  | | --- | --- | | B. | Fact, data, intelligence, experience |  |  |  | | --- | --- | | C. | Fact, intelligence, business skills, knowledge |  |  |  | | --- | --- | | D. | Data, intelligence, business information, knowledge | |

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| 160. | Which of the following is not a core driver of the information age?      |  |  | | --- | --- | | A. | Information |  |  |  | | --- | --- | | B. | Knowledge |  |  |  | | --- | --- | | C. | Internet of Things |  |  |  | | --- | --- | | D. | Data | |

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| 161. | Which of the following represents the definition of a variable?      |  |  | | --- | --- | | A. | A data characteristic that is collected through competitive intelligence and cannot change over time |  |  |  | | --- | --- | | B. | A data characteristic that stands for a value that changes or varies over time |  |  |  | | --- | --- | | C. | A data characteristic that stands for a value that does not change or vary over time |  |  |  | | --- | --- | | D. | A data characteristic that is collected only through competitive intelligence and can change over time | |

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| 162. | Today's workers are referred to as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and they use BI along with personal experience to make decisions based on both information and intuition, a valuable resource for any company.      |  |  | | --- | --- | | A. | knowledge workers |  |  |  | | --- | --- | | B. | knowledge thinkers |  |  |  | | --- | --- | | C. | knowledge resources |  |  |  | | --- | --- | | D. | knowledge players | |

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| 163. | What is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making?      |  |  | | --- | --- | | A. | Supplier's intelligence |  |  |  | | --- | --- | | B. | Social intelligence |  |  |  | | --- | --- | | C. | Employee intelligence |  |  |  | | --- | --- | | D. | Business intelligence | |

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| 164. | Information is data converted into useful, meaningful context. What are data characteristics that change or vary over time?      |  |  | | --- | --- | | A. | Facts |  |  |  | | --- | --- | | B. | Variables |  |  |  | | --- | --- | | C. | Supplies |  |  |  | | --- | --- | | D. | Services | |

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| 165. | Which of the below is the key term that defines the confirmation or validation of an event or object?      |  |  | | --- | --- | | A. | Buyer power |  |  |  | | --- | --- | | B. | Data |  |  |  | | --- | --- | | C. | Fact |  |  |  | | --- | --- | | D. | Entry barrier | |

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| 166. | What is data converted into a meaningful and useful context?      |  |  | | --- | --- | | A. | Competitive intelligence |  |  |  | | --- | --- | | B. | Information |  |  |  | | --- | --- | | C. | Buyer power |  |  |  | | --- | --- | | D. | First-mover advantage | |

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| 167. | What is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention?      |  |  | | --- | --- | | A. | Internet of Things |  |  |  | | --- | --- | | B. | Predictive analytics |  |  |  | | --- | --- | | C. | Machine to machine |  |  |  | | --- | --- | | D. | Flat world | |

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| 168. | What refers to devices that connect directly to other devices?      |  |  | | --- | --- | | A. | Internet of Things |  |  |  | | --- | --- | | B. | Predictive analytics |  |  |  | | --- | --- | | C. | Machine to machine |  |  |  | | --- | --- | | D. | Flat world | |

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| 169. | What extracts information from data and uses it to predict future trends and identify behavioral patterns?      |  |  | | --- | --- | | A. | Internet of Things |  |  |  | | --- | --- | | B. | Predictive analytics |  |  |  | | --- | --- | | C. | Machine to machine |  |  |  | | --- | --- | | D. | Flat world | |

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| 170. | What is the Internet of Things?      |  |  | | --- | --- | | A. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |  |  |  | | --- | --- | | B. | Extracts information from data and uses it to predict future trends and identify behavioral patterns |  |  |  | | --- | --- | | C. | Refers to devices that connect directly to other devices |  |  |  | | --- | --- | | D. | Opportunities to change the way people purchase books | |

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| 171. | What is machine to machine?      |  |  | | --- | --- | | A. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |  |  |  | | --- | --- | | B. | Extracts information from data and uses it to predict future trends and identify behavioral patterns |  |  |  | | --- | --- | | C. | Refers to devices that connect directly to other devices |  |  |  | | --- | --- | | D. | Opportunities to change the way people purchase books | |

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| 172. | What is predictive analytics?      |  |  | | --- | --- | | A. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |  |  |  | | --- | --- | | B. | Extracts information from data and uses it to predict future trends and identify behavioral patterns |  |  |  | | --- | --- | | C. | Refers to devices that connect directly to other devices |  |  |  | | --- | --- | | D. | Opportunities to change the way people purchase books | |

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| 173. | What is the science of fact-based decision making?      |  |  | | --- | --- | | A. | Business intelligence |  |  |  | | --- | --- | | B. | Information |  |  |  | | --- | --- | | C. | Knowledge |  |  |  | | --- | --- | | D. | Analytics | |

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| 174. | A big part of business intelligence, \_\_\_\_\_\_\_\_\_\_\_ extracts information from data and uses it to predict future trends and identify behavioral patterns.      |  |  | | --- | --- | | A. | behavioral analytics |  |  |  | | --- | --- | | B. | predictive analytics |  |  |  | | --- | --- | | C. | knowledge workers |  |  |  | | --- | --- | | D. | snapshot | |

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| 175. | What uses data about people's behaviors to understand intent and predict future actions?      |  |  | | --- | --- | | A. | Behavioral analytics |  |  |  | | --- | --- | | B. | Predictive analytics |  |  |  | | --- | --- | | C. | Knowledge workers |  |  |  | | --- | --- | | D. | Snapshot | |

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| 176. | What data is created by a machine without human intervention?      |  |  | | --- | --- | | A. | Human-generated |  |  |  | | --- | --- | | B. | Machine-generated |  |  |  | | --- | --- | | C. | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Unstructured data | |

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| 177. | What data is data that humans, in interaction with computers, generate?      |  |  | | --- | --- | | A. | Human-generated |  |  |  | | --- | --- | | B. | Machine-generated |  |  |  | | --- | --- | | C. | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Static report | |

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| 178. | What type of structured data includes sensor data, point-of-sale data, and Web log data?      |  |  | | --- | --- | | A. | Human-generated |  |  |  | | --- | --- | | B. | Machine-generated |  |  |  | | --- | --- | | C. | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Systems thinking | |

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| 179. | What type of structured data includes input data, clickstream data, or gaming data?      |  |  | | --- | --- | | A. | Human-generated |  |  |  | | --- | --- | | B. | Machine-generated |  |  |  | | --- | --- | | C. | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Systems thinking | |

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| 180. | Which of the following describes structured data?      |  |  | | --- | --- | | A. | A defined length, type, and format |  |  |  | | --- | --- | | B. | Includes numbers, dates, or strings such as customer address |  |  |  | | --- | --- | | C. | Is typically stored in a relational database or spreadsheet |  |  |  | | --- | --- | | D. | All of these choices | |

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| 181. | What refers to devices that connect directly to other devices?      |  |  | | --- | --- | | A. | Human-generated |  |  |  | | --- | --- | | B. | Machine-generated |  |  |  | | --- | --- | | C. | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Systems thinking | |

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| 182. | What are the characteristics of unstructured data?      |  |  | | --- | --- | | A. | Does not follow a specified format |  |  |  | | --- | --- | | B. | Free-form text |  |  |  | | --- | --- | | C. | Emails, twitter tweets, and text messages |  |  |  | | --- | --- | | D. | All of these choices | |

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| 183. | Which of the following does not describe unstructured data?      |  |  | | --- | --- | | A. | Does not follow a specified format |  |  |  | | --- | --- | | B. | A defined length, type, and format |  |  |  | | --- | --- | | C. | Free-form text |  |  |  | | --- | --- | | D. | Emails, Twitter tweets, and text messages | |

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| 184. | Which of the following does not describe structured data?      |  |  | | --- | --- | | A. | A defined length |  |  |  | | --- | --- | | B. | Emails, twitter tweets, and text messages are examples of structured data |  |  |  | | --- | --- | | C. | Is typically stored in a relational database or spreadsheet |  |  |  | | --- | --- | | D. | A defined format | |

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| 185. | What is a snapshot?      |  |  | | --- | --- | | A. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |  |  |  | | --- | --- | | B. | A view of data at a particular moment in time |  |  |  | | --- | --- | | C. | Refers to devices that connect directly to other devices |  |  |  | | --- | --- | | D. | Opportunities to change the way people purchase books | |

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| 186. | What is a view of data at a particular moment in time?      |  |  | | --- | --- | | A. | Knowledge |  |  |  | | --- | --- | | B. | Big data |  |  |  | | --- | --- | | C. | Snapshot |  |  |  | | --- | --- | | D. | Unstructured data | |

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| 187. | What is a collection of large complex data sets that cannot be analyzed using traditional database methods and tools?      |  |  | | --- | --- | | A. | Knowledge |  |  |  | | --- | --- | | B. | Big data |  |  |  | | --- | --- | | C. | Snapshot |  |  |  | | --- | --- | | D. | Internet of Things | |

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| 188. | What is a report?      |  |  | | --- | --- | | A. | A document containing data organized in a table, matrix, or graphical format allowing users to easily comprehend and understand information |  |  |  | | --- | --- | | B. | A collection of large complex data sets, including structured and unstructured, which cannot be analyzed using traditional database methods and tools |  |  |  | | --- | --- | | C. | A view of data at a particular moment in time |  |  |  | | --- | --- | | D. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention | |

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| 189. | What is big data?      |  |  | | --- | --- | | A. | A document containing data organized in a table, matrix, or graphical format allowing users to easily comprehend and understand information |  |  |  | | --- | --- | | B. | A collection of large complex data sets, including structured and unstructured, which cannot be analyzed using traditional database methods and tools |  |  |  | | --- | --- | | C. | A view of data at a particular moment in time |  |  |  | | --- | --- | | D. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention | |

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| 190. | What type of report is created based on data that does not change?      |  |  | | --- | --- | | A. | Static report |  |  |  | | --- | --- | | B. | Dynamic report |  |  |  | | --- | --- | | C. | Variable report |  |  |  | | --- | --- | | D. | Structured report | |

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| 191. | What type of report changes automatically during creation?      |  |  | | --- | --- | | A. | Static report |  |  |  | | --- | --- | | B. | Dynamic report |  |  |  | | --- | --- | | C. | Variable report |  |  |  | | --- | --- | | D. | Structured report | |

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| 192. | What type of report can include a sales report from last year or salary report from five years ago?      |  |  | | --- | --- | | A. | Static report |  |  |  | | --- | --- | | B. | Dynamic report |  |  |  | | --- | --- | | C. | Variable report |  |  |  | | --- | --- | | D. | Structured report | |

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| 193. | What type of report can include updating daily stock market prices or the calculation of available inventory?      |  |  | | --- | --- | | A. | Static report |  |  |  | | --- | --- | | B. | Dynamic report |  |  |  | | --- | --- | | C. | Variable report |  |  |  | | --- | --- | | D. | Structured report | |

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| 194. | How are the majority of companies today typically organized?      |  |  | | --- | --- | | A. | By departments or functional areas |  |  |  | | --- | --- | | B. | By departments or financial areas |  |  |  | | --- | --- | | C. | By degree or financial areas |  |  |  | | --- | --- | | D. | By manager or knowledge areas | |

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| 195. | How does the text recommend that a company operate if it wants to be successful in the information age?      |  |  | | --- | --- | | A. | Functionally independent between departments |  |  |  | | --- | --- | | B. | Interdependently between departments |  |  |  | | --- | --- | | C. | Together as one department with little or no independence |  |  |  | | --- | --- | | D. | Each department acting as its own individual business unit | |

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| 196. | Most companies are typically organized by departments or functional areas. Which of the following is not a common department found in a company?      |  |  | | --- | --- | | A. | Accounting |  |  |  | | --- | --- | | B. | Payroll |  |  |  | | --- | --- | | C. | Marketing |  |  |  | | --- | --- | | D. | Human Resources | |

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| 197. | The Sales department needs to rely on information from operations to understand \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Inventory |  |  |  | | --- | --- | | B. | Customer orders |  |  |  | | --- | --- | | C. | Demand forecasts |  |  |  | | --- | --- | | D. | All of these choices | |

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| 198. | Which of the following represents the department that maintains policies, plans, and procedures for the effective management of employees?      |  |  | | --- | --- | | A. | Human Resources |  |  |  | | --- | --- | | B. | Sales |  |  |  | | --- | --- | | C. | Employee Resources |  |  |  | | --- | --- | | D. | Employee Relations | |

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| 199. | Greg works for Geneva Steel Corporation. Greg's duties include managing the overall processes for the company and transforming the steel resources into goods. Which department would Greg most likely work in?      |  |  | | --- | --- | | A. | Accounting |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | C. | Marketing |  |  |  | | --- | --- | | D. | CIO | |

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| 200. | Information technology can enable departments to more efficiently and effectively perform their core \_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Facts |  |  |  | | --- | --- | | B. | Feedback mechanisms |  |  |  | | --- | --- | | C. | Business operations |  |  |  | | --- | --- | | D. | Media issues | |

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| 201. | The department within a company that records, measures, and reports monetary transactions is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Accounting |  |  |  | | --- | --- | | B. | Marketing |  |  |  | | --- | --- | | C. | Human Resources |  |  |  | | --- | --- | | D. | Operations Management | |

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| 202. | The department within a company that performs the function of selling goods or services is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Marketing |  |  |  | | --- | --- | | B. | Sales |  |  |  | | --- | --- | | C. | Finance |  |  |  | | --- | --- | | D. | Operations Management | |

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| 203. | The department within a company that supports the sales by planning, pricing, and promoting goods or services is called \_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | C. | Accounting |  |  |  | | --- | --- | | D. | Marketing | |

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| 204. | Which department tracks strategic financial issues, including money, banking, credit, investments, and assets?      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | C. | Accounting |  |  |  | | --- | --- | | D. | Finance | |

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| 205. | Which department manages the process of converting or transforming resources into goods or services?      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | C. | Accounting |  |  |  | | --- | --- | | D. | Finance | |

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| 206. | Which department records, measures, and reports monetary transactions?      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | C. | Accounting |  |  |  | | --- | --- | | D. | Finance | |

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| 207. | Which department maintains policies, plans, and procedures for the effective management of employees?      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | C. | Accounting |  |  |  | | --- | --- | | D. | Human Resources | |

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| 208. | Which activities belong in the Accounting department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Relies on information from operations to understand inventory, place orders, and forecast consumer demand | |

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| 209. | Which activities belong in the Finance department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Relies on information from operations to understand inventory, place orders, and forecast consumer demand | |

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| 210. | Which activities belong in the Marketing department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Relies on information from operations to understand inventory, place orders, and forecast consumer demand | |

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| 211. | Which activities belong in the Sales department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Relies on information from operations to understand inventory, place orders, and forecast consumer demand | |

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| 212. | Which activities belong in the Human Resources department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Maintains policies, plans, and procedures for the effective management of employees | |

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| 213. | Which activities belong in the Operations Management department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Manages the process of converting or transforming resources into goods or services |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Maintains policies, plans, and procedures for the effective management of employees | |

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| 214. | Which data types are typically found in the Marketing department?      |  |  | | --- | --- | | A. | Promotion data, sales data, advertising data |  |  |  | | --- | --- | | B. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | C. | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | D. | Transactional data, purchasing data, payroll data, tax data | |

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| 215. | Which data types are typically found in the Human Resources department?      |  |  | | --- | --- | | A. | Promotion data, sales data, advertising data |  |  |  | | --- | --- | | B. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | C. | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | D. | Transactional data, purchasing data, payroll data, tax data | |

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| 216. | Which data types are typically found in the Finance department?      |  |  | | --- | --- | | A. | Promotion data, sales data, advertising data |  |  |  | | --- | --- | | B. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | C. | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | D. | Transactional data, purchasing data, payroll data, tax data | |

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| 217. | Which data types are typically found in the Accounting department?      |  |  | | --- | --- | | A. | Promotion data, sales data, advertising data |  |  |  | | --- | --- | | B. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | C. | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | D. | Transactional data, purchasing data, payroll data, tax data | |

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| 218. | Which data types are typically found in the Sales department?      |  |  | | --- | --- | | A. | Sales data, customer data, commission data, and customer support data |  |  |  | | --- | --- | | B. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | C. | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | D. | Transactional data, purchasing data, payroll data, tax data | |

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| 219. | Which data types are typically found in the Operations Management department?      |  |  | | --- | --- | | A. | Manufacturing data, distribution data, and production data |  |  |  | | --- | --- | | B. | Sales data, customer data, commission data, and customer support data |  |  |  | | --- | --- | | C. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | D. | Investment data, monetary data, reporting data | |

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| 220. | Which of the following represents the relationship between functional areas in a business?      |  |  | | --- | --- | | A. | Independent |  |  |  | | --- | --- | | B. | Autonomous |  |  |  | | --- | --- | | C. | Interdependent |  |  |  | | --- | --- | | D. | Self-sufficient | |

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| 221. | Which of the following represents the types of data commonly found in the accounting department?      |  |  | | --- | --- | | A. | Tax data |  |  |  | | --- | --- | | B. | Payroll data |  |  |  | | --- | --- | | C. | Transactional data |  |  |  | | --- | --- | | D. | All of these choices | |

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| 222. | Which of the following represents the types of data commonly found in the Finance department?      |  |  | | --- | --- | | A. | Monetary data |  |  |  | | --- | --- | | B. | Technology data |  |  |  | | --- | --- | | C. | Production data |  |  |  | | --- | --- | | D. | Employee data | |

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| 223. | Which of the following represents the types of data commonly found in the Human Resource department?      |  |  | | --- | --- | | A. | Financial data |  |  |  | | --- | --- | | B. | Technology data |  |  |  | | --- | --- | | C. | Production data |  |  |  | | --- | --- | | D. | Employee data | |

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| 224. | Which of the following represents the types of data commonly found in the Sales department?      |  |  | | --- | --- | | A. | Customer data |  |  |  | | --- | --- | | B. | Sales report data |  |  |  | | --- | --- | | C. | Commission data |  |  |  | | --- | --- | | D. | All of these choices | |

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| 225. | Which of the following represents the types of data commonly found in the Marketing department?      |  |  | | --- | --- | | A. | Promotional data |  |  |  | | --- | --- | | B. | Payroll data |  |  |  | | --- | --- | | C. | Tax data |  |  |  | | --- | --- | | D. | Employee data | |

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| 226. | Which of the following represents the types of data commonly found in the Operations Management department?      |  |  | | --- | --- | | A. | Monetary data |  |  |  | | --- | --- | | B. | Payroll data |  |  |  | | --- | --- | | C. | Production data |  |  |  | | --- | --- | | D. | Employee data | |

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| 227. | Who is responsible for collecting, maintaining, and distributing company knowledge?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) | |

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| 228. | Who is responsible for ensuring the ethical and legal use of information within a company?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) | |

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| 229. | Who is responsible for ensuring the speed, accuracy, availability, and reliability of the management information systems?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) | |

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| 230. | Who is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) | |

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| 231. | Who is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief security office (CSO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) | |

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| 232. | Trina Hauger works for Johnson Electric as a corporate lawyer, and part of her duties are to ensure the ethical and legal use of information within the company. Which of the following represents Trina's role at Johnson Electric?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) | |

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| 233. | The challenge that companies today sometimes have is that they are departmentalized and act independently of each other. One solution that can help a company work \_\_\_\_\_\_\_\_\_\_\_ includes management information systems.      |  |  | | --- | --- | | A. | variables |  |  |  | | --- | --- | | B. | human resource data |  |  |  | | --- | --- | | C. | interdepartmentally |  |  |  | | --- | --- | | D. | resource information systems | |

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| 234. | Susan Stewart is an executive at Equity Title where she is responsible for collecting, maintaining, and distributing knowledge for the company. What is Susan's role at Equity Title?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief technology officer (CTO) |  |  |  | | --- | --- | | C. | Chief information officer (CIO) |  |  |  | | --- | --- | | D. | Chief security officer (CSO) | |

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| 235. | What is the primary responsibility of the CTO?      |  |  | | --- | --- | | A. | Overseeing all uses of MIS |  |  |  | | --- | --- | | B. | Ensuring the security of business systems |  |  |  | | --- | --- | | C. | Ensuring speed, accuracy, and reliability for MIS |  |  |  | | --- | --- | | D. | Collecting and distributing company information | |

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| 236. | Jeremy Bridges is an executive for Green Web Designs, where his primary role is to ensure the security of business systems and develop strategies to protect the company from online viruses and hackers. What is Jeremy's role within the company?      |  |  | | --- | --- | | A. | Chief executive officer (CEO) |  |  |  | | --- | --- | | B. | Chief security officer (CSO) |  |  |  | | --- | --- | | C. | Chief procurement officer (CPO) |  |  |  | | --- | --- | | D. | Chief technology officer (CTO) | |

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| 237. | Which role within a company is responsible for overseeing all uses of MIS and ensuring that MIS strategic aligns with business goals and objectives?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief information officer (CIO) |  |  |  | | --- | --- | | D. | Chief security officer (CSO) | |

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| 238. | Recently, 150 of the Fortune 500 companies added this position to their list of senior executives.      |  |  | | --- | --- | | A. | Chief technology officer (CTO) |  |  |  | | --- | --- | | B. | Chief data officer (CDO) |  |  |  | | --- | --- | | C. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | D. | Chief knowledge officer (CKO) | |

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| 239. | Who is responsible for ensuring the speed, accuracy, availability, and reliability of the MIS?      |  |  | | --- | --- | | A. | Chief technology officer (CTO) |  |  |  | | --- | --- | | B. | Chief security officer (CSO) |  |  |  | | --- | --- | | C. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | D. | Chief data officer (CDO) | |

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| 240. | Who is responsible for determining the types of information the enterprise will capture, retain, analyze, and share?      |  |  | | --- | --- | | A. | Chief information officer (CIO) |  |  |  | | --- | --- | | B. | Chief security officer (CSO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief knowledge officer (CKO) | |

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| 241. | Which of the following includes the roles and responsibilities of the CTO?      |  |  | | --- | --- | | A. | Ensuring the speed, accuracy, availability, and reliability of the MIS |  |  |  | | --- | --- | | B. | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives | |

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| 242. | Which of the following includes the roles and responsibilities of the CIO?      |  |  | | --- | --- | | A. | Ensuring the speed, accuracy, availability, and reliability of the MIS |  |  |  | | --- | --- | | B. | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives | |

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| 243. | Which of the following includes the roles and responsibilities of the CPO?      |  |  | | --- | --- | | A. | Ensuring the speed, accuracy, availability, and reliability of the MIS |  |  |  | | --- | --- | | B. | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives | |

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| 244. | Which of the following includes the roles and responsibilities of the CSO?      |  |  | | --- | --- | | A. | Ensuring the speed, accuracy, availability, and reliability of the MIS |  |  |  | | --- | --- | | B. | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives | |

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| 245. | Which of the following includes the roles and responsibilities of the CDO?      |  |  | | --- | --- | | A. | Determining the types of information the enterprise will capture, retain, analyze, and share |  |  |  | | --- | --- | | B. | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives | |

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| 246. | Which of the following includes the roles and responsibilities of the CKO?      |  |  | | --- | --- | | A. | Determining the types of information the enterprise will capture, retain, analyze, and share |  |  |  | | --- | --- | | B. | Collecting, maintaining, and distributing company knowledge |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives | |

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| 247. | According to Fast Company magazine, which of the following executive levels might we see created over the next decade?      |  |  | | --- | --- | | A. | Chief intellectual property officer |  |  |  | | --- | --- | | B. | Chief automation officer |  |  |  | | --- | --- | | C. | Chief user experience officer |  |  |  | | --- | --- | | D. | All of these choices | |

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| 248. | According to Fast Company magazine, chief intellectual property officer is a new executive level we might see created over the next decade. Which of the following includes the roles and responsibilities of this officer?      |  |  | | --- | --- | | A. | Manage and defend intellectual property, copy-rights and patents |  |  |  | | --- | --- | | B. | Determines if a person or business process can be replaced by a robot or software |  |  |  | | --- | --- | | C. | Create the optimal relationship between user and technology |  |  |  | | --- | --- | | D. | Ensure the ethical and legal use of information within an organization | |

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| 249. | According to Fast Company magazine, chief automation officer is a new executive level we might see created over the next decade. Which of the following includes the roles and responsibilities of this officer?      |  |  | | --- | --- | | A. | Manage and defend intellectual property, copy-rights and patents |  |  |  | | --- | --- | | B. | Determines if a person or business process can be replaced by a robot or software |  |  |  | | --- | --- | | C. | Create the optimal relationship between user and technology |  |  |  | | --- | --- | | D. | Ensure the ethical and legal use of information within an organization | |

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| 250. | According to Fast Company magazine, chief user experience officer is a new executive level we might see created over the next decade. Which of the following includes the roles and responsibilities of this officer?      |  |  | | --- | --- | | A. | Manage and defend intellectual property, copy-rights and patents |  |  |  | | --- | --- | | B. | Determines if a person or business process can be replaced by a robot or software |  |  |  | | --- | --- | | C. | Create the optimal relationship between user and technology |  |  |  | | --- | --- | | D. | Ensure the ethical and legal use of information within an organization | |

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| 251. | Jason Charney is the CIO of Zapp Industries. Which of the following does not describe his primary responsibilities?      |  |  | | --- | --- | | A. | Manage and defend intellectual property, copyrights and patents |  |  |  | | --- | --- | | B. | Oversee all the uses of information technology |  |  |  | | --- | --- | | C. | Ensure the strategic alignment of MIS with business goals and objectives |  |  |  | | --- | --- | | D. | Have tremendous insight into the capabilities of MIS | |

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| 252. | Which of the following is not a broad function of a CIO?      |  |  | | --- | --- | | A. | Manager |  |  |  | | --- | --- | | B. | Follower |  |  |  | | --- | --- | | C. | Communicator |  |  |  | | --- | --- | | D. | Leader | |

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| 253. | Jason Charney is the CIO of Zapp Industries. Which of the following is among his primary responsibilities?      |  |  | | --- | --- | | A. | Advocate and communicate the MIS strategy by building and maintaining strong executive relationships |  |  |  | | --- | --- | | B. | Determine the types of information the enterprise will capture, retain, analyze, and share |  |  |  | | --- | --- | | C. | Ensure the efficiency of MIS systems throughout the organization |  |  |  | | --- | --- | | D. | Develop MIS safeguards against attacks from hackers and viruses | |

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| 254. | What is the difference between the CIO and CDO of an organization?      |  |  | | --- | --- | | A. | The CIO is responsible for the data, regardless of the information system; the CDO is responsible for the information systems through which data is stored and processed. |  |  |  | | --- | --- | | B. | The CIO is responsible for the information systems through which data is stored and processed; the CDO is responsible for the data, regardless of the information system. |  |  |  | | --- | --- | | C. | The CIO is responsible for ensuring the throughput, speed, accuracy, availability, and reliability of an organizations information technology; the CDO is responsible for determining the types of information the enterprise will capture, retain, analyze, and share. |  |  |  | | --- | --- | | D. | The CIO is responsible for determining the types of information the enterprise will capture, retain, analyze, and share; the CDO is responsible for ensuring the throughput, speed, accuracy, availability, and reliability of an organizations information technology. | |

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| 255. | What is the difference between existing MIS workplace knowledge and the knowledge required to fulfill business goals and strategies?      |  |  | | --- | --- | | A. | Off-site training |  |  |  | | --- | --- | | B. | MIS skills gap |  |  |  | | --- | --- | | C. | Social recruiting |  |  |  | | --- | --- | | D. | Information security | |

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| 256. | Which of the following is a common approach to closing an MIS skills gap?      |  |  | | --- | --- | | A. | Social recruiting |  |  |  | | --- | --- | | B. | Off-site training |  |  |  | | --- | --- | | C. | Mentoring services |  |  |  | | --- | --- | | D. | All of these choices | |

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| 257. | Which of the following is not a common approach to closing an MIS skills gap?      |  |  | | --- | --- | | A. | Social recruiting |  |  |  | | --- | --- | | B. | Off-site training |  |  |  | | --- | --- | | C. | Competitive salary |  |  |  | | --- | --- | | D. | Mentoring services | |

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| 258. | In recruiting lingo, what are perfect MIS candidates sometimes called?      |  |  | | --- | --- | | A. | Turquoise turtles |  |  |  | | --- | --- | | B. | Red rabbits |  |  |  | | --- | --- | | C. | Purple squirrels |  |  |  | | --- | --- | | D. | White unicorns | |

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| 259. | What first-ever national appointment was made by President Barack Obama?      |  |  | | --- | --- | | A. | National Chief Security Officer |  |  |  | | --- | --- | | B. | National Chief Privacy Officer |  |  |  | | --- | --- | | C. | National Chief Technology Officer |  |  |  | | --- | --- | | D. | All of these choices | |

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| 260. | Eric Eberly holds an executive position at Parker Industries. He has designed and implemented a system to collect, maintain, and share information across the many departments of Parker Industries. He's also instilled an updating protocol requiring department heads to keep the system up-to-date. Based on this description, what position does Eric hold?      |  |  | | --- | --- | | A. | Chief information officer (CIO) |  |  |  | | --- | --- | | B. | Chief security officer (CSO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief knowledge officer (CKO) | |

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| 261. | Cody Osterman holds an executive position at Trek Enterprises. His role is the newest senior executive position at the organization. He has advised the company on privacy procedures and processes, and has initiated a training program for employees about the privacy policy, customer confidentiality, and data security. Based on this description, what position does Cody hold at Trek Enterprises?      |  |  | | --- | --- | | A. | Chief information officer (CIO) |  |  |  | | --- | --- | | B. | Chief security officer (CSO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief privacy officer (CPO) | |

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| 262. | Sara McGuire holds an executive position at Henry Commerce. She is a big-picture thinker, and makes sure the technology strategy at Henry Commerce serves its business strategy. She has a well-rounded knowledge of MIS and her primary responsibilities include the efficiency of Henry Commerce's MIS systems. Based on this description, what position does Sara hold?      |  |  | | --- | --- | | A. | Chief information officer (CIO) |  |  |  | | --- | --- | | B. | Chief technology officer (CTO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief privacy officer (CPO) | |

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| 263. | Adam Nation holds an executive position at PH Corporation. He has an extensive understanding of networks and telecommunications. Adam is aware of the information-technology threats the company faces, and institutes security protocols and safeguards to secure the MIS systems at PH Corporation. Based on this description, what position does Adam hold?      |  |  | | --- | --- | | A. | Chief security officer (CSO) |  |  |  | | --- | --- | | B. | Chief technology officer (CTO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief privacy officer (CPO) | |

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| 264. | Jim Coleman holds an executive position at Keck-Howes Group. Jim has improved the quality of the data gathered by the organization, and has also created a model to decrease the cost of managing data while increasing the value of the data gathered. Based on this description, what position does Jim hold at Keck-Howes Group?      |  |  | | --- | --- | | A. | Chief security officer (CSO) |  |  |  | | --- | --- | | B. | Chief technology officer (CTO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief privacy officer (CPO) | |

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| 265. | Feedback is information that returns to its original transmitter and modifies the transmitter's actions. What would the original transmitter include?      |  |  | | --- | --- | | A. | Input, transform, output |  |  |  | | --- | --- | | B. | Input, transform, outnumber |  |  |  | | --- | --- | | C. | Output, input, performer |  |  |  | | --- | --- | | D. | Input, process, transform | |

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| 266. | MIS is a business function. Which of the following does MIS perform to help aid the company in decision making and problem solving?      |  |  | | --- | --- | | A. | Moves information about people |  |  |  | | --- | --- | | B. | Moves processes across the company to improve systems |  |  |  | | --- | --- | | C. | Moves information about products |  |  |  | | --- | --- | | D. | All of these choices | |

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| 267. | In terms of system thinking, what is data entered in a computer?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | B. | Output |  |  |  | | --- | --- | | C. | Process |  |  |  | | --- | --- | | D. | Feedback | |

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| 268. | In terms of system thinking, what controls to ensure correct processes?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | B. | Output |  |  |  | | --- | --- | | C. | Process |  |  |  | | --- | --- | | D. | Feedback | |

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| 269. | In terms of system thinking, what is the resulting information from the computer program?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | B. | Output |  |  |  | | --- | --- | | C. | Process |  |  |  | | --- | --- | | D. | Feedback | |

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| 270. | In terms of system thinking, what is the computer program that processes the data?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | B. | Output |  |  |  | | --- | --- | | C. | Process |  |  |  | | --- | --- | | D. | Feedback | |

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| 271. | In terms of system thinking, what is input?      |  |  | | --- | --- | | A. | Data entered in a computer |  |  |  | | --- | --- | | B. | Controls to ensure correct processes |  |  |  | | --- | --- | | C. | The resulting information from the computer program |  |  |  | | --- | --- | | D. | The computer program that processes the data | |

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| 272. | In terms of system thinking, what is output?      |  |  | | --- | --- | | A. | Data entered in a computer |  |  |  | | --- | --- | | B. | Controls to ensure correct processes |  |  |  | | --- | --- | | C. | The resulting information from the computer program |  |  |  | | --- | --- | | D. | The computer program that processes the data | |

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| 273. | In terms of system thinking, what is feedback?      |  |  | | --- | --- | | A. | Data entered in a computer |  |  |  | | --- | --- | | B. | Controls to ensure correct processes |  |  |  | | --- | --- | | C. | The resulting information from the computer program |  |  |  | | --- | --- | | D. | The computer program that processes the data | |

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| 274. | In terms of system thinking, what is process?      |  |  | | --- | --- | | A. | Data entered in a computer |  |  |  | | --- | --- | | B. | Controls to ensure correct processes |  |  |  | | --- | --- | | C. | The resulting information from the computer program |  |  |  | | --- | --- | | D. | The computer program that processes the data | |

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| 275. | A system is a collection of parts that link to achieve a common purpose. Systems thinking is a way of monitoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | the entire system |  |  |  | | --- | --- | | B. | a division within the sales role |  |  |  | | --- | --- | | C. | the executive team |  |  |  | | --- | --- | | D. | the company's competitors | |

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| 276. | MIS can be an important enabler of business success and innovation. Which of the below statements is accurate when referring to MIS?      |  |  | | --- | --- | | A. | MIS equals business success and innovation. |  |  |  | | --- | --- | | B. | MIS represents business success and innovation. |  |  |  | | --- | --- | | C. | MIS is not a valuable tool that leverages talent. |  |  |  | | --- | --- | | D. | MIS is a valuable tool that can leverage the talents of people who know how to use and manage it effectively. | |

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| 277. | What is a way of monitoring the entire system in a company, by viewing the multiple inputs being processed to produce outputs?      |  |  | | --- | --- | | A. | Feedback thinking |  |  |  | | --- | --- | | B. | Systems thinking |  |  |  | | --- | --- | | C. | Output management |  |  |  | | --- | --- | | D. | Operational thinking | |

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| 278. | Which of the following statements is true?      |  |  | | --- | --- | | A. | MIS equals business success. |  |  |  | | --- | --- | | B. | MIS equals business innovation. |  |  |  | | --- | --- | | C. | MIS represents business success and innovation. |  |  |  | | --- | --- | | D. | MIS enables business success and innovation. | |

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| 279. | What is the name of a company's internal computer department?      |  |  | | --- | --- | | A. | Management information systems (MIS) |  |  |  | | --- | --- | | B. | Information systems (IS) |  |  |  | | --- | --- | | C. | Information technology (IT) |  |  |  | | --- | --- | | D. | All of these choices | |

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| 280. | What are material items or products that customer's will buy to satisfy a want or need?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity | |

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| 281. | What are tasks performed by people that customer's will buy to satisfy a want or need?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity | |

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| 282. | What is the process where a business takes raw materials and processes them or converts them into a finished product for its goods or services?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity | |

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| 283. | What is the rate at which goods and services are produced based upon total output given total inputs?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity | |

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| 284. | What are goods?      |  |  | | --- | --- | | A. | Material items or products that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | B. | Tasks performed by people that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | C. | The process where a business takes raw materials and processes them or converts them into a finished product for its goods or services |  |  |  | | --- | --- | | D. | The rate at which goods and services are produced based upon total output given total inputs | |

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| 285. | What are services?      |  |  | | --- | --- | | A. | Material items or products that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | B. | Tasks performed by people that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | C. | The process where a business takes raw materials and processes them or converts them into a finished product for its goods or services |  |  |  | | --- | --- | | D. | The rate at which goods and services are produced based upon total output given total inputs | |

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| 286. | What is production?      |  |  | | --- | --- | | A. | Material items or products that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | B. | Tasks performed by people that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | C. | The process where a business takes raw materials and processes them or converts them into a finished product for its goods or services |  |  |  | | --- | --- | | D. | The rate at which goods and services are produced based upon total output given total inputs | |

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| 287. | What is productivity?      |  |  | | --- | --- | | A. | Material items or products that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | B. | Tasks performed by people that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | C. | The process where a business takes raw materials and processes them or converts them into a finished product for its goods or services |  |  |  | | --- | --- | | D. | The rate at which goods and services are produced based upon total output given total inputs | |

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| 288. | Cars, groceries, and clothing belong in which category?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity | |

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| 289. | Teaching, waiting tables, and cutting hair belong in which category?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity | |

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| 290. | Which of the following is considered a good?      |  |  | | --- | --- | | A. | Cars |  |  |  | | --- | --- | | B. | Groceries |  |  |  | | --- | --- | | C. | Clothing |  |  |  | | --- | --- | | D. | All of these choices | |

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| 291. | Which of the following is considered a service?      |  |  | | --- | --- | | A. | Teaching |  |  |  | | --- | --- | | B. | Waiting tables |  |  |  | | --- | --- | | C. | Cutting hair |  |  |  | | --- | --- | | D. | All of these choices | |

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| 292. | Which of the following is considered a good?      |  |  | | --- | --- | | A. | Cars |  |  |  | | --- | --- | | B. | Teaching |  |  |  | | --- | --- | | C. | Waiting tables |  |  |  | | --- | --- | | D. | All of these choices | |

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| 293. | Which of the following is considered a service?      |  |  | | --- | --- | | A. | Cars |  |  |  | | --- | --- | | B. | Groceries |  |  |  | | --- | --- | | C. | Cutting hair |  |  |  | | --- | --- | | D. | All of these choices | |

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| 294. | Which of the following is considered a good?      |  |  | | --- | --- | | A. | Milk and eggs |  |  |  | | --- | --- | | B. | Managing a team |  |  |  | | --- | --- | | C. | Selling groceries |  |  |  | | --- | --- | | D. | All of these choices | |

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| 295. | Which of the following is considered a service?      |  |  | | --- | --- | | A. | Selling groceries |  |  |  | | --- | --- | | B. | Managing a team |  |  |  | | --- | --- | | C. | Cutting hair |  |  |  | | --- | --- | | D. | All of these choices | |

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| 296. | The lettuce, tomatoes, patty, bun, and ketchup are included in which category of making a hamburger?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | B. | Process |  |  |  | | --- | --- | | C. | Output |  |  |  | | --- | --- | | D. | All of these choices | |

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| 297. | Cooking a patty and putting the ingredients together are included in which category of making a hamburger?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | B. | Process |  |  |  | | --- | --- | | C. | Output |  |  |  | | --- | --- | | D. | All of these choices | |

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| 298. | The actual hamburger is included in which category of making a hamburger?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | B. | Process |  |  |  | | --- | --- | | C. | Output |  |  |  | | --- | --- | | D. | All of these choices | |

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| 299. | Assume you are in the business of producing and selling hamburgers. If you could produce more hamburgers with the same input what would happen to your productivity and profits assuming the price of your hamburgers remains the same?      |  |  | | --- | --- | | A. | Increase in productivity, decrease in profits |  |  |  | | --- | --- | | B. | Increase in productivity, increase in profits |  |  |  | | --- | --- | | C. | Decrease in productivity, decrease in profits |  |  |  | | --- | --- | | D. | Decrease in productivity, increase in profits | |

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| 300. | Assume you are in the business of producing and selling T-shirts. If you could produce more T-shirts with the same input what would happen to your productivity and profits assuming the price of your T-shirts remains the same?      |  |  | | --- | --- | | A. | Increase in productivity, decrease in profits |  |  |  | | --- | --- | | B. | Increase in productivity, increase in profits |  |  |  | | --- | --- | | C. | Decrease in productivity, decrease in profits |  |  |  | | --- | --- | | D. | Decrease in productivity, increase in profits | |

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| 301. | Assume you are in the business of producing and selling cars. If you could produce more cars with the same input what would happen to your productivity and profits assuming the price of your cars remains the same?      |  |  | | --- | --- | | A. | Increase in productivity, decrease in profits |  |  |  | | --- | --- | | B. | Increase in productivity, increase in profits |  |  |  | | --- | --- | | C. | Decrease in productivity, decrease in profits |  |  |  | | --- | --- | | D. | Decrease in productivity, increase in profits | |

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| 302. | Which four elements are included in systems thinking?      |  |  | | --- | --- | | A. | Output, process, feedback, and accounting |  |  |  | | --- | --- | | B. | Process, output, operations, and accounting |  |  |  | | --- | --- | | C. | Input, process, output, and feedback |  |  |  | | --- | --- | | D. | Input, output, sales, and feedback | |

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| 303. | MIS is a business function, like accounting or sales, which moves information about people, products, and processes across the company to facilitate decision making and problem solving. What does MIS stand for?      |  |  | | --- | --- | | A. | Management information strategy |  |  |  | | --- | --- | | B. | Management intelligence system |  |  |  | | --- | --- | | C. | Management information system |  |  |  | | --- | --- | | D. | Management information strategist | |

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| 304. | Shelby Black runs a very successful hair salon in downtown Los Angeles. One of Shelby's tasks is to input positive and negative customer reviews into her computer system. What type of information is Shelby gathering?      |  |  | | --- | --- | | A. | Feedback |  |  |  | | --- | --- | | B. | Processing |  |  |  | | --- | --- | | C. | Output management |  |  |  | | --- | --- | | D. | Sales processing | |

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| 305. | Which of the following provides an accurate definition of systems thinking?      |  |  | | --- | --- | | A. | A way of monitoring the entire system by viewing multiple inputs being processed or transformed to produce outputs while continuously gathering feedback on each part |  |  |  | | --- | --- | | B. | A way of monitoring individual components including an input, the process, and an output, while continuously gathering feedback on the entire system |  |  |  | | --- | --- | | C. | A way of monitoring the entire system by viewing multiple inputs being processed or transformed to produce outputs while continuously gathering feedback on the entire system |  |  |  | | --- | --- | | D. | A way of monitoring singular parts of a system by viewing a single input that is processed or transformed to produce an entire system that is continuously monitored to gather feedback on each individual part | |

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| 306. | If you were thinking about a washing machine as a system which of the following represents the inputs?      |  |  | | --- | --- | | A. | The dirty clothes, water, and detergent |  |  |  | | --- | --- | | B. | The clean clothes |  |  |  | | --- | --- | | C. | The wash and rinse cycle |  |  |  | | --- | --- | | D. | The light indicating that the washer is off balance and has stopped | |

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| 307. | If you were thinking about a washing machine as a system which of the following represents the process?      |  |  | | --- | --- | | A. | The dirty clothes, water, and detergent |  |  |  | | --- | --- | | B. | The clean clothes |  |  |  | | --- | --- | | C. | The wash and rinse cycle |  |  |  | | --- | --- | | D. | The light indicating that the washer is off balance and has stopped | |

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| 308. | If you were thinking about a washing machine as a system which of the following represents the feedback?      |  |  | | --- | --- | | A. | The dirty clothes, water, and detergent |  |  |  | | --- | --- | | B. | The clean clothes |  |  |  | | --- | --- | | C. | The wash and rinse cycle |  |  |  | | --- | --- | | D. | The light indicating that the washer is off balance and has stopped | |

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| 309. | If you were thinking about a washing machine as a system which of the following represents the outputs?      |  |  | | --- | --- | | A. | The dirty clothes, water, and detergent |  |  |  | | --- | --- | | B. | The clean clothes |  |  |  | | --- | --- | | C. | The wash and rinse cycle |  |  |  | | --- | --- | | D. | The light indicating that the washer is off balance and has stopped | |

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| 310. | If you were thinking about an oven as a system which of the following represents the input?      |  |  | | --- | --- | | A. | The uncooked food |  |  |  | | --- | --- | | B. | The cooked food |  |  |  | | --- | --- | | C. | A light indicating that the oven has reached the preheated temperature |  |  |  | | --- | --- | | D. | The oven running at 350 degrees for 20 minutes | |

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| 311. | If you were thinking about an oven as a system which of the following represents the output?      |  |  | | --- | --- | | A. | The uncooked food |  |  |  | | --- | --- | | B. | The cooked food |  |  |  | | --- | --- | | C. | A light indicating that the oven has reached the preheated temperature |  |  |  | | --- | --- | | D. | The oven running at 350 degrees for 20 minutes | |

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| 312. | If you were thinking about an oven as a system which of the following represents the process?      |  |  | | --- | --- | | A. | The uncooked food |  |  |  | | --- | --- | | B. | The cooked food |  |  |  | | --- | --- | | C. | A light indicating that the oven has reached the preheated temperature |  |  |  | | --- | --- | | D. | The oven running at 350 degrees for 20 minutes | |

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| 313. | If you were thinking about an oven as a system which of the following represents the feedback?      |  |  | | --- | --- | | A. | The uncooked food |  |  |  | | --- | --- | | B. | The cooked food |  |  |  | | --- | --- | | C. | A light indicating that the oven has reached the preheated temperature |  |  |  | | --- | --- | | D. | The oven running at 350 degrees for 20 minutes | |

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| 314. | If you were thinking about a home theater system which of the following represents the inputs?      |  |  | | --- | --- | | A. | The DVD player, DVD movie, speakers, TV, and electricity |  |  |  | | --- | --- | | B. | Playing the movie including the audio through the speakers and the video on the TV |  |  |  | | --- | --- | | C. | A message stating that the disk is dirty and cannot be played |  |  |  | | --- | --- | | D. | Spinning the disk to play, pause, rewind, or fast forward | |

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| 315. | If you were thinking about a home theater system which of the following represents the outputs?      |  |  | | --- | --- | | A. | The DVD player, DVD movie, speakers, TV, and electricity |  |  |  | | --- | --- | | B. | Playing the movie including the audio through the speakers and the video on the TV |  |  |  | | --- | --- | | C. | A message stating that the disk is dirty and cannot be played |  |  |  | | --- | --- | | D. | Spinning the disk to play, pause, rewind, or fast forward | |

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| 316. | If you were thinking about a home theater system which of the following represents the process?      |  |  | | --- | --- | | A. | The DVD player, DVD movie, speakers, TV, and electricity |  |  |  | | --- | --- | | B. | Playing the movie including the audio through the speakers and the video on the TV |  |  |  | | --- | --- | | C. | A message stating that the disk is dirty and cannot be played |  |  |  | | --- | --- | | D. | Spinning the disk to play, pause, rewind, or fast forward | |

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| 317. | If you were thinking about a home theater system which of the following represents the feedback?      |  |  | | --- | --- | | A. | The DVD player, DVD movie, speakers, TV, and electricity |  |  |  | | --- | --- | | B. | Playing the movie including the audio through the speakers and the video on the TV |  |  |  | | --- | --- | | C. | A message stating that the disk is dirty and cannot be played |  |  |  | | --- | --- | | D. | Spinning the disk to play, pause, rewind, or fast forward | |

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| 318. | Which of the following is not a typical way that a company would duplicate a competitive advantage?      |  |  | | --- | --- | | A. | Acquiring the new technology |  |  |  | | --- | --- | | B. | Copying the business operations |  |  |  | | --- | --- | | C. | Hiring away key employees |  |  |  | | --- | --- | | D. | Carrying large product inventories | |

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| 319. | When a company is the first to market with a competitive advantage, this is called a first-mover advantage. All of the following companies were first-movers except \_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | FedEx - online self-service software |  |  |  | | --- | --- | | B. | Apple - iPad |  |  |  | | --- | --- | | C. | Apple - iPod |  |  |  | | --- | --- | | D. | Microsoft - Bing search engine | |

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| 320. | A business strategy achieves a specific set of goals which include \_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Developing new products or services, attracting new competition |  |  |  | | --- | --- | | B. | Increasing costs, attracting new competition |  |  |  | | --- | --- | | C. | Attracting new customers, developing new products or services |  |  |  | | --- | --- | | D. | All of these choices | |

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| 321. | Which of the following is a tool a manager can use to analyze competitive intelligence and identify competitive advantages?      |  |  | | --- | --- | | A. | The Three Generic Strategies |  |  |  | | --- | --- | | B. | The threat of substitute buyer power |  |  |  | | --- | --- | | C. | Differentiated costs |  |  |  | | --- | --- | | D. | Supplier loyalty | |

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| 322. | Identifying competitive advantages can be difficult and explains why they are typically \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | temporary |  |  |  | | --- | --- | | B. | satisfactory |  |  |  | | --- | --- | | C. | terminated |  |  |  | | --- | --- | | D. | unsuccessful | |

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| 323. | Updating business strategies is a continuous undertaking as internal and external environments \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | become less competitive |  |  |  | | --- | --- | | B. | remain stagnant |  |  |  | | --- | --- | | C. | rapidly change |  |  |  | | --- | --- | | D. | become more consistent | |

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| 324. | Which of the following represents a reason why competitive advantages are typically temporary?      |  |  | | --- | --- | | A. | The competitor will hire away your key employees. |  |  |  | | --- | --- | | B. | The competitor quickly seeks ways to duplicate your business operations. |  |  |  | | --- | --- | | C. | The competitor will purchase new technology. |  |  |  | | --- | --- | | D. | All of these choices | |

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| 325. | What is a competitive advantage?      |  |  | | --- | --- | | A. | A product that an organization's customers place a lesser value on than similar offerings from a competitor |  |  |  | | --- | --- | | B. | A feature of a product or service on which customers place a lesser value than they do on similar offerings from a supplier |  |  |  | | --- | --- | | C. | A service that an organization's customers place a lesser value on than similar offerings from a supplier |  |  |  | | --- | --- | | D. | A feature of a product or service on which customers place a greater value than they do on similar offerings from competitors | |

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| 326. | All of the following are common tools used in industry to analyze and develop competitive advantages, except \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Five Forces Model |  |  |  | | --- | --- | | B. | Three Generic Strategies |  |  |  | | --- | --- | | C. | competitive analysis model |  |  |  | | --- | --- | | D. | value chain analysis | |

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| 327. | The process of gathering information about the competitive environment, including competitors' plans, activities, and products, to improve a company's ability to succeed is the definition of \_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | feedback |  |  |  | | --- | --- | | B. | information |  |  |  | | --- | --- | | C. | competitive intelligence |  |  |  | | --- | --- | | D. | data | |

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| 328. | What is a person or group that has an interest or concern in an organization?      |  |  | | --- | --- | | A. | Stakeholder |  |  |  | | --- | --- | | B. | Business strategy |  |  |  | | --- | --- | | C. | Supplier |  |  |  | | --- | --- | | D. | Partner | |

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| 329. | Which group of stakeholder's primary interests include reliable contracts, ethical materials handling, and responsible production?      |  |  | | --- | --- | | A. | Partners/suppliers |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | D. | Government | |

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| 330. | Which group of stakeholder's primary interests include adhering to regulations/laws, increasing employment, and ethical taxation reporting?      |  |  | | --- | --- | | A. | Partners/suppliers |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | D. | Government | |

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| 331. | Which group of stakeholder's primary interests include maximizing profits, growing market share, and high return on investment?      |  |  | | --- | --- | | A. | Partners/suppliers |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | D. | Government | |

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| 332. | Which group of stakeholder's primary interests include exceptional customer service, high-quality products, and ethical dealings?      |  |  | | --- | --- | | A. | Partners/suppliers |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | D. | Customers | |

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| 333. | Which group of stakeholder's primary interests include fair compensation, job security, and ethical conduct/treatment?      |  |  | | --- | --- | | A. | Employees |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | D. | Customers | |

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| 334. | Which group of stakeholder's primary interests include professional associations, ethical recycling, and increasing employment?      |  |  | | --- | --- | | A. | Employees |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | D. | Customers | |

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| 335. | A \_\_\_\_\_\_\_\_\_\_ advantage features a product or service on which customers place a greater value than they do on similar offerings from competitors.      |  |  | | --- | --- | | A. | competitive advantage |  |  |  | | --- | --- | | B. | competitor advantage |  |  |  | | --- | --- | | C. | power advantage |  |  |  | | --- | --- | | D. | first-mover advantage | |

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| 336. | Which of the following evaluates a project's position?      |  |  | | --- | --- | | A. | SWOT Analysis |  |  |  | | --- | --- | | B. | The Five Forces Model |  |  |  | | --- | --- | | C. | Value Chain Analysis |  |  |  | | --- | --- | | D. | Three Generic Strategies | |

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| 337. | What is a SWOT analysis?      |  |  | | --- | --- | | A. | Evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies |  |  |  | | --- | --- | | B. | Analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry |  |  |  | | --- | --- | | C. | Views a firm as a series of business processes, each of which adds value to the product or service |  |  |  | | --- | --- | | D. | Generic business strategies that are neither organization nor industry specific and can be applied to any business, product, or service | |

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| 338. | What evaluates industry attractiveness?      |  |  | | --- | --- | | A. | SWOT Analysis |  |  |  | | --- | --- | | B. | The Five Forces Model |  |  |  | | --- | --- | | C. | Value Chain Analysis |  |  |  | | --- | --- | | D. | Three Generic Strategies | |

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| 339. | What is Porter's Five Forces Model?      |  |  | | --- | --- | | A. | Evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies |  |  |  | | --- | --- | | B. | Analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry |  |  |  | | --- | --- | | C. | Views a firm as a series of business processes, each of which adds value to the product or service |  |  |  | | --- | --- | | D. | Generic business strategies that are neither organization nor industry specific and can be applied to any business, product, or service | |

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| 340. | What executes business strategy?      |  |  | | --- | --- | | A. | SWOT Analysis |  |  |  | | --- | --- | | B. | The Five Forces Model |  |  |  | | --- | --- | | C. | Value Chain Analysis |  |  |  | | --- | --- | | D. | Three Generic Strategies | |

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| 341. | What is a value chain analysis?      |  |  | | --- | --- | | A. | Evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies. |  |  |  | | --- | --- | | B. | Analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry. |  |  |  | | --- | --- | | C. | Views a firm as a series of business processes, each of which adds value to the product or service. |  |  |  | | --- | --- | | D. | Generic business strategies that are neither organization nor industry specific and can be applied to any business, product, or service. | |

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| 342. | Which strategy below helps an organization choose its business focus?      |  |  | | --- | --- | | A. | SWOT Analysis |  |  |  | | --- | --- | | B. | The Five Forces Model |  |  |  | | --- | --- | | C. | Value Chain Analysis |  |  |  | | --- | --- | | D. | Three Generic Strategies | |

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| 343. | What are Porter's Three Generic Strategies?      |  |  | | --- | --- | | A. | Evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies |  |  |  | | --- | --- | | B. | Analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry |  |  |  | | --- | --- | | C. | Views a firm as a series of business processes, each of which adds value to the product or service |  |  |  | | --- | --- | | D. | Generic business strategies that are neither organization nor industry specific and can be applied to any business, product, or service | |

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| 344. | What is included in a SWOT analysis?      |  |  | | --- | --- | | A. | Strengths, weaknesses, organizations, and technology |  |  |  | | --- | --- | | B. | Strengths, weaknesses, opportunities, and threats |  |  |  | | --- | --- | | C. | Success, willingness, opportunities, and technology |  |  |  | | --- | --- | | D. | Success, weaknesses, organizations, and threats | |

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| 345. | Which of the following statements is correct when considering a SWOT analysis?      |  |  | | --- | --- | | A. | Strengths and weaknesses originate inside an organization |  |  |  | | --- | --- | | B. | Opportunities and threats originate inside an organization |  |  |  | | --- | --- | | C. | Strengths and threats originate inside an organization |  |  |  | | --- | --- | | D. | Opportunities and weaknesses organization outside an organization | |

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| 346. | Which of the following statements is correct when considering a SWOT analysis?      |  |  | | --- | --- | | A. | Strengths and weaknesses originate outside an organization |  |  |  | | --- | --- | | B. | Opportunities and threats originate outside an organization |  |  |  | | --- | --- | | C. | Strengths and threats originate inside an organization |  |  |  | | --- | --- | | D. | Opportunities and weaknesses organization outside an organization | |

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| 347. | Which of the following are included as potential internal strengths in a SWOT analysis that are helpful to an organization?      |  |  | | --- | --- | | A. | Core competencies, market leaders, cost advantages, excellent management |  |  |  | | --- | --- | | B. | Lack of strategic direction, obsolete technologies, lack of managerial talent, outdated product line |  |  |  | | --- | --- | | C. | Expanded product line, increase in demand, new markets, new regulations |  |  |  | | --- | --- | | D. | New entrants, substitute products, shrinking markets, costly regulatory, requirements | |

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| 348. | Which of the following are included as potential internal weaknesses in a SWOT analysis that are harmful to an organization?      |  |  | | --- | --- | | A. | Core competencies, market leaders, cost advantages, excellent management |  |  |  | | --- | --- | | B. | Lack of strategic direction, obsolete technologies, lack of managerial talent, outdated product line |  |  |  | | --- | --- | | C. | Expanded product line, increase in demand, new markets, new regulations |  |  |  | | --- | --- | | D. | New entrants, substitute products, shrinking markets, costly regulatory, requirements | |

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| 349. | Which of the following are included as potential external opportunities in a SWOT analysis that are helpful to an organization?      |  |  | | --- | --- | | A. | Core competencies, market leaders, cost advantages, excellent management |  |  |  | | --- | --- | | B. | Lack of strategic direction, obsolete technologies, lack of managerial talent, outdated, product line |  |  |  | | --- | --- | | C. | Expanded product line, increase in demand, new markets, new regulations |  |  |  | | --- | --- | | D. | New entrants, substitute products, shrinking markets, costly regulatory, requirements | |

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| 350. | Which of the following are included as potential external weaknesses in a SWOT analysis that are harmful to an organization?      |  |  | | --- | --- | | A. | Core competencies, market leaders, cost advantages, excellent management |  |  |  | | --- | --- | | B. | Lack of strategic direction, obsolete technologies, lack of managerial talent, outdated, product line |  |  |  | | --- | --- | | C. | Expanded product line, increase in demand, new markets, new regulations |  |  |  | | --- | --- | | D. | New entrants, substitute products, shrinking markets, costly regulatory, requirements | |

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| 351. | Where would you categorize strengths in a SWOT analysis?      |  |  | | --- | --- | | A. | Internal, helpful |  |  |  | | --- | --- | | B. | Internal, harmful |  |  |  | | --- | --- | | C. | External, helpful |  |  |  | | --- | --- | | D. | External, harmful | |

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| 352. | Where would you categorize weaknesses in a SWOT analysis?      |  |  | | --- | --- | | A. | Internal, helpful |  |  |  | | --- | --- | | B. | Internal, harmful |  |  |  | | --- | --- | | C. | External, helpful |  |  |  | | --- | --- | | D. | External, harmful | |

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| 353. | Where would you categorize opportunities in a SWOT analysis?      |  |  | | --- | --- | | A. | Internal, helpful |  |  |  | | --- | --- | | B. | Internal, harmful |  |  |  | | --- | --- | | C. | External, helpful |  |  |  | | --- | --- | | D. | External, harmful | |

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| 354. | Where would you categorize threats in a SWOT analysis?      |  |  | | --- | --- | | A. | Internal, helpful |  |  |  | | --- | --- | | B. | Internal, harmful |  |  |  | | --- | --- | | C. | External, helpful |  |  |  | | --- | --- | | D. | External, harmful | |

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| 355. | Which of the following describes a stakeholder?      |  |  | | --- | --- | | A. | A leadership plan that achieves a specific set of goals or objectives |  |  |  | | --- | --- | | B. | A feature of a product or service on which customers place a greater value |  |  |  | | --- | --- | | C. | A person or group that has an interest or concern in an organization |  |  |  | | --- | --- | | D. | Information about a competitive environment | |

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| 356. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for customers?      |  |  | | --- | --- | | A. | Exceptional customer service |  |  |  | | --- | --- | | B. | Fair compensation |  |  |  | | --- | --- | | C. | Professional associations |  |  |  | | --- | --- | | D. | Reliable contracts | |

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| 357. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for employees?      |  |  | | --- | --- | | A. | Exceptional customer service |  |  |  | | --- | --- | | B. | Fair compensation |  |  |  | | --- | --- | | C. | Professional associations |  |  |  | | --- | --- | | D. | Reliable contracts | |

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| 358. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for the community?      |  |  | | --- | --- | | A. | Exceptional customer service |  |  |  | | --- | --- | | B. | Fair compensation |  |  |  | | --- | --- | | C. | Professional associations |  |  |  | | --- | --- | | D. | Reliable contracts | |

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| 359. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for partners/suppliers?      |  |  | | --- | --- | | A. | Exceptional customer service |  |  |  | | --- | --- | | B. | Fair compensation |  |  |  | | --- | --- | | C. | Professional associations |  |  |  | | --- | --- | | D. | Reliable contracts | |

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| 360. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for the government?      |  |  | | --- | --- | | A. | Maximize profits |  |  |  | | --- | --- | | B. | Adhere to regulations/laws |  |  |  | | --- | --- | | C. | Exceptional customer service |  |  |  | | --- | --- | | D. | Reliable contracts | |

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| 361. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for shareholders/investors?      |  |  | | --- | --- | | A. | Maximize profits |  |  |  | | --- | --- | | B. | Adhere to regulations/laws |  |  |  | | --- | --- | | C. | Exceptional customer service |  |  |  | | --- | --- | | D. | Reliable contracts | |

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| 362. | There are many different stakeholders found in an organization with common business interests. Depending on the stakeholder's perspective, the business strategy can change. Which of the following is not a main concern for shareholders/investors?      |  |  | | --- | --- | | A. | Maximize profits |  |  |  | | --- | --- | | B. | Grow market share |  |  |  | | --- | --- | | C. | Job security |  |  |  | | --- | --- | | D. | High return on investment | |

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| 363. | What does a SWOT analysis do?      |  |  | | --- | --- | | A. | Evaluates an organizations strengths, weaknesses, objectives, and threats |  |  |  | | --- | --- | | B. | Evaluates an organization's strengths, weaknesses, opportunities, and threats |  |  |  | | --- | --- | | C. | Evaluates an organization's supporters, weaknesses, opportunities, and technology |  |  |  | | --- | --- | | D. | Evaluates an organization's systems, warehouses, outputs, and technology | |

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| 364. | In a SWOT analysis, strengths and weaknesses originate \_\_\_\_\_\_\_\_\_\_ an organization.      |  |  | | --- | --- | | A. | inside (internally) |  |  |  | | --- | --- | | B. | outside (externally) |  |  |  | | --- | --- | | C. | Both inside and outside |  |  |  | | --- | --- | | D. | None of these choices | |

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| 365. | In a SWOT analysis, opportunities and threats originate \_\_\_\_\_\_\_\_\_\_ an organization.      |  |  | | --- | --- | | A. | inside (internally) |  |  |  | | --- | --- | | B. | outside (externally) |  |  |  | | --- | --- | | C. | Both inside and outside |  |  |  | | --- | --- | | D. | None of these choices | |

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| 366. | In a SWOT analysis, which of the following could you discover as potential internal strengths (helpful)?      |  |  | | --- | --- | | A. | Cost advantages |  |  |  | | --- | --- | | B. | Damaged reputation |  |  |  | | --- | --- | | C. | New markets |  |  |  | | --- | --- | | D. | Competitor issues | |

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| 367. | In a SWOT analysis, which of the following could you discover as potential inner weaknesses (harmful)?      |  |  | | --- | --- | | A. | Cost advantages |  |  |  | | --- | --- | | B. | Damaged reputation |  |  |  | | --- | --- | | C. | New markets |  |  |  | | --- | --- | | D. | Competitor issues | |

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| 368. | In a SWOT analysis, which of the following could you discover as potential external opportunities (helpful)?      |  |  | | --- | --- | | A. | Cost advantages |  |  |  | | --- | --- | | B. | Damaged reputation |  |  |  | | --- | --- | | C. | New markets |  |  |  | | --- | --- | | D. | Improved marketing campaigns | |

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| 369. | Managers use four common tools to analyze competitive intelligence and develop competitive advantages. Which of the following is not one of these tools?      |  |  | | --- | --- | | A. | The Three Generic Strategies |  |  |  | | --- | --- | | B. | The Five Forces Model |  |  |  | | --- | --- | | C. | First-mover advantage |  |  |  | | --- | --- | | D. | SWOT analysis | |

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| 370. | The Victory Wireless store in Denver is currently offering a fabulous marketing strategy for potential new iPhone customers. Victory Wireless offers customers who purchase an iPhone with a 2-year subscription a free Otter phone case, car charger, ear phones, and speakers. In terms of Porter's Five Forces what is Victory Wireless attempting to achieve with this marketing strategy?      |  |  | | --- | --- | | A. | Increase buyer power |  |  |  | | --- | --- | | B. | Increase substitute products |  |  |  | | --- | --- | | C. | Decrease supplier power |  |  |  | | --- | --- | | D. | Decrease buyer power | |

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| 371. | Gina Brooks works for Aquarium Retail Services selling high-end salt water fish and tank supplies. Aquarium Retail Services is the current market leader in Gina's city. Gina has recently been approached by Deep Blue Incorporated with an opportunity to run its corporate nation-wide marketing and sales division. Gina decides to jump at the opportunity! Deep Blue is attempting to gain a competitive \_\_\_\_\_\_\_\_ by stealing its competitor's key employees.      |  |  | | --- | --- | | A. | power |  |  |  | | --- | --- | | B. | entry barrier |  |  |  | | --- | --- | | C. | advantage |  |  |  | | --- | --- | | D. | loyalty | |

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| 372. | The banking industry has implemented several competitive advantages including ATM's, online bill pay services, and electronic statements. Of course, these competitive advantages were quickly duplicated by any competitor that wanted to remain in the banking industry. These were all examples of \_\_\_\_\_\_\_\_\_\_\_ competitive advantages.      |  |  | | --- | --- | | A. | acquiring new technology products and services |  |  |  | | --- | --- | | B. | hiring new employees |  |  |  | | --- | --- | | C. | reducing expenses |  |  |  | | --- | --- | | D. | gaining invaluable feedback from customers | |

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| 373. | Michael Porter defined the Five Forces Model and the potential pressures that can hurt sales. Which of the following is not one of the potential pressures that can hurt sales?      |  |  | | --- | --- | | A. | Suppliers can drive down profits by charging more for supplies. |  |  |  | | --- | --- | | B. | New market entrants can steal potential investment capital. |  |  |  | | --- | --- | | C. | Substitute products can steal customers. |  |  |  | | --- | --- | | D. | Competition can steal customers. | |

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| 374. | Kevin Campbell is an incoming freshman at your college. Kevin is frustrated by the cost of books, tuition, and expenses and he also needs to purchase a rather expensive laptop. In an effort to save money, Kevin beings a Facebook group finding other college students who need to purchase laptops. Soon, Kevin's Facebook group has close to 100,000 students. Kevin decides to collectively approach different computer companies to see if his group qualifies for a special discount. What business strategy is Kevin using to purchase laptops?      |  |  | | --- | --- | | A. | Collecting business intelligence |  |  |  | | --- | --- | | B. | Decreasing entry barriers |  |  |  | | --- | --- | | C. | Purchasing a substitute product |  |  |  | | --- | --- | | D. | Increasing buyer power | |

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| 375. | What are costs that make customers reluctant to switch to another product or service?      |  |  | | --- | --- | | A. | Support activities |  |  |  | | --- | --- | | B. | Switching costs |  |  |  | | --- | --- | | C. | Loyalty rewards |  |  |  | | --- | --- | | D. | Value chain activities | |

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| 376. | Callie Crystal owns and operates one of the most successful local coffee shops in Denver, called The Edgewater Café. Each time a customer purchases their 100th cup of coffee at The Edgewater Café they receive a free pound of coffee of their choice. What is Callie attempting to create with her unique "Free Pound of Coffee" marketing program?      |  |  | | --- | --- | | A. | Reducing buyer power with a loyalty program |  |  |  | | --- | --- | | B. | Increasing buyer power with a loyalty program |  |  |  | | --- | --- | | C. | Decreasing supplier power with a differentiated product |  |  |  | | --- | --- | | D. | Creating a substitute product | |

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| 377. | What includes all parties involved, directly or indirectly, in obtaining raw materials or a product?      |  |  | | --- | --- | | A. | Support chain |  |  |  | | --- | --- | | B. | Supply chain |  |  |  | | --- | --- | | C. | System chain |  |  |  | | --- | --- | | D. | Supply choice | |

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| 378. | Which of the below represents a company in a supply chain?      |  |  | | --- | --- | | A. | Customer and competitor |  |  |  | | --- | --- | | B. | Supplier and competitor |  |  |  | | --- | --- | | C. | Knowledge worker and supplier |  |  |  | | --- | --- | | D. | Supplier and customer | |

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| 379. | In the center of Porter's Five Forces model is competition. Which of the below represents the four outer boxes?      |  |  | | --- | --- | | A. | Buyer power, systems power, threat of false entrants, and threat of substitute products or services |  |  |  | | --- | --- | | B. | Buyer power, systems power, threat of new entrants, and threat of substitute products or services |  |  |  | | --- | --- | | C. | Buyer power, supplier power, threat of new entrants, and threat of substitute products or services |  |  |  | | --- | --- | | D. | Business power, supplier power, threat of new entrants, and threat of powerful services | |

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| 380. | Shawn McGill is on the executive board for ABC pharmaceuticals. The company produces the number one selling cancer fighting drug on the market. Due to its incredible success, ABC pharmaceuticals has decided to increase the cost of the drug from $8 a pill to $15 a pill. Which force is ABC pharmaceutical using to increase its drug price?      |  |  | | --- | --- | | A. | Supplier power |  |  |  | | --- | --- | | B. | Buyer power |  |  |  | | --- | --- | | C. | Threat of false entrants |  |  |  | | --- | --- | | D. | Business power | |

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| 381. | What is one of the most common ways a company can decrease supplier power?      |  |  | | --- | --- | | A. | Charge lower prices |  |  |  | | --- | --- | | B. | Charge higher prices |  |  |  | | --- | --- | | C. | Use MIS to find and create alternative products |  |  |  | | --- | --- | | D. | Companies cannot impact supplier power | |

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| 382. | If a supplier has high power what can it do to influence its industry?      |  |  | | --- | --- | | A. | Charge higher prices |  |  |  | | --- | --- | | B. | Shift costs to industry participants |  |  |  | | --- | --- | | C. | Limit quality or services |  |  |  | | --- | --- | | D. | All of these choices | |

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| 383. | How can a company reduce the threat of substitute products or services?      |  |  | | --- | --- | | A. | Market the product to less than ten customers |  |  |  | | --- | --- | | B. | Ignore competitive forces |  |  |  | | --- | --- | | C. | Offer additional value through wider product distribution |  |  |  | | --- | --- | | D. | Offer less value making the product far more generic and similar to the competition | |

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| 384. | Which one of Porter's Five Forces is high when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market?      |  |  | | --- | --- | | A. | Threat of new entrants |  |  |  | | --- | --- | | B. | Threat of substitute products or services |  |  |  | | --- | --- | | C. | Threat of buyer power |  |  |  | | --- | --- | | D. | Supply chain competition | |

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| 385. | John Cleaver is the CEO of Tech World, which is a retail store that sells computers, monitors, cameras, televisions and many other electronic products. John and his executive team are meeting to brainstorm new ideas on how to grow the business. One idea is to mimic a competitor's product that is attempting to sell a new product in a different industry. After performing a Porter's Five Forces analysis John determines that all of the forces are high in this new industry. What should John do?      |  |  | | --- | --- | | A. | Explode into the market with an overflow of the product. |  |  |  | | --- | --- | | B. | Contemplate other products to introduce at the same time in this new market. |  |  |  | | --- | --- | | C. | Compare the competitor's prices and offer his product lower in this new market. |  |  |  | | --- | --- | | D. | Not introduce the product because all Five Forces are strong and this would be a highly risky business strategy. | |

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| 386. | What is a feature of a product or service that customers have come to expect and entering competitors must offer the same if they want to survive?      |  |  | | --- | --- | | A. | Significant barrier |  |  |  | | --- | --- | | B. | Entry barrier |  |  |  | | --- | --- | | C. | Product differentiation |  |  |  | | --- | --- | | D. | Entry chain | |

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| 387. | Which of the following represents a typical supply chain?      |  |  | | --- | --- | | A. | Company - customers - suppliers |  |  |  | | --- | --- | | B. | Company - suppliers - customers |  |  |  | | --- | --- | | C. | Suppliers - company - customers |  |  |  | | --- | --- | | D. | Suppliers - customers - company | |

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| 388. | Imagine you are creating a new product to sell in an up-and-coming market. Which of the below statements indicates that it would be easy for you as the new entrants to compete in this market?      |  |  | | --- | --- | | A. | The threat of new entrants' force is high in the up-and-coming market. |  |  |  | | --- | --- | | B. | The threat of new entrants' force is low in the up-and-coming market. |  |  |  | | --- | --- | | C. | The threat of new entrants' force is impossible to define in the up-and-coming market. |  |  |  | | --- | --- | | D. | All of these choices, depending on the time of year. | |

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| 389. | Imagine you are creating a new product to sell in an up-and-coming market. Which of the below statements indicates that it would be difficult for you to enter this new market?      |  |  | | --- | --- | | A. | The threat of new entrants' force is high in the up-and-coming market. |  |  |  | | --- | --- | | B. | The threat of new entrants' force is low in the up-and-coming market. |  |  |  | | --- | --- | | C. | The threat of new entrants' force is high during the summer months in the up-and-coming market. |  |  |  | | --- | --- | | D. | All of these choices, depending on the time of year. | |

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| 390. | Which of the following offers an example where Porter's Five Forces are mostly strong and competition is high?      |  |  | | --- | --- | | A. | A dog walking business |  |  |  | | --- | --- | | B. | A ski resort |  |  |  | | --- | --- | | C. | A professional hockey team |  |  |  | | --- | --- | | D. | All of these choices | |

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| 391. | Which of the following offers an example where Porter's Five Forces are mostly weak and competition is low?      |  |  | | --- | --- | | A. | An international hotel chain purchasing milk |  |  |  | | --- | --- | | B. | A coffee shop |  |  |  | | --- | --- | | C. | A single consumer purchasing milk |  |  |  | | --- | --- | | D. | A dog walking business | |

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| 392. | Some industries' competition is much more intense than others. Retail grocery stores such as Kroger, Safeway, and Albertson's in the United States experience fierce competition and offer similar marketing campaigns to compete. What is an example of in terms of Porter's Five Forces?      |  |  | | --- | --- | | A. | Rivalry among new entrants |  |  |  | | --- | --- | | B. | Rivalry among existing competitors |  |  |  | | --- | --- | | C. | Threat of substitute products or services |  |  |  | | --- | --- | | D. | Buyer power | |

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| 393. | Amazon.com uses a customer profiling system whenever a customer visits its website. Using this system, Amazon can offer products tailored to that particular customer's profile and buying pattern. What is Amazon using to achieve this competitive advantage?      |  |  | | --- | --- | | A. | Rivalry |  |  |  | | --- | --- | | B. | Buyer power |  |  |  | | --- | --- | | C. | Product differentiation |  |  |  | | --- | --- | | D. | Substitute product | |

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| 394. | Your boss, Ty Jacob, has asked you to analyze the music industry using Porter's Five Forces model. Which of the following represents supplier power in the music industry?      |  |  | | --- | --- | | A. | Established record labels like EMI, Sony, Universal |  |  |  | | --- | --- | | B. | Walmart, Target, iTunes |  |  |  | | --- | --- | | C. | Game systems like Wii, social networks like Facebook |  |  |  | | --- | --- | | D. | Taylor Swift, Beyoncé, The Beatles, The Stones | |

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| 395. | Your boss, Ty Jacob, has asked you to analyze the music industry using Porter's Five Forces model. Which of the following represents buyer power in the music industry?      |  |  | | --- | --- | | A. | Established record labels like EMI, Sony, Universal |  |  |  | | --- | --- | | B. | Walmart, Target, iTunes |  |  |  | | --- | --- | | C. | Independent record labels |  |  |  | | --- | --- | | D. | Game systems like Wii, social networks like Facebook | |

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| 396. | Your boss, Ty Jacob, has asked you to analyze the music industry using Porter's Five Forces model. Which of the following represents the threat of substitute products or services in the music industry?      |  |  | | --- | --- | | A. | Established record labels like EMI, Sony, Universal |  |  |  | | --- | --- | | B. | Independent record labels |  |  |  | | --- | --- | | C. | Game systems like Wii, social networks like Facebook |  |  |  | | --- | --- | | D. | Taylor Swift, Beyoncé, The Beatles, The Stones | |

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| 397. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents supplier power in the soft drink industry?      |  |  | | --- | --- | | A. | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | B. | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | C. | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | D. | Vitamin water, fruit juice, coffee. | |

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| 398. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents buyer power in the soft drink industry?      |  |  | | --- | --- | | A. | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | B. | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | C. | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | D. | Vitamin water, fruit juice, coffee. | |

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| 399. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents a threat of a new entrant in the soft drink industry?      |  |  | | --- | --- | | A. | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | B. | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | C. | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | D. | Vitamin water, fruit juice, coffee. | |

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| 400. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents a substitute product in the soft drink industry?      |  |  | | --- | --- | | A. | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | B. | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | C. | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | D. | Vitamin water, fruit juice, coffee | |

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| 401. | What is buyer power?      |  |  | | --- | --- | | A. | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | B. | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | C. | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | D. | High when there are many alternatives to a product or service and low when there are few alternatives from which to choose | |

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| 402. | What is supplier power?      |  |  | | --- | --- | | A. | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | B. | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | C. | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | D. | High when there are many alternatives to a product or service and low when there are few alternatives from which to choose | |

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| 403. | What is threat of substitute products or services?      |  |  | | --- | --- | | A. | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | B. | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | C. | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | D. | High when there are many alternatives to a product or service and low when there are few alternatives from which to choose | |

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| 404. | What is threat of new entrants?      |  |  | | --- | --- | | A. | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | B. | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | C. | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | D. | High when there are many alternatives to a product or service and low when there are few alternatives from which to choose | |

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| 405. | What is rivalry among existing competitors?      |  |  | | --- | --- | | A. | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | B. | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | C. | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | D. | High when competition is fierce in a market and low when competitors are more complacent | |

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| 406. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents rivalry in the soft drink industry?      |  |  | | --- | --- | | A. | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | B. | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | C. | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | D. | Coke and Pepsi submit bids to the owner of a football stadium for the exclusive sale of their products during games. | |

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| 407. | Porter identified Three Generic Strategies that a business could follow after identifying a market it wanted to enter. Which of the following is not included as one of Porter's Three Generic Strategies?      |  |  | | --- | --- | | A. | Broad differentiation |  |  |  | | --- | --- | | B. | Supplier cost differentiation |  |  |  | | --- | --- | | C. | Focused strategy |  |  |  | | --- | --- | | D. | Broad cost leadership | |

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| 408. | When analyzing Porter's Three Generic Strategies for entering a market, if you have a focused strategy what market should you target?      |  |  | | --- | --- | | A. | A niche market |  |  |  | | --- | --- | | B. | A broad market |  |  |  | | --- | --- | | C. | Neither niche or broad markets |  |  |  | | --- | --- | | D. | Both niche and broad markets | |

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| 409. | Which of the following offers an example of a company operating in a narrow focused-market operating as the low-cost provider?      |  |  | | --- | --- | | A. | Walmart |  |  |  | | --- | --- | | B. | Tiffany & Co. |  |  |  | | --- | --- | | C. | Neiman Marcus |  |  |  | | --- | --- | | D. | Payless Shoes | |

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| 410. | Broad differentiation, broad cost leadership, and \_\_\_\_\_\_\_\_\_ create the Three Generic Strategies identified by Porter.      |  |  | | --- | --- | | A. | narrow market leadership |  |  |  | | --- | --- | | B. | high cost versus low cost |  |  |  | | --- | --- | | C. | fused strategy |  |  |  | | --- | --- | | D. | None of these choices | |

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| 411. | Jennifer Bloom is writing a paper and she must determine which of Porter's Three Generic Strategies The Museum Company has implemented. Jennifer finds out that The Museum Company offers specialty products found only in museums around the world to affluent customers. What would Jennifer determine The Museum Company is using as its generic strategy?      |  |  | | --- | --- | | A. | Broad market, low cost |  |  |  | | --- | --- | | B. | Narrow market, high cost |  |  |  | | --- | --- | | C. | Broad market, high cost |  |  |  | | --- | --- | | D. | Narrow market, low cost | |

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| 412. | According to Porter companies that wish to dominate broad markets should operate using a \_\_\_\_\_\_\_\_ strategy.      |  |  | | --- | --- | | A. | cost leadership with a low cost |  |  |  | | --- | --- | | B. | differentiation with a low cost |  |  |  | | --- | --- | | C. | cost leadership with a high cost |  |  |  | | --- | --- | | D. | All of these choices | |

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| 413. | Which of the following demonstrates a company that has implemented a low cost, broad market strategy?      |  |  | | --- | --- | | A. | Neiman Marcus |  |  |  | | --- | --- | | B. | Payless Shoes |  |  |  | | --- | --- | | C. | The Sharper Image |  |  |  | | --- | --- | | D. | Walmart | |

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| 414. | If a business is following a focused strategy then its competitive scope is \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | broad market |  |  |  | | --- | --- | | B. | narrow market |  |  |  | | --- | --- | | C. | broad range products |  |  |  | | --- | --- | | D. | broad range of services | |

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| 415. | When applying Porter's Three Generic Strategies, Tiffany & Co. has a competitive scope and cost strategy that is \_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | broad market - high cost strategy |  |  |  | | --- | --- | | B. | narrow market - low cost strategy |  |  |  | | --- | --- | | C. | narrow market - high cost strategy |  |  |  | | --- | --- | | D. | broad market - low cost strategy | |

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| 416. | When analyzing the book store industry, some of today's businesses compete with different business strategies and cost strategies. Which of the following is using a broad market competitive scope along with a low cost strategy?      |  |  | | --- | --- | | A. | Amazon.com |  |  |  | | --- | --- | | B. | Any local independent book store that specializes in antique books |  |  |  | | --- | --- | | C. | Barnes & Noble |  |  |  | | --- | --- | | D. | Borders books | |

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| 417. | Which of the below is similar to focused strategy versus broad strategy?      |  |  | | --- | --- | | A. | Large market versus leadership |  |  |  | | --- | --- | | B. | Large market versus uniqueness |  |  |  | | --- | --- | | C. | Niche market versus large market |  |  |  | | --- | --- | | D. | Niche market versus generic | |

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| 418. | Your boss, Penny Dirks, has asked you to analyze the airline industry using Porter's Three Generic Strategies. Which of the following companies are using a cost leadership strategy?      |  |  | | --- | --- | | A. | Southwest, Horizon, Frontier, JetBlue |  |  |  | | --- | --- | | B. | British Airways, Singapore Airlines, Virgin Atlantic |  |  |  | | --- | --- | | C. | Sky Taxi - a rent by the hour personal plane service |  |  |  | | --- | --- | | D. | All of these choices | |

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| 419. | Your boss, Penny Dirks, has asked you to analyze the airline industry using Porter's Three Generic Strategies. Which of the following companies are using a differentiation strategy?      |  |  | | --- | --- | | A. | Southwest, Horizon, Frontier, JetBlue |  |  |  | | --- | --- | | B. | British Airways, Singapore Airlines, Virgin Atlantic |  |  |  | | --- | --- | | C. | Sky Taxi - a rent by the hour personal plane service |  |  |  | | --- | --- | | D. | All of these choices | |

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| 420. | Your boss, Penny Dirks, has asked you to analyze the airline industry using Porter's Three Generic Strategies. Which of the following companies are using a focused strategy?      |  |  | | --- | --- | | A. | Southwest, Horizon, Frontier, JetBlue |  |  |  | | --- | --- | | B. | British Airways, Singapore Airlines, Virgin Atlantic |  |  |  | | --- | --- | | C. | Sky Taxi - a rent by the hour personal plane service |  |  |  | | --- | --- | | D. | All of these choices | |

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| 421. | When reviewing Porter's value chain analysis, which of the below provides customer support after the sale of goods and services?      |  |  | | --- | --- | | A. | Inbound logistics |  |  |  | | --- | --- | | B. | Outbound logistics |  |  |  | | --- | --- | | C. | Operations |  |  |  | | --- | --- | | D. | Service | |

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| 422. | Which of the below represents procurement as part of the support value activities in a value chain analysis?      |  |  | | --- | --- | | A. | Purchases inputs such as raw materials, resources, equipment and supplies |  |  |  | | --- | --- | | B. | Applies MIS to processes to add value |  |  |  | | --- | --- | | C. | Distributes goods and services to customers |  |  |  | | --- | --- | | D. | Promotes, prices, and sells products to customers | |

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| 423. | What includes support value activities and primary value activities and is used to determine how to create the greatest possible value for customers?      |  |  | | --- | --- | | A. | Supplier power |  |  |  | | --- | --- | | B. | Operations management |  |  |  | | --- | --- | | C. | Porter's Five Forces Model |  |  |  | | --- | --- | | D. | The value chain analysis | |

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| 424. | What is a standardized set of activities that accomplishes a specific task?      |  |  | | --- | --- | | A. | Business strategy |  |  |  | | --- | --- | | B. | Business outcome |  |  |  | | --- | --- | | C. | Business process |  |  |  | | --- | --- | | D. | Knowledge process | |

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| 425. | Which of the following analyzes a company's business processes and is useful for determining how to create the greatest possible value for customers?      |  |  | | --- | --- | | A. | Product analysis |  |  |  | | --- | --- | | B. | Primary supplier power |  |  |  | | --- | --- | | C. | Value chain analysis |  |  |  | | --- | --- | | D. | Buyer chain analysis | |

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| 426. | The goal of value chain analysis is to identify processes in which the firm can add value for the customer and create a competitive advantage for itself, with a \_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | focused strategy, product differentiation |  |  |  | | --- | --- | | B. | focused strategy, cost advantage |  |  |  | | --- | --- | | C. | cost advantage, primary value activities |  |  |  | | --- | --- | | D. | cost advantage, product differentiation | |

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| 427. | What are the two main categories in a value chain analysis?      |  |  | | --- | --- | | A. | Primary value activities & secondary value activities |  |  |  | | --- | --- | | B. | Primary value activities & support value activities |  |  |  | | --- | --- | | C. | Primary value activities & strengthening value activities |  |  |  | | --- | --- | | D. | None of these choices | |

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| 428. | Which of the following is not considered a category within the primary value activities in a value chain analysis?      |  |  | | --- | --- | | A. | Inbound logistics |  |  |  | | --- | --- | | B. | Firm infrastructure |  |  |  | | --- | --- | | C. | Operations |  |  |  | | --- | --- | | D. | Service | |

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| 429. | Which of the following is not considered a category within the support value activities in a value chain analysis?      |  |  | | --- | --- | | A. | Technology development |  |  |  | | --- | --- | | B. | Outbound logistics |  |  |  | | --- | --- | | C. | Human resource management |  |  |  | | --- | --- | | D. | Firm infrastructure | |

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| 430. | What is the support value activity that provides employees with training, hiring, and compensation?      |  |  | | --- | --- | | A. | Procurement |  |  |  | | --- | --- | | B. | Operations resource management |  |  |  | | --- | --- | | C. | Human resource management |  |  |  | | --- | --- | | D. | Firm infrastructure | |

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| 431. | Sandy Fiero works as the chief knowledge officer for Bend Lumbar Company. She has been given the responsibility to create a product or service that will bring an added value to its customers to increase the company's revenue. Sandy determines that the best value she can add is by creating a service that offers free next day shipping on any order over $50. Where in the value chain is Sandy adding value?      |  |  | | --- | --- | | A. | The primary value activity outbound logistics |  |  |  | | --- | --- | | B. | The primary value activity inbound logistics |  |  |  | | --- | --- | | C. | The primary value activity marketing and sales |  |  |  | | --- | --- | | D. | The primary value activity operations | |

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| 432. | When evaluating the value chain, all of the following are included in the primary value activities except \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | inbound activities |  |  |  | | --- | --- | | B. | operations |  |  |  | | --- | --- | | C. | service |  |  |  | | --- | --- | | D. | MIS development | |

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| 433. | When evaluating the value chain, which of the following is included in the support value activities?      |  |  | | --- | --- | | A. | Inbound activities |  |  |  | | --- | --- | | B. | Marketing and sales |  |  |  | | --- | --- | | C. | Firm infrastructure |  |  |  | | --- | --- | | D. | Finance and sales | |

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| 434. | Which of the following decisions does a firm need to make as soon as it has identified the activities from the value chain that are bringing the highest added value to their customers?      |  |  | | --- | --- | | A. | Target high value-adding activities to further enhance their value |  |  |  | | --- | --- | | B. | Target low value-adding activities to increase their value |  |  |  | | --- | --- | | C. | Perform some combination of the two |  |  |  | | --- | --- | | D. | All of these choices | |

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| 435. | MIS can add value to both primary activities and support activities in the value chain. Which of the following is not an example of a company adding value by the use of MIS in a primary activity?      |  |  | | --- | --- | | A. | Scottrade Corp. creating an online system for employees to track paychecks, benefits, wellness rewards program, and other employee benefit items |  |  |  | | --- | --- | | B. | A system for the sales and marketing departments to track specific sales targets and follow up processes |  |  |  | | --- | --- | | C. | An easy electronic survey, similar to the survey monkey, to be sent to the customer right after a service was completed |  |  |  | | --- | --- | | D. | Royal Crest Dairy using their custom order and delivery system through an easily accessible Web portal for the customer to track delivery status | |

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| 436. | MIS can add value to both primary and support activities within a business. Which of the following is not an example of a company adding value by the use of MIS in a support activity?      |  |  | | --- | --- | | A. | Netflix creating a business strategy for the video rental market that delivers videos via the mail |  |  |  | | --- | --- | | B. | The human resources department creates a tracking system to efficiently reward employees based on their performance |  |  |  | | --- | --- | | C. | Scottrade Corp. creating an online system for employees to track paychecks, benefits, wellness rewards program, and other employee benefit items |  |  |  | | --- | --- | | D. | The University of Forks creates a program to automatically order office supplies such as pens and pads of paper for its employees | |

**Essay Questions**

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| 437. | Describe the information age and the differences between data, information, business intelligence, and knowledge. |

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| 438. | Identify the different departments in a company and why they must work together to achieve success. |

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| 439. | Define the six primary MIS-related strategic positions in an organization along with their associated responsibilities. |

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| 440. | Explain systems thinking and how management information systems enable business communications. |

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| 441. | Explain why competitive advantages are temporary. |

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| 442. | Describe Porter's Five Forces Model and explain each of the Five Forces. |

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| 443. | Compare Porter's Three Generic Strategies. |

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| 444. | Demonstrate how a company can add value by using Porter's value chain analysis. |

Chapter 01 Management Information Systems: Business Driven MIS Answer Key

**True / False Questions**

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| 1. | Companies today are successful when they combine the power of the information age with traditional business methods.    **TRUE**  Companies today are successful when they combine the power of the information age with traditional business methods. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 2. | Competitive intelligence is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making.    **FALSE**  This is the definition of business intelligence which is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 3. | Business intelligence is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making.    **TRUE**  This is the definition of business intelligence. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 4. | The information age is the present time, during which infinite quantities of facts are widely available to anyone who can use a computer.    **TRUE**  The information age is the present time, during which infinite quantities of facts are widely available to anyone who can use a computer. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 5. | Technology provides countless business opportunities, but can also lead to pitfalls and traps for a business.    **TRUE**  Technology provides countless business opportunities, but can also lead to pitfalls and traps for a business. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 6. | Top managers use social intelligence to define the future of the business, analyzing markets, industries and economies to determine the strategic direction the company must follow to remain unprofitable.    **FALSE**  Top managers use business intelligence, not social intelligence and want to remain profitable not unprofitable. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 7. | A variable is a business intelligence characteristic that stands for a value that cannot change over time.    **FALSE**  A variable is a data characteristic that can change over time. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 8. | A fact is the confirmation or validation of an event or object. In the past, people primarily learned facts from books.    **TRUE**  A fact is the confirmation or validation of an event or object. In the past, people primarily learned facts from books. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 9. | Zappos is not a technology company; its primary business focus is to sell books.    **FALSE**  Zappos is not a technology company; its primary business focus is to sell shoes, bags, clothing, and accessories. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 10. | Order date, amount sold, and customer number are all forms of data.    **TRUE**  Order date, amount sold, and customer number are all forms of data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 11. | Choosing not to fire a sales representative who is underperforming knowing that person is experiencing family problems is a form of knowledge.    **TRUE**  Choosing not to fire a sales representative who is underperforming knowing that person is experiencing family problems is a form of knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 12. | Information is data converted into a meaningful and useful context. The truth about information is that its value is only as good as the people who use it. People using the same information can make different decisions depending on how they interpret or analyze the information.    **TRUE**  Information is data converted into a meaningful and useful context. The truth about information is that its value is only as good as the people who use it. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 13. | The Internet of Things (IoT) is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention.    **TRUE**  The Internet of Things (IoT) is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 14. | Machine to machine (M2M) refers to devices that connect directly to other devices.    **TRUE**  Machine to machine (M2M) refers to devices that connect directly to other devices. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 15. | The Internet of Things (IoT) refers to devices that connect directly to other devices.    **FALSE**  The Internet of Things (IoT) is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 16. | Predictive analytics extracts information from data and uses it to predict future trends and identify behavioral patterns.    **TRUE**  Predictive analytics extracts information from data and uses it to predict future trends and identify behavioral patterns. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 17. | Predictive analytics is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention.    **FALSE**  The Internet of Things (IoT) is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 18. | Top managers use predictive analytics to define the future of the business, analyzing markets, industries, and economies to determine the strategic direction the company must follow to remain profitable. Tony will set the strategic direction for his firm, which might include introducing new flavors of potato chips or sports drinks as new product lines or schools and hospitals as new market segments.    **TRUE**  Top managers use predictive analytics to define the future of the business, analyzing markets, industries, and economies to determine the strategic direction the company must follow to remain profitable. Tony will set the strategic direction for his firm, which might include introducing new flavors of potato chips or sports drinks as new product lines or schools and hospitals as new market segments. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 19. | Machine to machine (M2M) extracts information from data and uses it to predict future trends and identify behavioral patterns.    **FALSE**  Predictive analytics extracts information from data and uses it to predict future trends and identify behavioral patterns. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 20. | Knowledge workers are individuals valued for their ability to mitigate risk and implement critical human resource rules and regulations.    **FALSE**  Knowledge workers are individuals valued for their ability to interpret and analyze information. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 21. | Using only data and information to make decisions and solve problems is the key to finding success in business. These are also the only core drivers of the information age and the building blocks of business systems.    **FALSE**  Using data, information, business intelligence, and knowledge to make decisions and solve problems is the key to finding success in business. These are also the core drivers of the information age and the building blocks of business systems. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 22. | Big data is a collection of large complex data sets, including structured and unstructured, which cannot be analyzed using traditional database methods and tools.    **TRUE**  Big data is a collection of large complex data sets, including structured and unstructured, which cannot be analyzed using traditional database methods and tools. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 23. | Big data is a view of data at a particular moment in time.    **FALSE**  A snapshot is a view of data at a particular moment in time. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 24. | A snapshot is a view of data at a particular moment in time.    **TRUE**  A snapshot is a view of data at a particular moment in time. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 25. | A static report can include updating daily stock market prices or the calculation of available inventory.    **FALSE**  A dynamic report can include updating daily stock market prices or the calculation of available inventory. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 26. | A dynamic report can include updating daily stock market prices or the calculation of available inventory.    **TRUE**  A dynamic report can include updating daily stock market prices or the calculation of available inventory. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 27. | Structured data extracts information from data and uses it to predict future trends and identify behavioral patterns.    **FALSE**  Predictive analytics extracts information from data and uses it to predict future trends and identify behavioral patterns. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 28. | Unstructured data extracts information from data and uses it to predict future trends and identify behavioral patterns.    **FALSE**  Predictive analytics extracts information from data and uses it to predict future trends and identify behavioral patterns. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 29. | Structured data is data that has a defined length, type, and format and includes numbers, dates, or strings such as customer address.    **TRUE**  Structured data is data that has a defined length, type, and format and includes numbers, dates, or strings such as customer address. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 30. | Unstructured data is data that is not defined and does not follow a specified format and is typically free-form text such as emails, Twitter tweets, and text messages.    **TRUE**  Unstructured data is data that is not defined and does not follow a specified format and is typically free-form text such as emails, Twitter tweets, and text messages. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 31. | Unstructured data is data that has a defined length, type, and format and includes numbers, dates, or strings such as customer address.    **FALSE**  Structured data is data that has a defined length, type, and format and includes numbers, dates, or strings such as customer address. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 32. | Structured data is data that is not defined and does not follow a specified format and is typically free-form text such as emails, Twitter tweets, and text messages.    **FALSE**  Unstructured data is data that is not defined and does not follow a specified format and is typically free-form text such as emails, Twitter tweets, and text messages. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 33. | Unstructured data extracts information from data and uses it to predict future trends and identify behavioral patterns.    **FALSE**  Predictive analytics extracts information from data and uses it to predict future trends and identify behavioral patterns. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 34. | Companies update business strategies continuously as internal and external environments change.    **TRUE**  Companies update business strategies continuously as internal and external environments change. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 35. | The Finance department performs the function of selling goods or services.    **FALSE**  The Sales department performs the function of selling goods or services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 36. | The Marketing department supports sales by planning, pricing, and promoting goods or services.    **TRUE**  The Marketing department supports sales by planning, pricing, and promoting goods or services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 37. | The Operations management department manages the process of converting or transforming resources into goods or services.    **TRUE**  The Operations management department manages the process of converting or transforming resources into goods or services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 38. | The Accounting and Finance departments primarily use monetary data.    **TRUE**  The Accounting and Finance departments primarily use monetary data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 39. | The Sales and Marketing departments primarily use monetary data.    **FALSE**  The Sales and Marketing departments primarily use transactional data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 40. | For an organization to succeed, every department or functional area must work independently to be most effective.    **FALSE**  For an organization to succeed, every department or functional area must work together or interdependently sharing common information and not be a "silo." |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 41. | Successful companies today operate cross-functionally, integrating the operations of all departments.    **TRUE**  Successful companies today operate cross-functionally, integrating the operations of all departments. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 42. | MIS is a tool that is most valuable when it leverages the talents of people who know how to use and manage it effectively.    **TRUE**  MIS is a tool that is most valuable when it leverages the talents of people who know how to use and manage it effectively. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 43. | The chief technology officer is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks from hackers and viruses.    **FALSE**  The chief technology officer is responsible for ensuring the speed, accuracy, availability, and reliability for MIS. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 44. | The chief security officer is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks from hackers and viruses.    **TRUE**  The chief security officer is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks from hackers and viruses. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 45. | The chief data officer is responsible for ensuring the speed, accuracy, availability, and reliability for MIS.    **FALSE**  The chief technology officer is responsible for ensuring the speed, accuracy, availability, and reliability for MIS. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 46. | The chief privacy officer is responsible for ensuring the ethical and legal use of information within a company.    **TRUE**  The chief privacy officer is responsible for ensuring the ethical and legal use of information within a company. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 47. | The business decisions made by the Marketing department include promotional data, sales data, and advertising data.    **TRUE**  The business decision the Marketing department makes includes promotion data, sales data, and advertising data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 48. | The business decisions made by the Human Resources department include employee data, promotion data, and vacation data.    **TRUE**  The business decision the Human Resources department makes includes employee data, promotion data, and vacation data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 49. | The business decisions made by the Finance department include investment data, monetary data, and reporting data.    **TRUE**  The business decision the Finance department makes includes investment data, monetary data, and reporting data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 50. | The business decisions made by the Accounting department include transactional data, purchasing data, payroll data, and tax data.    **TRUE**  The business decisions the Accounting department makes includes transactional data, purchasing data, payroll data, and tax data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 51. | The business decisions made by the Sales department include potential customer data, sales report data, commission data, and customer support data.    **TRUE**  The business decisions the Sales department makes includes potential customer data, sales report data, commission data, and customer support data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 52. | The business decisions made by the Operations management department include manufacturing data, distribution data, and production data.    **TRUE**  The business decisions the Operations management department makes includes manufacturing data, distribution data, and production data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 53. | The business decisions made by the Finance department include promotion data, sales data, and advertising data.    **FALSE**  The business decision the Marketing department makes includes promotion data, sales data, and advertising data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 54. | The business decisions made by the Accounting department include employee data, promotion data, and vacation data.    **FALSE**  The business decision the Human Resources department makes includes employee data, promotion data, and vacation data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 55. | The business decisions made by the Human Resources department include investment data, monetary data, and reporting data.    **FALSE**  The business decision the Finance department makes includes investment data, monetary data, and reporting data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 56. | The business decisions made by the Marketing department include transactional data, purchasing data, payroll data and tax data.    **FALSE**  The business decisions the Accounting department makes includes transactional data, purchasing data, payroll data and tax data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 57. | The business decisions made by the Human Resources department include potential customer data, sales report data, commission data, and customer support data.    **FALSE**  The business decisions the Sales department makes includes potential customer data, sales report data, commission data, and customer support data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 58. | The business decisions made by the Accounting department include manufacturing data, distribution data, and production data.    **FALSE**  The business decisions the Operations management department makes includes manufacturing data, distribution data, and production data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 59. | The chief data officer is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives.    **FALSE**  The chief information officer is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 60. | The chief knowledge officer is responsible for collecting, maintaining, and distributing company knowledge.    **TRUE**  The chief knowledge officer is responsible for collecting, maintaining, and distributing company knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 61. | Most organizations maintain positions such as chief executive officer (CEO), chief financial officer (CFO), and chief operations officer (COO) at the strategic level.    **TRUE**  Most organizations maintain positions such as chief executive officer (CEO), chief financial officer (CFO), and chief operations officer (COO) at the strategic level. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 62. | The chief knowledge officer is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives.    **FALSE**  The chief information officer is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 63. | The chief knowledge officer is responsible for collecting, maintaining, and distributing company knowledge.    **TRUE**  The chief knowledge officer is responsible for collecting, maintaining, and distributing company knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 64. | The chief data officer (CDO) is responsible for determining the types of information the enterprise will capture, retain, analyze, and share.    **TRUE**  The chief data officer (CDO) is responsible for determining the types of information the enterprise will capture, retain, analyze, and share. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 65. | The chief data office (CDO) is responsible for ensuring the throughput, speed, accuracy, availability, and reliability of an organization's information technology.    **FALSE**  The chief technology officer (CTO) is responsible for ensuring the throughput, speed, accuracy, availability, and reliability of an organization's information technology. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 66. | The chief technology officer (CTO) is responsible for ensuring the security of MIS systems and developing strategies and MIS safeguards against attacks from hackers and viruses.    **FALSE**  The chief security officer (CSO) is responsible for ensuring the security of MIS systems and developing strategies and MIS safeguards against attacks from hackers and viruses. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 67. | The chief privacy officer (CPO) is responsible for ensuring the ethical and legal use of information within an organization.    **TRUE**  The chief privacy officer (CPO) is responsible for ensuring the ethical and legal use of information within an organization. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 68. | The chief intellectual property officer (CIPO) is responsible for collecting, maintaining, and distributing the organization's knowledge.    **FALSE**  The chief knowledge officer (CKO) is responsible for collecting, maintaining, and distributing the organization's knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 69. | The chief security officer (CSO) is responsible for ensuring the security of MIS systems and developing strategies and MIS safeguards against attacks from hackers and viruses.    **TRUE**  The chief security officer (CSO) is responsible for ensuring the security of MIS systems and developing strategies and MIS safeguards against attacks from hackers and viruses. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 70. | According to Fast Company magazine, a few executive levels you might see created over the next decade include chief intellectual property officer, chief automation officer, and chief user experience officer.    **TRUE**  According to Fast Company magazine, a few executive levels you might see created over the next decade include chief intellectual property officer, chief automation officer, and chief user experience officer. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 71. | The difference between existing MIS workplace knowledge and the knowledge required to fulfill the business goals and strategies is called an MIS skill set.    **FALSE**  The difference between existing MIS workplace knowledge and the knowledge required to fulfill the business goals and strategies is called an MIS skills gap. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 72. | Most CTOs do not possess a well-rounded knowledge of all aspects of MIS, such as hardware, software, and telecommunications.    **FALSE**  Most CTOs possess a well-rounded knowledge of all aspects of MIS, including hardware, software, and telecommunications. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 73. | Many CPOs are lawyers by training, enabling them to understand the often complex legal issues surrounding the use of information.    **TRUE**  Many CPOs are lawyers by training, enabling them to understand the often complex legal issues surrounding the use of information. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 74. | Common approaches to closing an MIS skills gap include social recruiting, off-site training, mentoring services, and competitive salaries.    **FALSE**  Common approaches to closing an MIS skills gap include social recruiting, off-site training, mentoring services, and partnerships with universities. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 75. | MIS skills gap is the difference between existing MIS workplace knowledge and the knowledge required to fulfill the business goals and strategies.    **TRUE**  This is the definition of MIS skills gap. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 76. | Closing the MIS skills gap by aligning the current workforce with potential future business needs is a simple proposition.    **FALSE**  Closing the MIS skills gap by aligning the current workforce with potential future business needs is a complicated proposition. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 77. | In many instances, an MIS job will remain unfilled for an extended period of time when an employer needs to hire someone who has a very specific set of skills. In recruiting lingo, such candidates are referred to as "purple turtles."    **FALSE**  In recruiting lingo, such candidates are referred to as "purple squirrels." |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 78. | Goods are material items or products that customer's will buy to satisfy a want or need.    **TRUE**  Goods are material items or products that customer's will buy to satisfy a want or need. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 79. | Waiting tables, teaching, and cutting hair are all examples of services that people pay for to fulfill their needs.    **TRUE**  Waiting tables, teaching, and cutting hair are all examples of services that people pay for to fulfill their needs. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 80. | An overview of systems thinking includes input, process, output, and finances.    **FALSE**  An overview of the systems thinking includes input, process, output, and feedback. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 81. | A stakeholder is a person or group that has an interest or concern in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change.    **TRUE**  A stakeholder is a person or group that has an interest or concern in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. It is not uncommon to find stakeholders' business strategies have conflicting interests such as investors looking to increase profits by eliminating employee jobs. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 82. | It is not uncommon to find stakeholders' business strategies have conflicting interests such as investors looking to increase profits by eliminating employee jobs.    **TRUE**  A stakeholder is a person or group that has an interest or concern in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. It is not uncommon to find stakeholders' business strategies have conflicting interests such as investors looking to increase profits by eliminating employee jobs. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 83. | Cars, groceries, and clothing are all examples of goods.    **TRUE**  Cars, groceries, and clothing are all examples of goods. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 84. | Production is the process where a business takes raw materials and processes them or converts them into a finished product for its goods or services.    **TRUE**  Production is the process where a business takes raw materials and processes them or converts them into a finished product for its goods or services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 85. | Productivity is the rate at which goods and services are produced based upon total output given total inputs.    **TRUE**  Productivity is the rate at which goods and services are produced based upon total output given total inputs. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 86. | Lettuce, tomatoes, patty, bun, and ketchup are included in the output of making a hamburger.    **FALSE**  Lettuce, tomatoes, patty, bun, and ketchup are included as inputs of making a hamburger. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 87. | Cooking a patty and putting the ingredients together are included in the process of making a hamburger.    **TRUE**  Cooking a patty and putting the ingredients together are included in the process of making a hamburger. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 88. | Bread, cheese, and butter are included in the process of making a grilled cheese sandwich.    **TRUE**  Bread, cheese, and butter are included as the inputs of making a grilled cheese sandwich. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 89. | A grilled cheese sandwich is considered the final output of a making-a-sandwich process.    **TRUE**  A grilled cheese sandwich is considered the final output of a making-a-sandwich process. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 90. | If a business could produce the same hamburger with less expensive inputs it would probably see a decrease in profits.    **FALSE**  If a business could produce the same hamburger with less expensive inputs it would probably see an increase in profits. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 91. | If a business could produce more hamburgers with the same inputs it would see a rise in productivity and possibly an increase in profits.    **TRUE**  If a business could produce more hamburgers with the same inputs it would see a rise in productivity and possibly an increase in profits. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 92. | A leadership plan that achieves a specific set of goals or objectives is a business strategy.    **TRUE**  A leadership plan achieves a specific set of goals or objectives is a business strategy. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 93. | When a company is the first to market with a competitive advantage, it gains a particular benefit known as competitive intelligence.    **FALSE**  When a company is the first to market with a competitive advantage, it gains a particular benefit known as a first-mover advantage. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 94. | To combat business challenge, leaders communicate and execute business strategies from the Greek words *stratus* for army and *ago* for leading.    **TRUE**  To combat business challenge, leaders communicate and execute business strategies from the Greek words *stratus* for army and *ago* for leading. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 95. | Businesses rarely need to update business strategies as the business environment remains relatively stable.    **FALSE**  Businesses constantly need to update business strategies as the business environment rapidly changes. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 96. | Attracting new customers, decreasing costs, and entering new markets are all examples of successful business strategies.    **TRUE**  Attracting new customers, decreasing costs, and entering new markets are all examples of business strategies. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 97. | Decreasing customer loyalty, increasing costs, and decreasing sales are all examples of business strategies.    **FALSE**  Increasing customer loyalty, decreasing costs, and increasing sales are all examples of business strategies. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 98. | A first-mover advantage is the process of gathering information about the competitive environment, including competitors' plans, activities, and products, to improve a company's ability to succeed.    **FALSE**  Competitive intelligence is the process of gathering information about the competitive environment, including competitors' plans, activities, and products, to improve a company's ability to succeed. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 99. | FedEx created a first-mover advantage by developing its customer self-service software, which allows people to request parcel pickups, print mailing slips, and track parcels online.    **TRUE**  FedEx created a first-mover advantage by developing its customer self-service software, which allows people to request parcel pickups, print mailing slips, and track parcels online. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 100. | A SWOT analysis will evaluate potential internal strengths, internal weaknesses, and external opportunities.    **TRUE**  A SWOT analysis will evaluate potential internal strengths, internal weaknesses, and external opportunities. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 101. | A SWOT analysis evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies.    **TRUE**  A SWOT analysis evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 102. | A SWOT analysis evaluates an organization's strengths, weaknesses, objectives, and threats.    **FALSE**  A SWOT analysis evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 103. | A SWOT analysis evaluates an organization's strengths, worries, opportunities, and technologies to identify significant influences that work for or against business strategies.    **FALSE**  A SWOT analysis evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 104. | In a SWOT analysis, strengths and weaknesses originate inside an organization, or internally. Opportunities and threats originate outside an organization, or externally and cannot always be anticipated or controlled.    **TRUE**  Strengths and weaknesses originate inside an organization, or internally. Opportunities and threats originate outside an organization, or externally and cannot always be anticipated or controlled. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 105. | In a SWOT analysis, potential internal strengths are helpful when they identify all key strengths associated with the competitive advantage including cost advantages, new and/or innovative services, special expertise and/or experience, proven market leader, improved marketing campaigns, and so on.    **TRUE**  Potential internal strengths are helpful when they identify all key strengths associated with the competitive advantage including cost advantages, new and/or innovative services, special expertise and/or experience, proven market leader, improved marketing campaigns, and so on. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 106. | In a SWOT analysis, potential internal weaknesses are harmful when they identify all key areas that require improvement. Weaknesses focus on the absence of certain strengths, including absence of an Internet marketing plan, damaged reputation, problem areas for service, outdated technology, employee issues, and so on.    **TRUE**  In a SWOT analysis potential internal weaknesses are harmful when they identify all key areas that require improvement. Weaknesses focus on the absence of certain strengths, including absence of an Internet marketing plan, damaged reputation, problem areas for service, outdated technology, employee issues, and so on. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 107. | In a SWOT analysis, potential external opportunities are helpful when they identify all significant trends along with how the organization can benefit from each, including new markets, additional customer groups, legal changes, innovative technologies, population changes, competitor issues, and so on.    **TRUE**  Potential external opportunities are helpful when they identify all significant trends along with how the organization can benefit from each, including new markets, additional customer groups, legal changes, innovative technologies, population changes, competitor issues, and so on. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 108. | In a SWOT analysis, potential external threats are harmful when they identify all threats or risks detrimental to your organization, including new market entrants, substitute products, employee turnover, differentiating products, shrinking markets, adverse changes in regulations, economic shifts, and so on.    **TRUE**  Potential external threats are harmful when they identify all threats or risks detrimental to your organization, including new market entrants, substitute products, employee turnover, differentiating products, shrinking markets, adverse changes in regulations, economic shifts, and so on. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 109. | Competitive advantages provide the same product or service either at a lower price or with additional value that can fetch premium prices.    **TRUE**  Competitive advantages provide the same product or service either at a lower price or with additional value that can fetch premium prices. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 110. | Mark Peterson identified the Porter's Five Forces Model, which analyzes the competitive forces within a business environment.    **FALSE**  Michael Porter identified the Porter's Five Forces Model, which analyzes the competitive forces within a business environment. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 111. | Porter's Five Forces Model outlines the process for a sales strategy.    **FALSE**  Porter's Five Forces Model analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 112. | With the Five Forces Model, companies should watch the forces in the market. If the forces are strong competition generally increases and if the forces are weak competition typically decreases.    **TRUE**  With the Five Forces Model, companies should watch the forces in the market. If the forces are strong competition generally increases and if the forces are weak competition typically decreases. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 113. | There are many challenges to changing doctors, including transferring medical records and losing the doctor-patient relationship along with the doctor's knowledge of the patient's history. Changing doctors provides a great example of switching costs.    **TRUE**  Switching costs are costs that make customers reluctant to switch to another product or service. Switching costs include financial as well as intangible values. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 114. | Supplier power is one of Porter's Five Forces and it measures the suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services).    **TRUE**  Supplier power is one of Porter's Five Forces that measures the suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services). |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 115. | Polaroid had a unique competitive advantage for many years until it forgot to observe competitive intelligence. The firm went bankrupt when people began taking digital pictures. Polaroid provides a great example of Porter's supplier power.    **FALSE**  This is an example of Porter's threat of substitute products or services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 116. | Product differentiation occurs when a company develops unique differences in its products or services with the intent to influence demand.    **TRUE**  Product differentiation occurs when a company develops unique differences in its products or services with the intent to influence demand. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 117. | Buyer power is the ability of buyers to affect the price they must pay for an item.    **TRUE**  Buyer power is the ability of buyers to affect the price they must pay for an item. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 118. | Rivalry among existing competitors refers to the ability of buyers to affect the price they must pay for an item.    **FALSE**  Buyer power is the ability of buyers to affect the price they must pay for an item. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 119. | The threat of substitute products or services refers to the power of customers to purchase alternatives.    **TRUE**  The threat of substitute products or services refers to the power of customers to purchase alternatives. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 120. | The threat of substitute products or services refers to the power of competitors to enter a new market.    **FALSE**  The threat of substitute products or services refers to the power of customers to purchase alternatives. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 121. | Tiffany & Company competes in the marketplace by offering high cost custom jewelry. Tiffany & Company is following a broad market and cost leadership strategy.    **FALSE**  Tiffany & Company is following a focused market with high cost differentiation strategy. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-06 Compare Porter's three generic strategies. Topic: The Three Generics Strategies* |

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| 122. | Porter has identified three generic business strategies including focused, broad cost leadership, and switching strategy.    **FALSE**  Porter has identified three generic business strategies: 1) broad cost leadership, 2) broad differentiation, and 3) focused strategy. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Compare Porter's three generic strategies. Topic: The Three Generics Strategies* |

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| 123. | According to Porter's Three Generic Strategies, Walmart is following a business strategy that focuses on "broad market and low cost."    **TRUE**  An example of a business that uses the business strategy "broad market and low cost" is Walmart. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 Compare Porter's three generic strategies. Topic: The Three Generics Strategies* |

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| 124. | According to Porter, it is recommended to adopt only one of the Three Generic Strategies.    **TRUE**  According to Porter it is recommended to adopt only one of the Three Generic Strategies. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 Compare Porter's three generic strategies. Topic: The Three Generics Strategies* |

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| 125. | Buyer power is included as one of Porter's Three Generic Strategies.    **FALSE**  Buyer power is included as one of Porter's Five Forces. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 Compare Porter's three generic strategies. Topic: The Three Generics Strategies* |

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| 126. | Value chain analysis views a firm as a series of business processes that each adds value to the product or service.    **TRUE**  Value chain analysis views a firm as a series of business processes that each adds value to the product or service. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |

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| 127. | A standardized set of activities that accomplish a specific task is called a supply chain component.    **FALSE**  A standardized set of activities that accomplish a specific task is called a business process. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |

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| 128. | The value chain will group a company's activities into two categories: primary value activities and support value activities.    **TRUE**  The value chain will group a company's activities into two categories: primary value activities and support value activities. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |

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| 129. | A business process is a standardized set of activities that accomplish a specific task, such as processing a customer's order.    **TRUE**  A business process is a standardized set of activities that accomplish a specific task, such as processing a customer's order. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |

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| 130. | A primary value activity is a standardized set of activities that accomplish a specific task, such as processing a customer's order.    **FALSE**  A business process is a standardized set of activities that accomplish a specific task, such as processing a customer's order. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |

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| 131. | Inbound logistics and operations are part of the primary value activities.    **TRUE**  Inbound logistics and operations are part of the primary value activities. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |

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| 132. | Inbound logistics and operations are part of the support value activities.    **FALSE**  Inbound logistics and operations are part of the primary value activities. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |

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| 133. | Firm infrastructure and human resource management are part of the primary value activities.    **FALSE**  Firm infrastructure and human resource management are part of the support value activities. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |

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| 134. | Firm infrastructure and human resource management are part of the support value activities.    **TRUE**  Firm infrastructure and human resource management are part of the support value activities. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |

**Multiple Choice Questions**

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| 135. | Which of the following is not considered a core driver of the information age?      |  |  | | --- | --- | | A. | Information |  |  |  | | --- | --- | | B. | Business intelligence |  |  |  | | --- | --- | | **C.** | Competitive intelligence |  |  |  | | --- | --- | | D. | Data |   The core drivers of the information age include data, information, business intelligence, and knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 136. | Which of the following is not considered a core driver of the information age?      |  |  | | --- | --- | | A. | Information |  |  |  | | --- | --- | | B. | Business intelligence |  |  |  | | --- | --- | | C. | Knowledge |  |  |  | | --- | --- | | **D.** | Variables |   The core drivers of the information age include data, information, business intelligence, and knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 137. | Which of the following is considered a core driver of the information age?      |  |  | | --- | --- | | A. | Fact |  |  |  | | --- | --- | | B. | Goods |  |  |  | | --- | --- | | C. | Competitive intelligence |  |  |  | | --- | --- | | **D.** | Data |   The core drivers of the information age include data, information, business intelligence, and knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 138. | Which of the following is considered a core driver of the information age?      |  |  | | --- | --- | | A. | Information |  |  |  | | --- | --- | | B. | Business intelligence |  |  |  | | --- | --- | | C. | Knowledge |  |  |  | | --- | --- | | **D.** | All of these choices |   The core drivers of the information age include data, information, business intelligence, and knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 139. | Why do students need to study information technology?      |  |  | | --- | --- | | **A.** | Information technology is everywhere in business |  |  |  | | --- | --- | | B. | Information technology is rarely discussed in business |  |  |  | | --- | --- | | C. | Information technology is rarely used in organizations |  |  |  | | --- | --- | | D. | Information technology is found in only a few businesses |   Information technology is everywhere in business. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 140. | Why do students need to study information technology?      |  |  | | --- | --- | | A. | Information technology is everywhere in business |  |  |  | | --- | --- | | B. | Information technology is frequently discussed in business |  |  |  | | --- | --- | | C. | Information technology is frequently used in organizations |  |  |  | | --- | --- | | **D.** | All of these choices |   Information technology is everywhere in business, frequently discussed in business, and frequently used in organizations. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 141. | What is the confirmation or validation of an event or object?      |  |  | | --- | --- | | **A.** | Fact |  |  |  | | --- | --- | | B. | Data |  |  |  | | --- | --- | | C. | Information technology |  |  |  | | --- | --- | | D. | Business Intelligence |   A fact is the confirmation or validation of an event or object. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 142. | The age we live in has infinite quantities of facts that are widely available to anyone who can use a computer. What age is this statement referring to?      |  |  | | --- | --- | | A. | Data age |  |  |  | | --- | --- | | **B.** | Information age |  |  |  | | --- | --- | | C. | Business intelligence age |  |  |  | | --- | --- | | D. | Internet of Things |   The information age has infinite quantities of facts that are widely available to anyone who can use a computer. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 143. | Which of the following is not a technology company but used technology to revamp the business process of selling books?      |  |  | | --- | --- | | A. | Netflix |  |  |  | | --- | --- | | B. | Dell |  |  |  | | --- | --- | | C. | Zappos |  |  |  | | --- | --- | | **D.** | Amazon |   Amazon is not a technology company but used technology to revamp the business process of selling books. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 144. | Which of the following is not a technology company but used technology to revamp the business process of renting videos?      |  |  | | --- | --- | | **A.** | Netflix |  |  |  | | --- | --- | | B. | Dell |  |  |  | | --- | --- | | C. | Zappos |  |  |  | | --- | --- | | D. | Amazon |   Netflix is not a technology company but used technology to revamp the business process of renting videos. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 145. | Which of the following is not a technology company but used technology to revamp the business process of selling shoes?      |  |  | | --- | --- | | A. | Netflix |  |  |  | | --- | --- | | B. | Dell |  |  |  | | --- | --- | | **C.** | Zappos |  |  |  | | --- | --- | | D. | Amazon |   Zappos is not a technology company but used technology to revamp the business process of selling shoes. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 146. | What is data?      |  |  | | --- | --- | | **A.** | Raw facts that describe the characteristics of an event or object |  |  |  | | --- | --- | | B. | Data converted into a meaningful and useful context |  |  |  | | --- | --- | | C. | Information collected from multiple sources that analyzes patterns, trends, and relationships for strategic decision making |  |  |  | | --- | --- | | D. | Skills, experience, and expertise, coupled with information and intelligence, that creates a person's intellectual resources |   Data are raw facts that describe the characteristics of an event or object. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 147. | What is information?      |  |  | | --- | --- | | A. | Raw facts that describe the characteristics of an event or object |  |  |  | | --- | --- | | **B.** | Data converted into a meaningful and useful context |  |  |  | | --- | --- | | C. | Information collected from multiple sources that analyzes patterns, trends, and relationships for strategic decision making |  |  |  | | --- | --- | | D. | Skills, experience, and expertise, coupled with information and intelligence that creates a person's intellectual resources |   Information is data converted into a meaningful and useful context. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 148. | What is business intelligence?      |  |  | | --- | --- | | A. | Raw facts that describe the characteristics of an event or object |  |  |  | | --- | --- | | B. | Data converted into a meaningful and useful context |  |  |  | | --- | --- | | **C.** | Information collected from multiple sources that analyzes patterns, trends, and relationships for strategic decision making |  |  |  | | --- | --- | | D. | Skills, experience, and expertise, coupled with information and intelligence, which creates a person's intellectual resources |   Business intelligence is information collected from multiple sources that analyzes patterns, trends, and relationships for strategic decision making. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 149. | What is knowledge?      |  |  | | --- | --- | | A. | Raw facts that describe the characteristics of an event or object |  |  |  | | --- | --- | | B. | Data converted into a meaningful and useful context |  |  |  | | --- | --- | | C. | Information collected from multiple sources that analyzes patterns, trends, and relationships for strategic decision making |  |  |  | | --- | --- | | **D.** | Skills, experience, and expertise, coupled with information and intelligence that creates a person's intellectual resources |   Knowledge includes skills, experience, and expertise, coupled with information and intelligence that creates a person's intellectual resources is knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 150. | Which of the following is considered information?      |  |  | | --- | --- | | A. | Quantity sold |  |  |  | | --- | --- | | B. | Date sold |  |  |  | | --- | --- | | **C.** | Best-selling item by month |  |  |  | | --- | --- | | D. | Product sold |   Best-selling item by month is information. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 151. | Which of the following is considered data?      |  |  | | --- | --- | | **A.** | Quantity sold |  |  |  | | --- | --- | | B. | Best customer by month |  |  |  | | --- | --- | | C. | Best-selling item by month |  |  |  | | --- | --- | | D. | Worst-selling item by month |   Quantity sold is data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 152. | Cheryl Steffan is the Operations Manager for Nature's Bread Company, which specializes in providing natural products for health conscious individuals. Cheryl is responsible for compiling, analyzing, and evaluating daily sales numbers to determine the company's profitability and forecast production for the next day. Which of the following is an example of a piece of data Cheryl would be using to successfully perform her job?      |  |  | | --- | --- | | **A.** | Craig Newmark is customer number 15467. |  |  |  | | --- | --- | | B. | Compare the costs of supplies including energy over the last five years to determine the best-selling product by month. |  |  |  | | --- | --- | | C. | Best-selling product by day. |  |  |  | | --- | --- | | D. | Best-selling product changes when Tony, the best baker, is working. |   Data is raw facts that describe the characteristics of an event or object. Data for Cheryl would include Craig Newmark is customer number 15467. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 153. | Cheryl Steffan is the Operations Manager for Nature's Bread Company, which specializes in providing natural products for health conscious individuals. Cheryl is responsible for compiling, analyzing, and evaluating daily sales numbers to determine the company's profitability and forecast production for the next day. Which of the following is an example of the type of information Cheryl would be using to successfully perform her job?      |  |  | | --- | --- | | A. | Craig Newmark is customer number 15467. |  |  |  | | --- | --- | | B. | Flour Power is supplier number 8745643. |  |  |  | | --- | --- | | **C.** | Best-selling product by day. |  |  |  | | --- | --- | | D. | Best-selling product changes when Tony, the best baker, is working. |   Best-selling product by day is an example of information. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 154. | Cheryl Steffan is the Operations Manager for Nature's Bread Company, which specializes in providing natural products for health conscious individuals. Cheryl is responsible for compiling, analyzing, and evaluating daily sales numbers to determine the company's profitability and forecast production for the next day. Which of the following is an example of knowledge that Cheryl would be using to successfully perform her job?      |  |  | | --- | --- | | A. | Craig Newmark is customer number 15467. |  |  |  | | --- | --- | | B. | Flour Power is supplier number 8745643. |  |  |  | | --- | --- | | C. | Best-selling product by day. |  |  |  | | --- | --- | | **D.** | Best-selling product changes when Tony the best baker is working. |   Knowledge would include knowing that the best baker is Tony and that when he works the best-selling product changes. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 155. | Data is useful for understanding individual sales, but to gain deeper insight into a business data needs to be turned into information. Which of the following offers an example of turning data into information?      |  |  | | --- | --- | | A. | Who are my best customers? |  |  |  | | --- | --- | | B. | What is my best-selling product? |  |  |  | | --- | --- | | C. | What is my worst-selling product? |  |  |  | | --- | --- | | **D.** | All of these choices |   Questions outlined in the book include: Who are my best customers? Who are my least-profitable customers? What is my best-selling product? What is my slowest-selling product? Who is my strongest sales representative? Who is my weakest sales representative? |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 156. | Which of the following provides an example of information?      |  |  | | --- | --- | | A. | Who is customer number 12345XX? |  |  |  | | --- | --- | | B. | What is product number 12345XX? |  |  |  | | --- | --- | | C. | What customer number is Bob Smith? |  |  |  | | --- | --- | | **D.** | What is my worst-selling product? |   What is my worst-selling product is an example of taking data and turning it into information. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 157. | Which of the following provides an example of data?      |  |  | | --- | --- | | A. | Who are my best customers? |  |  |  | | --- | --- | | B. | What is my best-selling product? |  |  |  | | --- | --- | | C. | What is my worst-selling product? |  |  |  | | --- | --- | | **D.** | Who is customer number 12345XX? |   Who is customer number 12345XX is an example of data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 158. | Business intelligence is information collected from multiple sources. Which of the following provides an example of a source that would be included in business intelligence?      |  |  | | --- | --- | | A. | Suppliers |  |  |  | | --- | --- | | B. | Customers |  |  |  | | --- | --- | | C. | Competitors |  |  |  | | --- | --- | | **D.** | All of these choices |   Business Intelligence is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 159. | Which of the following represents the core drives of the information age?      |  |  | | --- | --- | | **A.** | Data, information, business intelligence, knowledge |  |  |  | | --- | --- | | B. | Fact, data, intelligence, experience |  |  |  | | --- | --- | | C. | Fact, intelligence, business skills, knowledge |  |  |  | | --- | --- | | D. | Data, intelligence, business information, knowledge |   Data, information, business intelligence, and knowledge are the core drivers of the information age. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 160. | Which of the following is not a core driver of the information age?      |  |  | | --- | --- | | A. | Information |  |  |  | | --- | --- | | B. | Knowledge |  |  |  | | --- | --- | | **C.** | Internet of Things |  |  |  | | --- | --- | | D. | Data |   The core drivers of the information age are data, information, business intelligence, and knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 161. | Which of the following represents the definition of a variable?      |  |  | | --- | --- | | A. | A data characteristic that is collected through competitive intelligence and cannot change over time |  |  |  | | --- | --- | | **B.** | A data characteristic that stands for a value that changes or varies over time |  |  |  | | --- | --- | | C. | A data characteristic that stands for a value that does not change or vary over time |  |  |  | | --- | --- | | D. | A data characteristic that is collected only through competitive intelligence and can change over time |   A variable is a data characteristic that stands for a value that changes or varies over time and can be manipulated to help improve profits. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 162. | Today's workers are referred to as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and they use BI along with personal experience to make decisions based on both information and intuition, a valuable resource for any company.      |  |  | | --- | --- | | **A.** | knowledge workers |  |  |  | | --- | --- | | B. | knowledge thinkers |  |  |  | | --- | --- | | C. | knowledge resources |  |  |  | | --- | --- | | D. | knowledge players |   Today's workers are commonly referred to as knowledge workers and they use BI along with personal experience to make decisions based on both information and intuition, a valuable resource for any company. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 163. | What is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making?      |  |  | | --- | --- | | A. | Supplier's intelligence |  |  |  | | --- | --- | | B. | Social intelligence |  |  |  | | --- | --- | | C. | Employee intelligence |  |  |  | | --- | --- | | **D.** | Business intelligence |   Business intelligence is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 164. | Information is data converted into useful, meaningful context. What are data characteristics that change or vary over time?      |  |  | | --- | --- | | A. | Facts |  |  |  | | --- | --- | | **B.** | Variables |  |  |  | | --- | --- | | C. | Supplies |  |  |  | | --- | --- | | D. | Services |   A variable is a data characteristic that stands for a value that changes or varies over time. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 165. | Which of the below is the key term that defines the confirmation or validation of an event or object?      |  |  | | --- | --- | | A. | Buyer power |  |  |  | | --- | --- | | B. | Data |  |  |  | | --- | --- | | **C.** | Fact |  |  |  | | --- | --- | | D. | Entry barrier |   A fact is the confirmation or validation of an event or object. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 166. | What is data converted into a meaningful and useful context?      |  |  | | --- | --- | | A. | Competitive intelligence |  |  |  | | --- | --- | | **B.** | Information |  |  |  | | --- | --- | | C. | Buyer power |  |  |  | | --- | --- | | D. | First-mover advantage |   Information is data converted into a meaningful and useful context. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 167. | What is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention?      |  |  | | --- | --- | | **A.** | Internet of Things |  |  |  | | --- | --- | | B. | Predictive analytics |  |  |  | | --- | --- | | C. | Machine to machine |  |  |  | | --- | --- | | D. | Flat world |   The Internet of Things is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 168. | What refers to devices that connect directly to other devices?      |  |  | | --- | --- | | A. | Internet of Things |  |  |  | | --- | --- | | B. | Predictive analytics |  |  |  | | --- | --- | | **C.** | Machine to machine |  |  |  | | --- | --- | | D. | Flat world |   Machine to machine (M2M), which refers to devices that connect directly to other devices. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 169. | What extracts information from data and uses it to predict future trends and identify behavioral patterns?      |  |  | | --- | --- | | A. | Internet of Things |  |  |  | | --- | --- | | **B.** | Predictive analytics |  |  |  | | --- | --- | | C. | Machine to machine |  |  |  | | --- | --- | | D. | Flat world |   Predictive analytics, which extracts information from data and uses it to predict future trends and identify behavioral patterns. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 170. | What is the Internet of Things?      |  |  | | --- | --- | | **A.** | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |  |  |  | | --- | --- | | B. | Extracts information from data and uses it to predict future trends and identify behavioral patterns |  |  |  | | --- | --- | | C. | Refers to devices that connect directly to other devices |  |  |  | | --- | --- | | D. | Opportunities to change the way people purchase books |   The Internet of Things is a world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 171. | What is machine to machine?      |  |  | | --- | --- | | A. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |  |  |  | | --- | --- | | B. | Extracts information from data and uses it to predict future trends and identify behavioral patterns |  |  |  | | --- | --- | | **C.** | Refers to devices that connect directly to other devices |  |  |  | | --- | --- | | D. | Opportunities to change the way people purchase books |   Machine to machine (M2M), which refers to devices that connect directly to other devices. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 172. | What is predictive analytics?      |  |  | | --- | --- | | A. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |  |  |  | | --- | --- | | **B.** | Extracts information from data and uses it to predict future trends and identify behavioral patterns |  |  |  | | --- | --- | | C. | Refers to devices that connect directly to other devices |  |  |  | | --- | --- | | D. | Opportunities to change the way people purchase books |   Predictive analytics, which extracts information from data and uses it to predict future trends and identify behavioral patterns. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 173. | What is the science of fact-based decision making?      |  |  | | --- | --- | | A. | Business intelligence |  |  |  | | --- | --- | | B. | Information |  |  |  | | --- | --- | | C. | Knowledge |  |  |  | | --- | --- | | **D.** | Analytics |   Analytics is the science of fact-based decision making. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 174. | A big part of business intelligence, \_\_\_\_\_\_\_\_\_\_\_ extracts information from data and uses it to predict future trends and identify behavioral patterns.      |  |  | | --- | --- | | A. | behavioral analytics |  |  |  | | --- | --- | | **B.** | predictive analytics |  |  |  | | --- | --- | | C. | knowledge workers |  |  |  | | --- | --- | | D. | snapshot |   A big part of business intelligence is called predictive analytics, which extracts information from data and uses it to predict future trends and identify behavioral patterns. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 175. | What uses data about people's behaviors to understand intent and predict future actions?      |  |  | | --- | --- | | **A.** | Behavioral analytics |  |  |  | | --- | --- | | B. | Predictive analytics |  |  |  | | --- | --- | | C. | Knowledge workers |  |  |  | | --- | --- | | D. | Snapshot |   Behavioral analytics uses data about people's behaviors to understand intent and predict future actions. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 176. | What data is created by a machine without human intervention?      |  |  | | --- | --- | | A. | Human-generated |  |  |  | | --- | --- | | **B.** | Machine-generated |  |  |  | | --- | --- | | C. | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Unstructured data |   Machine-generated data is created by a machine without human intervention. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 177. | What data is data that humans, in interaction with computers, generate?      |  |  | | --- | --- | | **A.** | Human-generated |  |  |  | | --- | --- | | B. | Machine-generated |  |  |  | | --- | --- | | C. | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Static report |   Human-generated data is data that humans, in interaction with computers, generate. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 178. | What type of structured data includes sensor data, point-of-sale data, and Web log data?      |  |  | | --- | --- | | A. | Human-generated |  |  |  | | --- | --- | | **B.** | Machine-generated |  |  |  | | --- | --- | | C. | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Systems thinking |   Machine-generated data includes sensor data, point-of-sale data, and Web log data generate. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 179. | What type of structured data includes input data, clickstream data, or gaming data?      |  |  | | --- | --- | | **A.** | Human-generated |  |  |  | | --- | --- | | B. | Machine-generated |  |  |  | | --- | --- | | C. | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Systems thinking |   Human-generated data includes input data, clickstream data, or gaming data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 180. | Which of the following describes structured data?      |  |  | | --- | --- | | A. | A defined length, type, and format |  |  |  | | --- | --- | | B. | Includes numbers, dates, or strings such as customer address |  |  |  | | --- | --- | | C. | Is typically stored in a relational database or spreadsheet |  |  |  | | --- | --- | | **D.** | All of these choices |   Structured data has a defined length, type and format and includes numbers, dates, or strings such as customer address. Structured data is typically stored in a traditional system such as a relational database or spreadsheet. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 3 Hard Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 181. | What refers to devices that connect directly to other devices?      |  |  | | --- | --- | | A. | Human-generated |  |  |  | | --- | --- | | B. | Machine-generated |  |  |  | | --- | --- | | **C.** | Machine-to-machine (M2M) |  |  |  | | --- | --- | | D. | Systems thinking |   Machine to machine (M2M) refers to devices that connect directly to other devices. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 182. | What are the characteristics of unstructured data?      |  |  | | --- | --- | | A. | Does not follow a specified format |  |  |  | | --- | --- | | B. | Free-form text |  |  |  | | --- | --- | | C. | Emails, twitter tweets, and text messages |  |  |  | | --- | --- | | **D.** | All of these choices |   Unstructured data does not follow a specified format and is typically free-form text such as emails, Twitter tweets, and text messages. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 183. | Which of the following does not describe unstructured data?      |  |  | | --- | --- | | A. | Does not follow a specified format |  |  |  | | --- | --- | | **B.** | A defined length, type, and format |  |  |  | | --- | --- | | C. | Free-form text |  |  |  | | --- | --- | | D. | Emails, Twitter tweets, and text messages |   Unstructured data does not follow a specified format and is typically free-form text such as emails, Twitter tweets, and text messages. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 184. | Which of the following does not describe structured data?      |  |  | | --- | --- | | A. | A defined length |  |  |  | | --- | --- | | **B.** | Emails, twitter tweets, and text messages are examples of structured data |  |  |  | | --- | --- | | C. | Is typically stored in a relational database or spreadsheet |  |  |  | | --- | --- | | D. | A defined format |   Structured data has a defined length, type and format and includes numbers, dates, or strings such as customer address. Structured data is typically stored in a traditional system such as a relational database or spreadsheet. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 3 Hard Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 185. | What is a snapshot?      |  |  | | --- | --- | | A. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |  |  |  | | --- | --- | | **B.** | A view of data at a particular moment in time |  |  |  | | --- | --- | | C. | Refers to devices that connect directly to other devices |  |  |  | | --- | --- | | D. | Opportunities to change the way people purchase books |   A snapshot is a view of data at a particular moment in time. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 186. | What is a view of data at a particular moment in time?      |  |  | | --- | --- | | A. | Knowledge |  |  |  | | --- | --- | | B. | Big data |  |  |  | | --- | --- | | **C.** | Snapshot |  |  |  | | --- | --- | | D. | Unstructured data |   A snapshot is a view of data at a particular moment in time. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 187. | What is a collection of large complex data sets that cannot be analyzed using traditional database methods and tools?      |  |  | | --- | --- | | A. | Knowledge |  |  |  | | --- | --- | | **B.** | Big data |  |  |  | | --- | --- | | C. | Snapshot |  |  |  | | --- | --- | | D. | Internet of Things |   Big data is a collection of large complex data sets, including structured and unstructured, which cannot be analyzed using traditional database methods and tools. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 188. | What is a report?      |  |  | | --- | --- | | **A.** | A document containing data organized in a table, matrix, or graphical format allowing users to easily comprehend and understand information |  |  |  | | --- | --- | | B. | A collection of large complex data sets, including structured and unstructured, which cannot be analyzed using traditional database methods and tools |  |  |  | | --- | --- | | C. | A view of data at a particular moment in time |  |  |  | | --- | --- | | D. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |   A report is a document containing data organized in a table, matrix, or graphical format allowing users to easily comprehend and understand information. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 189. | What is big data?      |  |  | | --- | --- | | A. | A document containing data organized in a table, matrix, or graphical format allowing users to easily comprehend and understand information |  |  |  | | --- | --- | | **B.** | A collection of large complex data sets, including structured and unstructured, which cannot be analyzed using traditional database methods and tools |  |  |  | | --- | --- | | C. | A view of data at a particular moment in time |  |  |  | | --- | --- | | D. | A world where interconnected, Internet-enabled devices or "things" can collect and share data without human intervention |   A collection of large complex data sets, including structured and unstructured, which cannot be analyzed using traditional database methods and tools. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 190. | What type of report is created based on data that does not change?      |  |  | | --- | --- | | **A.** | Static report |  |  |  | | --- | --- | | B. | Dynamic report |  |  |  | | --- | --- | | C. | Variable report |  |  |  | | --- | --- | | D. | Structured report |   A static report is created based on data that does not change. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 191. | What type of report changes automatically during creation?      |  |  | | --- | --- | | A. | Static report |  |  |  | | --- | --- | | **B.** | Dynamic report |  |  |  | | --- | --- | | C. | Variable report |  |  |  | | --- | --- | | D. | Structured report |   A dynamic report changes automatically during creation. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 192. | What type of report can include a sales report from last year or salary report from five years ago?      |  |  | | --- | --- | | **A.** | Static report |  |  |  | | --- | --- | | B. | Dynamic report |  |  |  | | --- | --- | | C. | Variable report |  |  |  | | --- | --- | | D. | Structured report |   A static report is created based on data that does not change. Static reports can include a sales report from last year or salary report from five years ago. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 193. | What type of report can include updating daily stock market prices or the calculation of available inventory?      |  |  | | --- | --- | | A. | Static report |  |  |  | | --- | --- | | **B.** | Dynamic report |  |  |  | | --- | --- | | C. | Variable report |  |  |  | | --- | --- | | D. | Structured report |   A dynamic report changes automatically during creation. Dynamic reports can include updating daily stock market prices or the calculation of available inventory. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 194. | How are the majority of companies today typically organized?      |  |  | | --- | --- | | **A.** | By departments or functional areas |  |  |  | | --- | --- | | B. | By departments or financial areas |  |  |  | | --- | --- | | C. | By degree or financial areas |  |  |  | | --- | --- | | D. | By manager or knowledge areas |   Companies today are typically organized by departments or functional areas. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 195. | How does the text recommend that a company operate if it wants to be successful in the information age?      |  |  | | --- | --- | | A. | Functionally independent between departments |  |  |  | | --- | --- | | **B.** | Interdependently between departments |  |  |  | | --- | --- | | C. | Together as one department with little or no independence |  |  |  | | --- | --- | | D. | Each department acting as its own individual business unit |   For companies to operate as a whole and be successful in our current business environment today, they must operate interdependently between departments. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 196. | Most companies are typically organized by departments or functional areas. Which of the following is not a common department found in a company?      |  |  | | --- | --- | | A. | Accounting |  |  |  | | --- | --- | | **B.** | Payroll |  |  |  | | --- | --- | | C. | Marketing |  |  |  | | --- | --- | | D. | Human Resources |   Payroll is part of the Accounting department. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 197. | The Sales department needs to rely on information from operations to understand \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Inventory |  |  |  | | --- | --- | | B. | Customer orders |  |  |  | | --- | --- | | C. | Demand forecasts |  |  |  | | --- | --- | | **D.** | All of these choices |   Sales needs to rely on information from operations to understand inventory, place orders, and forecast consumer demand. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 198. | Which of the following represents the department that maintains policies, plans, and procedures for the effective management of employees?      |  |  | | --- | --- | | **A.** | Human Resources |  |  |  | | --- | --- | | B. | Sales |  |  |  | | --- | --- | | C. | Employee Resources |  |  |  | | --- | --- | | D. | Employee Relations |   Human Resources maintains policies, plans, and procedures for the effective management of employees. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 199. | Greg works for Geneva Steel Corporation. Greg's duties include managing the overall processes for the company and transforming the steel resources into goods. Which department would Greg most likely work in?      |  |  | | --- | --- | | A. | Accounting |  |  |  | | --- | --- | | **B.** | Operations Management |  |  |  | | --- | --- | | C. | Marketing |  |  |  | | --- | --- | | D. | CIO |   Operations Management manages the process of converting or transforming of resources into goods or services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 200. | Information technology can enable departments to more efficiently and effectively perform their core \_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Facts |  |  |  | | --- | --- | | B. | Feedback mechanisms |  |  |  | | --- | --- | | **C.** | Business operations |  |  |  | | --- | --- | | D. | Media issues |   Information technology can enable departments to more efficiently and effectively perform their business operations. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 201. | The department within a company that records, measures, and reports monetary transactions is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | **A.** | Accounting |  |  |  | | --- | --- | | B. | Marketing |  |  |  | | --- | --- | | C. | Human Resources |  |  |  | | --- | --- | | D. | Operations Management |   The department within a company that records, measures, and reports monetary transactions is Accounting. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 202. | The department within a company that performs the function of selling goods or services is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Marketing |  |  |  | | --- | --- | | **B.** | Sales |  |  |  | | --- | --- | | C. | Finance |  |  |  | | --- | --- | | D. | Operations Management |   The department with a company that performs the function of selling goods or services is Sales. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 203. | The department within a company that supports the sales by planning, pricing, and promoting goods or services is called \_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | C. | Accounting |  |  |  | | --- | --- | | **D.** | Marketing |   The Marketing department with a company that supports the sales by planning, pricing, and promoting goods or services is marketing. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 204. | Which department tracks strategic financial issues, including money, banking, credit, investments, and assets?      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | C. | Accounting |  |  |  | | --- | --- | | **D.** | Finance |   The Finance department tracks strategic financial issues, including money, banking, credit, investments, and assets. |

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| 205. | Which department manages the process of converting or transforming resources into goods or services?      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | **B.** | Operations Management |  |  |  | | --- | --- | | C. | Accounting |  |  |  | | --- | --- | | D. | Finance |   The Operations Management department manages the process of converting or transforming resources into goods or services. |

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| 206. | Which department records, measures, and reports monetary transactions?      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | **C.** | Accounting |  |  |  | | --- | --- | | D. | Finance |   Accounting records, measures, and reports monetary transactions. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 207. | Which department maintains policies, plans, and procedures for the effective management of employees?      |  |  | | --- | --- | | A. | Sales |  |  |  | | --- | --- | | B. | Operations Management |  |  |  | | --- | --- | | C. | Accounting |  |  |  | | --- | --- | | **D.** | Human Resources |   The human resources department maintains policies, plans, and procedures for the effective management of employees. |

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| 208. | Which activities belong in the Accounting department?      |  |  | | --- | --- | | **A.** | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Relies on information from operations to understand inventory, place orders, and forecast consumer demand |   Accounting records, measures, and reports monetary transactions. |

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| 209. | Which activities belong in the Finance department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | **B.** | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Relies on information from operations to understand inventory, place orders, and forecast consumer demand |   The Finance department tracks strategic financial issues, including money, banking, credit, investments, and assets. |

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| 210. | Which activities belong in the Marketing department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | **C.** | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Relies on information from operations to understand inventory, place orders, and forecast consumer demand |   The Marketing department with a company that supports the sales by planning, pricing, and promoting goods or services is marketing. |

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| 211. | Which activities belong in the Sales department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | **D.** | Relies on information from operations to understand inventory, place orders, and forecast consumer demand |   Sales needs to rely on information from operations to understand inventory, place orders, and forecast consumer demand. |

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| 212. | Which activities belong in the Human Resources department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | B. | Tracks strategic financial issues, including money, banking, credit, investments, and assets |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | **D.** | Maintains policies, plans, and procedures for the effective management of employees |   Human Resources maintains policies, plans, and procedures for the effective management of employees. |

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| 213. | Which activities belong in the Operations Management department?      |  |  | | --- | --- | | A. | Records, measures, and reports monetary transactions |  |  |  | | --- | --- | | **B.** | Manages the process of converting or transforming resources into goods or services |  |  |  | | --- | --- | | C. | Supports the sales by planning, pricing, and promoting goods or services is marketing |  |  |  | | --- | --- | | D. | Maintains policies, plans, and procedures for the effective management of employees |   Operations Management manages the process of converting or transforming resources into goods or services. |

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| 214. | Which data types are typically found in the Marketing department?      |  |  | | --- | --- | | **A.** | Promotion data, sales data, advertising data |  |  |  | | --- | --- | | B. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | C. | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | D. | Transactional data, purchasing data, payroll data, tax data |   The Marketing department includes promotion data, sales data, and advertising data. |

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| 215. | Which data types are typically found in the Human Resources department?      |  |  | | --- | --- | | A. | Promotion data, sales data, advertising data |  |  |  | | --- | --- | | **B.** | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | C. | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | D. | Transactional data, purchasing data, payroll data, tax data |   The Human Resources department includes employee data, promotion data, and vacation data. |

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| 216. | Which data types are typically found in the Finance department?      |  |  | | --- | --- | | A. | Promotion data, sales data, advertising data |  |  |  | | --- | --- | | B. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | **C.** | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | D. | Transactional data, purchasing data, payroll data, tax data |   The Finance department includes investment data, monetary data, and reporting data. |

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| 217. | Which data types are typically found in the Accounting department?      |  |  | | --- | --- | | A. | Promotion data, sales data, advertising data |  |  |  | | --- | --- | | B. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | C. | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | **D.** | Transactional data, purchasing data, payroll data, tax data |   The Accounting department includes transactional data, purchasing data, payroll data, and tax data. |

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| 218. | Which data types are typically found in the Sales department?      |  |  | | --- | --- | | **A.** | Sales data, customer data, commission data, and customer support data |  |  |  | | --- | --- | | B. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | C. | Investment data, monetary data, reporting data |  |  |  | | --- | --- | | D. | Transactional data, purchasing data, payroll data, tax data |   The Sales department has sales data, customer data, commission data, and customer support data. |

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| 219. | Which data types are typically found in the Operations Management department?      |  |  | | --- | --- | | **A.** | Manufacturing data, distribution data, and production data |  |  |  | | --- | --- | | B. | Sales data, customer data, commission data, and customer support data |  |  |  | | --- | --- | | C. | Employee data, promotion data, vacation data |  |  |  | | --- | --- | | D. | Investment data, monetary data, reporting data |   The Operations Management department has manufacturing data, distribution data, and production data. |

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| 220. | Which of the following represents the relationship between functional areas in a business?      |  |  | | --- | --- | | A. | Independent |  |  |  | | --- | --- | | B. | Autonomous |  |  |  | | --- | --- | | **C.** | Interdependent |  |  |  | | --- | --- | | D. | Self-sufficient |   Functional areas are interdependent. |

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| 221. | Which of the following represents the types of data commonly found in the accounting department?      |  |  | | --- | --- | | A. | Tax data |  |  |  | | --- | --- | | B. | Payroll data |  |  |  | | --- | --- | | C. | Transactional data |  |  |  | | --- | --- | | **D.** | All of these choices |   Tax, payroll and transactional data are all found in the Accounting department. |

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| 222. | Which of the following represents the types of data commonly found in the Finance department?      |  |  | | --- | --- | | **A.** | Monetary data |  |  |  | | --- | --- | | B. | Technology data |  |  |  | | --- | --- | | C. | Production data |  |  |  | | --- | --- | | D. | Employee data |   Monetary data is most commonly found in the Finance department. |

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| 223. | Which of the following represents the types of data commonly found in the Human Resource department?      |  |  | | --- | --- | | A. | Financial data |  |  |  | | --- | --- | | B. | Technology data |  |  |  | | --- | --- | | C. | Production data |  |  |  | | --- | --- | | **D.** | Employee data |   Employee data is most commonly found in the Human Resource department. |

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| 224. | Which of the following represents the types of data commonly found in the Sales department?      |  |  | | --- | --- | | A. | Customer data |  |  |  | | --- | --- | | B. | Sales report data |  |  |  | | --- | --- | | C. | Commission data |  |  |  | | --- | --- | | **D.** | All of these choices |   All data types are found in the Sales department. |

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| 225. | Which of the following represents the types of data commonly found in the Marketing department?      |  |  | | --- | --- | | **A.** | Promotional data |  |  |  | | --- | --- | | B. | Payroll data |  |  |  | | --- | --- | | C. | Tax data |  |  |  | | --- | --- | | D. | Employee data |   Promotional data is most commonly found in the Marketing department. |

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| 226. | Which of the following represents the types of data commonly found in the Operations Management department?      |  |  | | --- | --- | | A. | Monetary data |  |  |  | | --- | --- | | B. | Payroll data |  |  |  | | --- | --- | | **C.** | Production data |  |  |  | | --- | --- | | D. | Employee data |   Production data is most commonly found in the Operations Management department. |

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| 227. | Who is responsible for collecting, maintaining, and distributing company knowledge?      |  |  | | --- | --- | | **A.** | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) |   The CKO is responsible for collecting, maintaining, and distributing company knowledge. |

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| 228. | Who is responsible for ensuring the ethical and legal use of information within a company?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | **B.** | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) |   The CPO is responsible for ensuring the ethical and legal use of information within a company. |

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| 229. | Who is responsible for ensuring the speed, accuracy, availability, and reliability of the management information systems?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | **C.** | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) |   The CTO is responsible for ensuring the speed, accuracy, availability, and reliability of the management information systems. |

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| 230. | Who is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | **D.** | Chief information officer (CIO) |   The CIO is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives. |

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| 231. | Who is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | **B.** | Chief security office (CSO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) |   The CSO is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses. |

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| 232. | Trina Hauger works for Johnson Electric as a corporate lawyer, and part of her duties are to ensure the ethical and legal use of information within the company. Which of the following represents Trina's role at Johnson Electric?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | **B.** | Chief privacy officer (CPO) |  |  |  | | --- | --- | | C. | Chief technology officer (CTO) |  |  |  | | --- | --- | | D. | Chief information officer (CIO) |   The CPO is responsible for ensuring the ethical and legal use of information within a company. |

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| 233. | The challenge that companies today sometimes have is that they are departmentalized and act independently of each other. One solution that can help a company work \_\_\_\_\_\_\_\_\_\_\_ includes management information systems.      |  |  | | --- | --- | | A. | variables |  |  |  | | --- | --- | | B. | human resource data |  |  |  | | --- | --- | | **C.** | interdepartmentally |  |  |  | | --- | --- | | D. | resource information systems |   Management information systems are a business function, like accounting and human resources, which moves information about people, products, and processes across the company to facilitate decision-making and problem-solving. |

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| 234. | Susan Stewart is an executive at Equity Title where she is responsible for collecting, maintaining, and distributing knowledge for the company. What is Susan's role at Equity Title?      |  |  | | --- | --- | | **A.** | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief technology officer (CTO) |  |  |  | | --- | --- | | C. | Chief information officer (CIO) |  |  |  | | --- | --- | | D. | Chief security officer (CSO) |   The chief knowledge officer (CKO) is responsible for collecting, maintaining, and distributing company knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 235. | What is the primary responsibility of the CTO?      |  |  | | --- | --- | | A. | Overseeing all uses of MIS |  |  |  | | --- | --- | | B. | Ensuring the security of business systems |  |  |  | | --- | --- | | **C.** | Ensuring speed, accuracy, and reliability for MIS |  |  |  | | --- | --- | | D. | Collecting and distributing company information |   The chief technology officer is responsible for ensuring the speed, accuracy, availability, and reliability for MIS. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 236. | Jeremy Bridges is an executive for Green Web Designs, where his primary role is to ensure the security of business systems and develop strategies to protect the company from online viruses and hackers. What is Jeremy's role within the company?      |  |  | | --- | --- | | A. | Chief executive officer (CEO) |  |  |  | | --- | --- | | **B.** | Chief security officer (CSO) |  |  |  | | --- | --- | | C. | Chief procurement officer (CPO) |  |  |  | | --- | --- | | D. | Chief technology officer (CTO) |   The chief security officer is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 237. | Which role within a company is responsible for overseeing all uses of MIS and ensuring that MIS strategic aligns with business goals and objectives?      |  |  | | --- | --- | | A. | Chief knowledge officer (CKO) |  |  |  | | --- | --- | | B. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | **C.** | Chief information officer (CIO) |  |  |  | | --- | --- | | D. | Chief security officer (CSO) |   The chief information officer (CIO) is responsible for (1) overseeing all uses of MIS and (2) ensuring that MIS strategic aligns with business goals and objectives. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 238. | Recently, 150 of the Fortune 500 companies added this position to their list of senior executives.      |  |  | | --- | --- | | A. | Chief technology officer (CTO) |  |  |  | | --- | --- | | B. | Chief data officer (CDO) |  |  |  | | --- | --- | | **C.** | Chief privacy officer (CPO) |  |  |  | | --- | --- | | D. | Chief knowledge officer (CKO) |   Recently, 150 of the Fortune 500 companies added the CPO position to their list of senior executives. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 239. | Who is responsible for ensuring the speed, accuracy, availability, and reliability of the MIS?      |  |  | | --- | --- | | **A.** | Chief technology officer (CTO) |  |  |  | | --- | --- | | B. | Chief security officer (CSO) |  |  |  | | --- | --- | | C. | Chief privacy officer (CPO) |  |  |  | | --- | --- | | D. | Chief data officer (CDO) |   The CTO is responsible for ensuring the speed, accuracy, availability, and reliability of the MIS. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 240. | Who is responsible for determining the types of information the enterprise will capture, retain, analyze, and share?      |  |  | | --- | --- | | A. | Chief information officer (CIO) |  |  |  | | --- | --- | | B. | Chief security officer (CSO) |  |  |  | | --- | --- | | **C.** | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief knowledge officer (CKO) |   The CDO is responsible for determining the types of information the enterprise will capture, retain, analyze, and share. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 241. | Which of the following includes the roles and responsibilities of the CTO?      |  |  | | --- | --- | | **A.** | Ensuring the speed, accuracy, availability, and reliability of the MIS |  |  |  | | --- | --- | | B. | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives |   The CTO is responsible for ensuring the speed, accuracy, availability, and reliability of the MIS. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: MIS Roles and Responsibilities Topic: The Challenge: Departmental Companies* |

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| 242. | Which of the following includes the roles and responsibilities of the CIO?      |  |  | | --- | --- | | A. | Ensuring the speed, accuracy, availability, and reliability of the MIS |  |  |  | | --- | --- | | B. | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | **D.** | Ensuring that MIS strategically aligns with business goals and objectives |   The CIO is responsible for overseeing all uses of MIS and ensuring that MIS strategically aligns with business goals and objectives. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 243. | Which of the following includes the roles and responsibilities of the CPO?      |  |  | | --- | --- | | A. | Ensuring the speed, accuracy, availability, and reliability of the MIS |  |  |  | | --- | --- | | **B.** | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives |   The CPO is responsible for ensuring the ethical and legal use of information within a company. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 244. | Which of the following includes the roles and responsibilities of the CSO?      |  |  | | --- | --- | | A. | Ensuring the speed, accuracy, availability, and reliability of the MIS |  |  |  | | --- | --- | | B. | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | **C.** | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives |   The CSO is responsible for ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 245. | Which of the following includes the roles and responsibilities of the CDO?      |  |  | | --- | --- | | **A.** | Determining the types of information the enterprise will capture, retain, analyze, and share |  |  |  | | --- | --- | | B. | Ensuring the ethical and legal use of information within a company |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives |   The CDO is responsible for determining the types of information the enterprise will capture, retain, analyze, and share. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 246. | Which of the following includes the roles and responsibilities of the CKO?      |  |  | | --- | --- | | A. | Determining the types of information the enterprise will capture, retain, analyze, and share |  |  |  | | --- | --- | | **B.** | Collecting, maintaining, and distributing company knowledge |  |  |  | | --- | --- | | C. | Ensuring the security of business systems and developing strategies and safeguards against attacks by hackers and viruses |  |  |  | | --- | --- | | D. | Ensuring that MIS strategically aligns with business goals and objectives |   The CKO is responsible for collecting, maintaining, and distributing company knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 247. | According to Fast Company magazine, which of the following executive levels might we see created over the next decade?      |  |  | | --- | --- | | A. | Chief intellectual property officer |  |  |  | | --- | --- | | B. | Chief automation officer |  |  |  | | --- | --- | | C. | Chief user experience officer |  |  |  | | --- | --- | | **D.** | All of these choices |   According to Fast Company magazine, chief intellectual property officer, chief automation officer, and chief user experience officer are a few executive levels we might see created over the next decade. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 248. | According to Fast Company magazine, chief intellectual property officer is a new executive level we might see created over the next decade. Which of the following includes the roles and responsibilities of this officer?      |  |  | | --- | --- | | **A.** | Manage and defend intellectual property, copy-rights and patents |  |  |  | | --- | --- | | B. | Determines if a person or business process can be replaced by a robot or software |  |  |  | | --- | --- | | C. | Create the optimal relationship between user and technology |  |  |  | | --- | --- | | D. | Ensure the ethical and legal use of information within an organization |   The chief intellectual property officer will manage and defend intellectual property, copyrights, and patents. The world of intellectual property law is vast and complicated as new innovations continually enter the market. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 249. | According to Fast Company magazine, chief automation officer is a new executive level we might see created over the next decade. Which of the following includes the roles and responsibilities of this officer?      |  |  | | --- | --- | | A. | Manage and defend intellectual property, copy-rights and patents |  |  |  | | --- | --- | | **B.** | Determines if a person or business process can be replaced by a robot or software |  |  |  | | --- | --- | | C. | Create the optimal relationship between user and technology |  |  |  | | --- | --- | | D. | Ensure the ethical and legal use of information within an organization |   The chief automation officer determines if a person or business process can be replaced by a robot or software. As we continue to automate jobs a member of the core leadership team of the future will be put in charge of identifying opportunities for companies to become more competitive through automation. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 250. | According to Fast Company magazine, chief user experience officer is a new executive level we might see created over the next decade. Which of the following includes the roles and responsibilities of this officer?      |  |  | | --- | --- | | A. | Manage and defend intellectual property, copy-rights and patents |  |  |  | | --- | --- | | B. | Determines if a person or business process can be replaced by a robot or software |  |  |  | | --- | --- | | **C.** | Create the optimal relationship between user and technology |  |  |  | | --- | --- | | D. | Ensure the ethical and legal use of information within an organization |   Chief user experience officer will create the optimal relationship between user and technology. User experience used to be an afterthought for hardware and software designers. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 251. | Jason Charney is the CIO of Zapp Industries. Which of the following does not describe his primary responsibilities?      |  |  | | --- | --- | | **A.** | Manage and defend intellectual property, copyrights and patents |  |  |  | | --- | --- | | B. | Oversee all the uses of information technology |  |  |  | | --- | --- | | C. | Ensure the strategic alignment of MIS with business goals and objectives |  |  |  | | --- | --- | | D. | Have tremendous insight into the capabilities of MIS |   The chief information officer (CIO) is responsible for (1) overseeing all uses of information technology and (2) ensuring the strategic alignment of MIS with business goals and objectives. CIOs must possess a solid and detailed understanding of every aspect of an organization coupled with tremendous insight into the capability of MIS. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 252. | Which of the following is not a broad function of a CIO?      |  |  | | --- | --- | | A. | Manager |  |  |  | | --- | --- | | **B.** | Follower |  |  |  | | --- | --- | | C. | Communicator |  |  |  | | --- | --- | | D. | Leader |   Broad functions of a CIO include manager, leader, and communicator. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 253. | Jason Charney is the CIO of Zapp Industries. Which of the following is among his primary responsibilities?      |  |  | | --- | --- | | **A.** | Advocate and communicate the MIS strategy by building and maintaining strong executive relationships |  |  |  | | --- | --- | | B. | Determine the types of information the enterprise will capture, retain, analyze, and share |  |  |  | | --- | --- | | C. | Ensure the efficiency of MIS systems throughout the organization |  |  |  | | --- | --- | | D. | Develop MIS safeguards against attacks from hackers and viruses |   Being a communicator is a broad function of a CIO; the CIO must advocate and communicate the MIS strategy by building and maintaining strong executive relationships. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 254. | What is the difference between the CIO and CDO of an organization?      |  |  | | --- | --- | | A. | The CIO is responsible for the data, regardless of the information system; the CDO is responsible for the information systems through which data is stored and processed. |  |  |  | | --- | --- | | **B.** | The CIO is responsible for the information systems through which data is stored and processed; the CDO is responsible for the data, regardless of the information system. |  |  |  | | --- | --- | | C. | The CIO is responsible for ensuring the throughput, speed, accuracy, availability, and reliability of an organizations information technology; the CDO is responsible for determining the types of information the enterprise will capture, retain, analyze, and share. |  |  |  | | --- | --- | | D. | The CIO is responsible for determining the types of information the enterprise will capture, retain, analyze, and share; the CDO is responsible for ensuring the throughput, speed, accuracy, availability, and reliability of an organizations information technology. |   The CIO is responsible for the information systems through which data is stored and processed; the CDO is responsible for the data, regardless of the information system. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 255. | What is the difference between existing MIS workplace knowledge and the knowledge required to fulfill business goals and strategies?      |  |  | | --- | --- | | A. | Off-site training |  |  |  | | --- | --- | | **B.** | MIS skills gap |  |  |  | | --- | --- | | C. | Social recruiting |  |  |  | | --- | --- | | D. | Information security |   This is the definition of MIS skills gap. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 256. | Which of the following is a common approach to closing an MIS skills gap?      |  |  | | --- | --- | | A. | Social recruiting |  |  |  | | --- | --- | | B. | Off-site training |  |  |  | | --- | --- | | C. | Mentoring services |  |  |  | | --- | --- | | **D.** | All of these choices |   Common approaches to closing an MIS skills gap include social recruiting, off-site training, mentoring services, and partnerships with universities. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 257. | Which of the following is not a common approach to closing an MIS skills gap?      |  |  | | --- | --- | | A. | Social recruiting |  |  |  | | --- | --- | | B. | Off-site training |  |  |  | | --- | --- | | **C.** | Competitive salary |  |  |  | | --- | --- | | D. | Mentoring services |   Common approaches to closing an MIS skills gap include social recruiting, off-site training, mentoring services, and partnerships with universities. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 258. | In recruiting lingo, what are perfect MIS candidates sometimes called?      |  |  | | --- | --- | | A. | Turquoise turtles |  |  |  | | --- | --- | | B. | Red rabbits |  |  |  | | --- | --- | | **C.** | Purple squirrels |  |  |  | | --- | --- | | D. | White unicorns |   Purple squirrels. Squirrels in the real world are not purple-recruiters use this term to imply that finding the perfect job candidate with exactly the right qualifications, education, and salary expectations can be a daunting task. |

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| 259. | What first-ever national appointment was made by President Barack Obama?      |  |  | | --- | --- | | A. | National Chief Security Officer |  |  |  | | --- | --- | | B. | National Chief Privacy Officer |  |  |  | | --- | --- | | **C.** | National Chief Technology Officer |  |  |  | | --- | --- | | D. | All of these choices |   President Barack Obama appointed the first-ever National Chief Technology Officer. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 260. | Eric Eberly holds an executive position at Parker Industries. He has designed and implemented a system to collect, maintain, and share information across the many departments of Parker Industries. He's also instilled an updating protocol requiring department heads to keep the system up-to-date. Based on this description, what position does Eric hold?      |  |  | | --- | --- | | A. | Chief information officer (CIO) |  |  |  | | --- | --- | | B. | Chief security officer (CSO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | **D.** | Chief knowledge officer (CKO) |   Based on this description, Eric is the chief knowledge officer (CKO) at Parker Industries. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 261. | Cody Osterman holds an executive position at Trek Enterprises. His role is the newest senior executive position at the organization. He has advised the company on privacy procedures and processes, and has initiated a training program for employees about the privacy policy, customer confidentiality, and data security. Based on this description, what position does Cody hold at Trek Enterprises?      |  |  | | --- | --- | | A. | Chief information officer (CIO) |  |  |  | | --- | --- | | B. | Chief security officer (CSO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | **D.** | Chief privacy officer (CPO) |   Based on this description, Cody is the chief privacy officer (CPO) at Trek Enterprises. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 262. | Sara McGuire holds an executive position at Henry Commerce. She is a big-picture thinker, and makes sure the technology strategy at Henry Commerce serves its business strategy. She has a well-rounded knowledge of MIS and her primary responsibilities include the efficiency of Henry Commerce's MIS systems. Based on this description, what position does Sara hold?      |  |  | | --- | --- | | A. | Chief information officer (CIO) |  |  |  | | --- | --- | | **B.** | Chief technology officer (CTO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief privacy officer (CPO) |   Based on this description, Sara is the chief technology officer (CTO) of Henry Commerce. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 263. | Adam Nation holds an executive position at PH Corporation. He has an extensive understanding of networks and telecommunications. Adam is aware of the information-technology threats the company faces, and institutes security protocols and safeguards to secure the MIS systems at PH Corporation. Based on this description, what position does Adam hold?      |  |  | | --- | --- | | **A.** | Chief security officer (CSO) |  |  |  | | --- | --- | | B. | Chief technology officer (CTO) |  |  |  | | --- | --- | | C. | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief privacy officer (CPO) |   Based on this description, Adam is the Chief security officer (CSO) of PH Corporation. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 264. | Jim Coleman holds an executive position at Keck-Howes Group. Jim has improved the quality of the data gathered by the organization, and has also created a model to decrease the cost of managing data while increasing the value of the data gathered. Based on this description, what position does Jim hold at Keck-Howes Group?      |  |  | | --- | --- | | A. | Chief security officer (CSO) |  |  |  | | --- | --- | | B. | Chief technology officer (CTO) |  |  |  | | --- | --- | | **C.** | Chief data officer (CDO) |  |  |  | | --- | --- | | D. | Chief privacy officer (CPO) |   Based on this description, Jim is the chief data officer (CDO) of Keck-Howes Group. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 265. | Feedback is information that returns to its original transmitter and modifies the transmitter's actions. What would the original transmitter include?      |  |  | | --- | --- | | **A.** | Input, transform, output |  |  |  | | --- | --- | | B. | Input, transform, outnumber |  |  |  | | --- | --- | | C. | Output, input, performer |  |  |  | | --- | --- | | D. | Input, process, transform |   Feedback is information that returns to its original transmitter and modifies the transmitter's actions. The original transmitter includes input - transform - output. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 266. | MIS is a business function. Which of the following does MIS perform to help aid the company in decision making and problem solving?      |  |  | | --- | --- | | A. | Moves information about people |  |  |  | | --- | --- | | B. | Moves processes across the company to improve systems |  |  |  | | --- | --- | | C. | Moves information about products |  |  |  | | --- | --- | | **D.** | All of these choices |   MIS is a business function, which moves information about people, products, and processes across the company to facilitate decision making and problem solving. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 267. | In terms of system thinking, what is data entered in a computer?      |  |  | | --- | --- | | **A.** | Input |  |  |  | | --- | --- | | B. | Output |  |  |  | | --- | --- | | C. | Process |  |  |  | | --- | --- | | D. | Feedback |   Input is data entered in a computer. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 268. | In terms of system thinking, what controls to ensure correct processes?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | B. | Output |  |  |  | | --- | --- | | C. | Process |  |  |  | | --- | --- | | **D.** | Feedback |   Feedback is the controls that ensures correct processing. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 269. | In terms of system thinking, what is the resulting information from the computer program?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | **B.** | Output |  |  |  | | --- | --- | | C. | Process |  |  |  | | --- | --- | | D. | Feedback |   Output is the resulting information from the computer program. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 270. | In terms of system thinking, what is the computer program that processes the data?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | **B.** | Output |  |  |  | | --- | --- | | C. | Process |  |  |  | | --- | --- | | D. | Feedback |   Process is the computer program that processes the data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 271. | In terms of system thinking, what is input?      |  |  | | --- | --- | | **A.** | Data entered in a computer |  |  |  | | --- | --- | | B. | Controls to ensure correct processes |  |  |  | | --- | --- | | C. | The resulting information from the computer program |  |  |  | | --- | --- | | D. | The computer program that processes the data |   Input is data entered in a computer. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 272. | In terms of system thinking, what is output?      |  |  | | --- | --- | | A. | Data entered in a computer |  |  |  | | --- | --- | | B. | Controls to ensure correct processes |  |  |  | | --- | --- | | **C.** | The resulting information from the computer program |  |  |  | | --- | --- | | D. | The computer program that processes the data |   Output is the resulting information from the computer program. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 273. | In terms of system thinking, what is feedback?      |  |  | | --- | --- | | A. | Data entered in a computer |  |  |  | | --- | --- | | **B.** | Controls to ensure correct processes |  |  |  | | --- | --- | | C. | The resulting information from the computer program |  |  |  | | --- | --- | | D. | The computer program that processes the data |   Feedback is controls to ensure correct processes. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 274. | In terms of system thinking, what is process?      |  |  | | --- | --- | | A. | Data entered in a computer |  |  |  | | --- | --- | | B. | Controls to ensure correct processes |  |  |  | | --- | --- | | C. | The resulting information from the computer program |  |  |  | | --- | --- | | **D.** | The computer program that processes the data |   Process is the computer program that processes the data. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 275. | A system is a collection of parts that link to achieve a common purpose. Systems thinking is a way of monitoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | **A.** | the entire system |  |  |  | | --- | --- | | B. | a division within the sales role |  |  |  | | --- | --- | | C. | the executive team |  |  |  | | --- | --- | | D. | the company's competitors |   A system is a collection of parts that link to achieve a common purpose, where systems thinking is a way of monitoring the entire system by viewing multiple inputs being processed or transformed to produce outputs while continuously gathering feedback on each part. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 276. | MIS can be an important enabler of business success and innovation. Which of the below statements is accurate when referring to MIS?      |  |  | | --- | --- | | A. | MIS equals business success and innovation. |  |  |  | | --- | --- | | B. | MIS represents business success and innovation. |  |  |  | | --- | --- | | C. | MIS is not a valuable tool that leverages talent. |  |  |  | | --- | --- | | **D.** | MIS is a valuable tool that can leverage the talents of people who know how to use and manage it effectively. |   MIS does not mean that equal, or represent business success and innovation. It is a valuable tool that can leverage the talents of people who know how to use and manage it effectively. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 277. | What is a way of monitoring the entire system in a company, by viewing the multiple inputs being processed to produce outputs?      |  |  | | --- | --- | | A. | Feedback thinking |  |  |  | | --- | --- | | **B.** | Systems thinking |  |  |  | | --- | --- | | C. | Output management |  |  |  | | --- | --- | | D. | Operational thinking |   Systems thinking is a way of monitoring the entire system by viewing multiple inputs being processed or transformed to produce outputs while continuously gathering feedback on each part. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 278. | Which of the following statements is true?      |  |  | | --- | --- | | A. | MIS equals business success. |  |  |  | | --- | --- | | B. | MIS equals business innovation. |  |  |  | | --- | --- | | C. | MIS represents business success and innovation. |  |  |  | | --- | --- | | **D.** | MIS enables business success and innovation. |   MIS is an important enabler of business success and innovation. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 279. | What is the name of a company's internal computer department?      |  |  | | --- | --- | | A. | Management information systems (MIS) |  |  |  | | --- | --- | | B. | Information systems (IS) |  |  |  | | --- | --- | | C. | Information technology (IT) |  |  |  | | --- | --- | | **D.** | All of these choices |   Typical organizations have an internal MIS department often called Information Technology (IT), Information Systems (IS), or Management Information Systems (MIS). |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 280. | What are material items or products that customer's will buy to satisfy a want or need?      |  |  | | --- | --- | | **A.** | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity |   Goods are material items or products that customer's will buy to satisfy a want or need. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 281. | What are tasks performed by people that customer's will buy to satisfy a want or need?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | **B.** | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity |   Services are tasks performed by people that customer's will buy to satisfy a want or need. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 282. | What is the process where a business takes raw materials and processes them or converts them into a finished product for its goods or services?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | **C.** | Production |  |  |  | | --- | --- | | D. | Productivity |   Production is the process where a business takes raw materials and processes them or converts them into a finished product for its goods or services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 283. | What is the rate at which goods and services are produced based upon total output given total inputs?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | **D.** | Productivity |   Productivity is the rate at which goods and services are produced based upon total output given total inputs. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 284. | What are goods?      |  |  | | --- | --- | | **A.** | Material items or products that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | B. | Tasks performed by people that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | C. | The process where a business takes raw materials and processes them or converts them into a finished product for its goods or services |  |  |  | | --- | --- | | D. | The rate at which goods and services are produced based upon total output given total inputs |   Goods are material items or products that customer's will buy to satisfy a want or need. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 285. | What are services?      |  |  | | --- | --- | | A. | Material items or products that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | **B.** | Tasks performed by people that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | C. | The process where a business takes raw materials and processes them or converts them into a finished product for its goods or services |  |  |  | | --- | --- | | D. | The rate at which goods and services are produced based upon total output given total inputs |   Services are tasks performed by people that customer's will buy to satisfy a want or need. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 286. | What is production?      |  |  | | --- | --- | | A. | Material items or products that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | B. | Tasks performed by people that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | **C.** | The process where a business takes raw materials and processes them or converts them into a finished product for its goods or services |  |  |  | | --- | --- | | D. | The rate at which goods and services are produced based upon total output given total inputs |   Production is the process where a business takes raw materials and processes them or converts them into a finished product for its goods or services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 287. | What is productivity?      |  |  | | --- | --- | | A. | Material items or products that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | B. | Tasks performed by people that customer's will buy to satisfy a want or need |  |  |  | | --- | --- | | C. | The process where a business takes raw materials and processes them or converts them into a finished product for its goods or services |  |  |  | | --- | --- | | **D.** | The rate at which goods and services are produced based upon total output given total inputs |   Productivity is the rate at which goods and services are produced based upon total output given total inputs. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 288. | Cars, groceries, and clothing belong in which category?      |  |  | | --- | --- | | **A.** | Goods |  |  |  | | --- | --- | | B. | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity |   Cars, groceries, and clothing belong in the goods category. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 289. | Teaching, waiting tables, and cutting hair belong in which category?      |  |  | | --- | --- | | A. | Goods |  |  |  | | --- | --- | | **B.** | Services |  |  |  | | --- | --- | | C. | Production |  |  |  | | --- | --- | | D. | Productivity |   Teaching, waiting tables, and cutting hair belong in the services category. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 290. | Which of the following is considered a good?      |  |  | | --- | --- | | A. | Cars |  |  |  | | --- | --- | | B. | Groceries |  |  |  | | --- | --- | | C. | Clothing |  |  |  | | --- | --- | | **D.** | All of these choices |   Cars, groceries, and clothing belong in the goods category. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 291. | Which of the following is considered a service?      |  |  | | --- | --- | | A. | Teaching |  |  |  | | --- | --- | | B. | Waiting tables |  |  |  | | --- | --- | | C. | Cutting hair |  |  |  | | --- | --- | | **D.** | All of these choices |   Teaching, waiting tables, and cutting hair belong in the services category. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 292. | Which of the following is considered a good?      |  |  | | --- | --- | | **A.** | Cars |  |  |  | | --- | --- | | B. | Teaching |  |  |  | | --- | --- | | C. | Waiting tables |  |  |  | | --- | --- | | D. | All of these choices |   Cars, groceries, and clothing belong in the goods category. |

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| *Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 293. | Which of the following is considered a service?      |  |  | | --- | --- | | A. | Cars |  |  |  | | --- | --- | | B. | Groceries |  |  |  | | --- | --- | | **C.** | Cutting hair |  |  |  | | --- | --- | | D. | All of these choices |   Teaching, waiting tables, and cutting hair belong in the services category. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 294. | Which of the following is considered a good?      |  |  | | --- | --- | | **A.** | Milk and eggs |  |  |  | | --- | --- | | B. | Managing a team |  |  |  | | --- | --- | | C. | Selling groceries |  |  |  | | --- | --- | | D. | All of these choices |   Milk and eggs are groceries. Cars, groceries, and clothing belong in the goods category. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 295. | Which of the following is considered a service?      |  |  | | --- | --- | | A. | Selling groceries |  |  |  | | --- | --- | | B. | Managing a team |  |  |  | | --- | --- | | C. | Cutting hair |  |  |  | | --- | --- | | **D.** | All of these choices |   Selling groceries, managing a team, teaching, waiting tables, and cutting hair belong in the services category. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 296. | The lettuce, tomatoes, patty, bun, and ketchup are included in which category of making a hamburger?      |  |  | | --- | --- | | **A.** | Input |  |  |  | | --- | --- | | B. | Process |  |  |  | | --- | --- | | C. | Output |  |  |  | | --- | --- | | D. | All of these choices |   Lettuce, tomatoes, patty, bun, and ketchup are all included in the input category of making a hamburger. |

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| 297. | Cooking a patty and putting the ingredients together are included in which category of making a hamburger?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | **B.** | Process |  |  |  | | --- | --- | | C. | Output |  |  |  | | --- | --- | | D. | All of these choices |   Cooking a patty and putting the ingredients together are all included in the process category of making a hamburger. |

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| 298. | The actual hamburger is included in which category of making a hamburger?      |  |  | | --- | --- | | A. | Input |  |  |  | | --- | --- | | B. | Process |  |  |  | | --- | --- | | **C.** | Output |  |  |  | | --- | --- | | D. | All of these choices |   The hamburger is the output in the process of making a hamburger. |

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| 299. | Assume you are in the business of producing and selling hamburgers. If you could produce more hamburgers with the same input what would happen to your productivity and profits assuming the price of your hamburgers remains the same?      |  |  | | --- | --- | | A. | Increase in productivity, decrease in profits |  |  |  | | --- | --- | | **B.** | Increase in productivity, increase in profits |  |  |  | | --- | --- | | C. | Decrease in productivity, decrease in profits |  |  |  | | --- | --- | | D. | Decrease in productivity, increase in profits |   If you could produce more hamburgers with the same input and the price of your hamburgers remains the same productivity would increase and profits would increase. |

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| 300. | Assume you are in the business of producing and selling T-shirts. If you could produce more T-shirts with the same input what would happen to your productivity and profits assuming the price of your T-shirts remains the same?      |  |  | | --- | --- | | A. | Increase in productivity, decrease in profits |  |  |  | | --- | --- | | **B.** | Increase in productivity, increase in profits |  |  |  | | --- | --- | | C. | Decrease in productivity, decrease in profits |  |  |  | | --- | --- | | D. | Decrease in productivity, increase in profits |   If you could produce more T-shirts with the same input and the price of your T-shirts remains the same productivity would increase and profits would increase. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 301. | Assume you are in the business of producing and selling cars. If you could produce more cars with the same input what would happen to your productivity and profits assuming the price of your cars remains the same?      |  |  | | --- | --- | | A. | Increase in productivity, decrease in profits |  |  |  | | --- | --- | | **B.** | Increase in productivity, increase in profits |  |  |  | | --- | --- | | C. | Decrease in productivity, decrease in profits |  |  |  | | --- | --- | | D. | Decrease in productivity, increase in profits |   If you could produce more cars with the same input and the price of your cars remains the same productivity would increase and profits would increase. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 3 Hard Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 302. | Which four elements are included in systems thinking?      |  |  | | --- | --- | | A. | Output, process, feedback, and accounting |  |  |  | | --- | --- | | B. | Process, output, operations, and accounting |  |  |  | | --- | --- | | **C.** | Input, process, output, and feedback |  |  |  | | --- | --- | | D. | Input, output, sales, and feedback |   The systems thinking process includes input, process, output, and feedback. |

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| 303. | MIS is a business function, like accounting or sales, which moves information about people, products, and processes across the company to facilitate decision making and problem solving. What does MIS stand for?      |  |  | | --- | --- | | A. | Management information strategy |  |  |  | | --- | --- | | B. | Management intelligence system |  |  |  | | --- | --- | | **C.** | Management information system |  |  |  | | --- | --- | | D. | Management information strategist |   Management information systems. |

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| 304. | Shelby Black runs a very successful hair salon in downtown Los Angeles. One of Shelby's tasks is to input positive and negative customer reviews into her computer system. What type of information is Shelby gathering?      |  |  | | --- | --- | | **A.** | Feedback |  |  |  | | --- | --- | | B. | Processing |  |  |  | | --- | --- | | C. | Output management |  |  |  | | --- | --- | | D. | Sales processing |   Feedback is information that returns to its original transmitter (input, transform, or output) and modifies the transmitter's actions. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 305. | Which of the following provides an accurate definition of systems thinking?      |  |  | | --- | --- | | **A.** | A way of monitoring the entire system by viewing multiple inputs being processed or transformed to produce outputs while continuously gathering feedback on each part |  |  |  | | --- | --- | | B. | A way of monitoring individual components including an input, the process, and an output, while continuously gathering feedback on the entire system |  |  |  | | --- | --- | | C. | A way of monitoring the entire system by viewing multiple inputs being processed or transformed to produce outputs while continuously gathering feedback on the entire system |  |  |  | | --- | --- | | D. | A way of monitoring singular parts of a system by viewing a single input that is processed or transformed to produce an entire system that is continuously monitored to gather feedback on each individual part |   Systems thinking is a way of monitoring the entire system by viewing multiple inputs being processed or transformed to produce outputs while continuously gathering feedback on each part. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 306. | If you were thinking about a washing machine as a system which of the following represents the inputs?      |  |  | | --- | --- | | **A.** | The dirty clothes, water, and detergent |  |  |  | | --- | --- | | B. | The clean clothes |  |  |  | | --- | --- | | C. | The wash and rinse cycle |  |  |  | | --- | --- | | D. | The light indicating that the washer is off balance and has stopped |   The inputs for a washing machine include the dirty clothes, water, and detergent. |

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| 307. | If you were thinking about a washing machine as a system which of the following represents the process?      |  |  | | --- | --- | | A. | The dirty clothes, water, and detergent |  |  |  | | --- | --- | | B. | The clean clothes |  |  |  | | --- | --- | | **C.** | The wash and rinse cycle |  |  |  | | --- | --- | | D. | The light indicating that the washer is off balance and has stopped |   The process for a washing machine includes the wash and rinse cycle. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 308. | If you were thinking about a washing machine as a system which of the following represents the feedback?      |  |  | | --- | --- | | A. | The dirty clothes, water, and detergent |  |  |  | | --- | --- | | B. | The clean clothes |  |  |  | | --- | --- | | C. | The wash and rinse cycle |  |  |  | | --- | --- | | **D.** | The light indicating that the washer is off balance and has stopped |   The feedback for a washing machine includes a light indicating that the washer is off balance and has stopped. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 309. | If you were thinking about a washing machine as a system which of the following represents the outputs?      |  |  | | --- | --- | | A. | The dirty clothes, water, and detergent |  |  |  | | --- | --- | | **B.** | The clean clothes |  |  |  | | --- | --- | | C. | The wash and rinse cycle |  |  |  | | --- | --- | | D. | The light indicating that the washer is off balance and has stopped |   The output for a washing machine includes clean clothes. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 310. | If you were thinking about an oven as a system which of the following represents the input?      |  |  | | --- | --- | | **A.** | The uncooked food |  |  |  | | --- | --- | | B. | The cooked food |  |  |  | | --- | --- | | C. | A light indicating that the oven has reached the preheated temperature |  |  |  | | --- | --- | | D. | The oven running at 350 degrees for 20 minutes |   The input for an oven includes the uncooked food. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 311. | If you were thinking about an oven as a system which of the following represents the output?      |  |  | | --- | --- | | A. | The uncooked food |  |  |  | | --- | --- | | **B.** | The cooked food |  |  |  | | --- | --- | | C. | A light indicating that the oven has reached the preheated temperature |  |  |  | | --- | --- | | D. | The oven running at 350 degrees for 20 minutes |   The output for an oven includes the cooked food. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 312. | If you were thinking about an oven as a system which of the following represents the process?      |  |  | | --- | --- | | A. | The uncooked food |  |  |  | | --- | --- | | B. | The cooked food |  |  |  | | --- | --- | | C. | A light indicating that the oven has reached the preheated temperature |  |  |  | | --- | --- | | **D.** | The oven running at 350 degrees for 20 minutes |   The process for an oven includes running at 350 degrees for 20 minutes. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 313. | If you were thinking about an oven as a system which of the following represents the feedback?      |  |  | | --- | --- | | A. | The uncooked food |  |  |  | | --- | --- | | B. | The cooked food |  |  |  | | --- | --- | | **C.** | A light indicating that the oven has reached the preheated temperature |  |  |  | | --- | --- | | D. | The oven running at 350 degrees for 20 minutes |   The feedback for an oven includes a light indicating that the oven has reached the preheated temperature. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 314. | If you were thinking about a home theater system which of the following represents the inputs?      |  |  | | --- | --- | | **A.** | The DVD player, DVD movie, speakers, TV, and electricity |  |  |  | | --- | --- | | B. | Playing the movie including the audio through the speakers and the video on the TV |  |  |  | | --- | --- | | C. | A message stating that the disk is dirty and cannot be played |  |  |  | | --- | --- | | D. | Spinning the disk to play, pause, rewind, or fast forward |   A home theater system requires inputs of the DVD player, DVD movie, speakers, TV, and electricity. |

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| 315. | If you were thinking about a home theater system which of the following represents the outputs?      |  |  | | --- | --- | | A. | The DVD player, DVD movie, speakers, TV, and electricity |  |  |  | | --- | --- | | **B.** | Playing the movie including the audio through the speakers and the video on the TV |  |  |  | | --- | --- | | C. | A message stating that the disk is dirty and cannot be played |  |  |  | | --- | --- | | D. | Spinning the disk to play, pause, rewind, or fast forward |   The output of a home theater system includes playing the movie including the audio through the speakers and the video on the TV. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 316. | If you were thinking about a home theater system which of the following represents the process?      |  |  | | --- | --- | | A. | The DVD player, DVD movie, speakers, TV, and electricity |  |  |  | | --- | --- | | B. | Playing the movie including the audio through the speakers and the video on the TV |  |  |  | | --- | --- | | C. | A message stating that the disk is dirty and cannot be played |  |  |  | | --- | --- | | **D.** | Spinning the disk to play, pause, rewind, or fast forward |   The process of a home theater system includes spinning the disk to play, pause, rewind, or fast forward. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 317. | If you were thinking about a home theater system which of the following represents the feedback?      |  |  | | --- | --- | | A. | The DVD player, DVD movie, speakers, TV, and electricity |  |  |  | | --- | --- | | B. | Playing the movie including the audio through the speakers and the video on the TV |  |  |  | | --- | --- | | **C.** | A message stating that the disk is dirty and cannot be played |  |  |  | | --- | --- | | D. | Spinning the disk to play, pause, rewind, or fast forward |   The feedback from a home theater system includes a message stating that the disk is dirty and cannot be played. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 318. | Which of the following is not a typical way that a company would duplicate a competitive advantage?      |  |  | | --- | --- | | A. | Acquiring the new technology |  |  |  | | --- | --- | | B. | Copying the business operations |  |  |  | | --- | --- | | C. | Hiring away key employees |  |  |  | | --- | --- | | **D.** | Carrying large product inventories |   Ways that companies duplicate competitive advantages include acquiring new technology, copying the business operations, and hiring away key employees. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 319. | When a company is the first to market with a competitive advantage, this is called a first-mover advantage. All of the following companies were first-movers except \_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | FedEx - online self-service software |  |  |  | | --- | --- | | B. | Apple - iPad |  |  |  | | --- | --- | | C. | Apple - iPod |  |  |  | | --- | --- | | **D.** | Microsoft - Bing search engine |   Fist-mover advantage is an advantage that occurs when a company can significantly increase its market share by being first with a competitive advantage. Google was first to market with search engine technology. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 320. | A business strategy achieves a specific set of goals which include \_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Developing new products or services, attracting new competition |  |  |  | | --- | --- | | B. | Increasing costs, attracting new competition |  |  |  | | --- | --- | | **C.** | Attracting new customers, developing new products or services |  |  |  | | --- | --- | | D. | All of these choices |   A business strategy is a leadership plan that achieves a specific set of goals or objectives such as developing new products or services, entering new markets, increasing customer loyalty, attracting new customers, increasing sales, and decreasing costs. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 321. | Which of the following is a tool a manager can use to analyze competitive intelligence and identify competitive advantages?      |  |  | | --- | --- | | **A.** | The Three Generic Strategies |  |  |  | | --- | --- | | B. | The threat of substitute buyer power |  |  |  | | --- | --- | | C. | Differentiated costs |  |  |  | | --- | --- | | D. | Supplier loyalty |   Managers utilize three common tools to analyze competitive intelligence and develop competitive advantages including: 1) the Five Forces model, 2) the Three Generic Strategies, and 3) value chain analysis. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 322. | Identifying competitive advantages can be difficult and explains why they are typically \_\_\_\_\_\_\_.      |  |  | | --- | --- | | **A.** | temporary |  |  |  | | --- | --- | | B. | satisfactory |  |  |  | | --- | --- | | C. | terminated |  |  |  | | --- | --- | | D. | unsuccessful |   Competitive advantages are typically temporary. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 323. | Updating business strategies is a continuous undertaking as internal and external environments \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | become less competitive |  |  |  | | --- | --- | | B. | remain stagnant |  |  |  | | --- | --- | | **C.** | rapidly change |  |  |  | | --- | --- | | D. | become more consistent |   Updating business strategies is a continuous undertaking as internal and external environments rapidly change. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 324. | Which of the following represents a reason why competitive advantages are typically temporary?      |  |  | | --- | --- | | A. | The competitor will hire away your key employees. |  |  |  | | --- | --- | | B. | The competitor quickly seeks ways to duplicate your business operations. |  |  |  | | --- | --- | | C. | The competitor will purchase new technology. |  |  |  | | --- | --- | | **D.** | All of these choices |   Competitive advantages are typically temporary, because competitors often quickly seek ways to duplicate them by acquiring new technology, copying the business operations, and hiring away key employees. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 325. | What is a competitive advantage?      |  |  | | --- | --- | | A. | A product that an organization's customers place a lesser value on than similar offerings from a competitor |  |  |  | | --- | --- | | B. | A feature of a product or service on which customers place a lesser value than they do on similar offerings from a supplier |  |  |  | | --- | --- | | C. | A service that an organization's customers place a lesser value on than similar offerings from a supplier |  |  |  | | --- | --- | | **D.** | A feature of a product or service on which customers place a greater value than they do on similar offerings from competitors |   This is the definition of competitive advantage. |

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| 326. | All of the following are common tools used in industry to analyze and develop competitive advantages, except \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Five Forces Model |  |  |  | | --- | --- | | B. | Three Generic Strategies |  |  |  | | --- | --- | | **C.** | competitive analysis model |  |  |  | | --- | --- | | D. | value chain analysis |   A competitive analysis model is not discussed in this text. |

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| 327. | The process of gathering information about the competitive environment, including competitors' plans, activities, and products, to improve a company's ability to succeed is the definition of \_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | feedback |  |  |  | | --- | --- | | B. | information |  |  |  | | --- | --- | | **C.** | competitive intelligence |  |  |  | | --- | --- | | D. | data |   Competitive intelligence is the process of gathering information about the competitive environment, including competitors' plans, activities, and products, to improve a company's ability to succeed. |

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| 328. | What is a person or group that has an interest or concern in an organization?      |  |  | | --- | --- | | **A.** | Stakeholder |  |  |  | | --- | --- | | B. | Business strategy |  |  |  | | --- | --- | | C. | Supplier |  |  |  | | --- | --- | | D. | Partner |   A stakeholder is a person or group that has an interest or concern in an organization. |

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| 329. | Which group of stakeholder's primary interests include reliable contracts, ethical materials handling, and responsible production?      |  |  | | --- | --- | | **A.** | Partners/suppliers |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | D. | Government |   Partners/suppliers primary interest are in reliable contracts, ethical materials handling, and responsible production. |

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| 330. | Which group of stakeholder's primary interests include adhering to regulations/laws, increasing employment, and ethical taxation reporting?      |  |  | | --- | --- | | A. | Partners/suppliers |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | **D.** | Government |   Government primary interests include adhere to regulations/laws, increase employment, and ethical taxation reporting. |

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| 331. | Which group of stakeholder's primary interests include maximizing profits, growing market share, and high return on investment?      |  |  | | --- | --- | | A. | Partners/suppliers |  |  |  | | --- | --- | | **B.** | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | D. | Government |   Shareholders/investors primary interests include maximize profits, grow market share, and high return on investment. |

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| 332. | Which group of stakeholder's primary interests include exceptional customer service, high-quality products, and ethical dealings?      |  |  | | --- | --- | | A. | Partners/suppliers |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | **D.** | Customers |   Customers primary interests includes exceptional customer service, high-quality products, and ethical dealings. |

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| 333. | Which group of stakeholder's primary interests include fair compensation, job security, and ethical conduct/treatment?      |  |  | | --- | --- | | **A.** | Employees |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | C. | Community |  |  |  | | --- | --- | | D. | Customers |   Employees primary interests include fair compensation, job security, and ethical conduct/treatment. |

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| 334. | Which group of stakeholder's primary interests include professional associations, ethical recycling, and increasing employment?      |  |  | | --- | --- | | A. | Employees |  |  |  | | --- | --- | | B. | Shareholders/investors |  |  |  | | --- | --- | | **C.** | Community |  |  |  | | --- | --- | | D. | Customers |   Community primary interests include professional associations, ethical recycling, and increasing employment. |

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| 335. | A \_\_\_\_\_\_\_\_\_\_ advantage features a product or service on which customers place a greater value than they do on similar offerings from competitors.      |  |  | | --- | --- | | **A.** | competitive advantage |  |  |  | | --- | --- | | B. | competitor advantage |  |  |  | | --- | --- | | C. | power advantage |  |  |  | | --- | --- | | D. | first-mover advantage |   A competitive advantage features a product or service on which customers place a greater value than they do on similar offerings from competitors. |

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| 336. | Which of the following evaluates a project's position?      |  |  | | --- | --- | | **A.** | SWOT Analysis |  |  |  | | --- | --- | | B. | The Five Forces Model |  |  |  | | --- | --- | | C. | Value Chain Analysis |  |  |  | | --- | --- | | D. | Three Generic Strategies |   A SWOT Analysis evaluates a project's position. |

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| 337. | What is a SWOT analysis?      |  |  | | --- | --- | | **A.** | Evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies |  |  |  | | --- | --- | | B. | Analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry |  |  |  | | --- | --- | | C. | Views a firm as a series of business processes, each of which adds value to the product or service |  |  |  | | --- | --- | | D. | Generic business strategies that are neither organization nor industry specific and can be applied to any business, product, or service |   A SWOT Analysis evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies. |

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| 338. | What evaluates industry attractiveness?      |  |  | | --- | --- | | A. | SWOT Analysis |  |  |  | | --- | --- | | **B.** | The Five Forces Model |  |  |  | | --- | --- | | C. | Value Chain Analysis |  |  |  | | --- | --- | | D. | Three Generic Strategies |   The Five Forces Model evaluates industry attractiveness. |

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| 339. | What is Porter's Five Forces Model?      |  |  | | --- | --- | | A. | Evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies |  |  |  | | --- | --- | | **B.** | Analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry |  |  |  | | --- | --- | | C. | Views a firm as a series of business processes, each of which adds value to the product or service |  |  |  | | --- | --- | | D. | Generic business strategies that are neither organization nor industry specific and can be applied to any business, product, or service |   The Five Forces Model analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry. |

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| 340. | What executes business strategy?      |  |  | | --- | --- | | A. | SWOT Analysis |  |  |  | | --- | --- | | B. | The Five Forces Model |  |  |  | | --- | --- | | **C.** | Value Chain Analysis |  |  |  | | --- | --- | | D. | Three Generic Strategies |   The value chain analysis executes business strategy. |

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| 341. | What is a value chain analysis?      |  |  | | --- | --- | | A. | Evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies. |  |  |  | | --- | --- | | B. | Analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry. |  |  |  | | --- | --- | | **C.** | Views a firm as a series of business processes, each of which adds value to the product or service. |  |  |  | | --- | --- | | D. | Generic business strategies that are neither organization nor industry specific and can be applied to any business, product, or service. |   Value chain analysis, which views a firm as a series of business processes, each of which adds value to the product or service. |

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| 342. | Which strategy below helps an organization choose its business focus?      |  |  | | --- | --- | | A. | SWOT Analysis |  |  |  | | --- | --- | | B. | The Five Forces Model |  |  |  | | --- | --- | | C. | Value Chain Analysis |  |  |  | | --- | --- | | **D.** | Three Generic Strategies |   The Three Generic Strategies chooses the business focus. |

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| 343. | What are Porter's Three Generic Strategies?      |  |  | | --- | --- | | A. | Evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies |  |  |  | | --- | --- | | B. | Analyzes the competitive forces within the environment in which a company operates to assess the potential for profitability in an industry |  |  |  | | --- | --- | | C. | Views a firm as a series of business processes, each of which adds value to the product or service |  |  |  | | --- | --- | | **D.** | Generic business strategies that are neither organization nor industry specific and can be applied to any business, product, or service |   Porter's Three Generic Strategies are generic business strategies that are neither organization nor industry specific and can be applied to any business, product, or service. |

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| 344. | What is included in a SWOT analysis?      |  |  | | --- | --- | | A. | Strengths, weaknesses, organizations, and technology |  |  |  | | --- | --- | | **B.** | Strengths, weaknesses, opportunities, and threats |  |  |  | | --- | --- | | C. | Success, willingness, opportunities, and technology |  |  |  | | --- | --- | | D. | Success, weaknesses, organizations, and threats |   SWOT includes strengths, weaknesses, opportunities, and threats. |

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| 345. | Which of the following statements is correct when considering a SWOT analysis?      |  |  | | --- | --- | | **A.** | Strengths and weaknesses originate inside an organization |  |  |  | | --- | --- | | B. | Opportunities and threats originate inside an organization |  |  |  | | --- | --- | | C. | Strengths and threats originate inside an organization |  |  |  | | --- | --- | | D. | Opportunities and weaknesses organization outside an organization |   Strengths and weaknesses originate inside an organization. |

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| 346. | Which of the following statements is correct when considering a SWOT analysis?      |  |  | | --- | --- | | A. | Strengths and weaknesses originate outside an organization |  |  |  | | --- | --- | | **B.** | Opportunities and threats originate outside an organization |  |  |  | | --- | --- | | C. | Strengths and threats originate inside an organization |  |  |  | | --- | --- | | D. | Opportunities and weaknesses organization outside an organization |   Opportunities and threats originate outside an organization. |

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| 347. | Which of the following are included as potential internal strengths in a SWOT analysis that are helpful to an organization?      |  |  | | --- | --- | | **A.** | Core competencies, market leaders, cost advantages, excellent management |  |  |  | | --- | --- | | B. | Lack of strategic direction, obsolete technologies, lack of managerial talent, outdated product line |  |  |  | | --- | --- | | C. | Expanded product line, increase in demand, new markets, new regulations |  |  |  | | --- | --- | | D. | New entrants, substitute products, shrinking markets, costly regulatory, requirements |   Internal strengths include core competencies, market leaders, cost advantages, excellent management. |

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| 348. | Which of the following are included as potential internal weaknesses in a SWOT analysis that are harmful to an organization?      |  |  | | --- | --- | | A. | Core competencies, market leaders, cost advantages, excellent management |  |  |  | | --- | --- | | **B.** | Lack of strategic direction, obsolete technologies, lack of managerial talent, outdated product line |  |  |  | | --- | --- | | C. | Expanded product line, increase in demand, new markets, new regulations |  |  |  | | --- | --- | | D. | New entrants, substitute products, shrinking markets, costly regulatory, requirements |   Internal weaknesses that are harmful to an organization include lack of strategic direction, obsolete technologies, lack of managerial talent, outdated and product line. |

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| 349. | Which of the following are included as potential external opportunities in a SWOT analysis that are helpful to an organization?      |  |  | | --- | --- | | A. | Core competencies, market leaders, cost advantages, excellent management |  |  |  | | --- | --- | | B. | Lack of strategic direction, obsolete technologies, lack of managerial talent, outdated, product line |  |  |  | | --- | --- | | **C.** | Expanded product line, increase in demand, new markets, new regulations |  |  |  | | --- | --- | | D. | New entrants, substitute products, shrinking markets, costly regulatory, requirements |   Potential external opportunities that are helpful include expanded product line, increase in demand, new markets, new regulations. |

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| 350. | Which of the following are included as potential external weaknesses in a SWOT analysis that are harmful to an organization?      |  |  | | --- | --- | | A. | Core competencies, market leaders, cost advantages, excellent management |  |  |  | | --- | --- | | B. | Lack of strategic direction, obsolete technologies, lack of managerial talent, outdated, product line |  |  |  | | --- | --- | | C. | Expanded product line, increase in demand, new markets, new regulations |  |  |  | | --- | --- | | **D.** | New entrants, substitute products, shrinking markets, costly regulatory, requirements |   External weaknesses that are harmful to an organization include new entrants, substitute products, shrinking markets, costly regulatory, requirements. |

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| 351. | Where would you categorize strengths in a SWOT analysis?      |  |  | | --- | --- | | **A.** | Internal, helpful |  |  |  | | --- | --- | | B. | Internal, harmful |  |  |  | | --- | --- | | C. | External, helpful |  |  |  | | --- | --- | | D. | External, harmful |   Strengths are internal and helpful. |

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| 352. | Where would you categorize weaknesses in a SWOT analysis?      |  |  | | --- | --- | | A. | Internal, helpful |  |  |  | | --- | --- | | **B.** | Internal, harmful |  |  |  | | --- | --- | | C. | External, helpful |  |  |  | | --- | --- | | D. | External, harmful |   Weaknesses are internal and harmful. |

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| 353. | Where would you categorize opportunities in a SWOT analysis?      |  |  | | --- | --- | | A. | Internal, helpful |  |  |  | | --- | --- | | B. | Internal, harmful |  |  |  | | --- | --- | | **C.** | External, helpful |  |  |  | | --- | --- | | D. | External, harmful |   Opportunities are external and helpful. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 354. | Where would you categorize threats in a SWOT analysis?      |  |  | | --- | --- | | A. | Internal, helpful |  |  |  | | --- | --- | | B. | Internal, harmful |  |  |  | | --- | --- | | C. | External, helpful |  |  |  | | --- | --- | | **D.** | External, harmful |   Threats are external and harmful. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 355. | Which of the following describes a stakeholder?      |  |  | | --- | --- | | A. | A leadership plan that achieves a specific set of goals or objectives |  |  |  | | --- | --- | | B. | A feature of a product or service on which customers place a greater value |  |  |  | | --- | --- | | **C.** | A person or group that has an interest or concern in an organization |  |  |  | | --- | --- | | D. | Information about a competitive environment |   A stakeholder is a person or group that has an interest or concern in an organization. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 356. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for customers?      |  |  | | --- | --- | | **A.** | Exceptional customer service |  |  |  | | --- | --- | | B. | Fair compensation |  |  |  | | --- | --- | | C. | Professional associations |  |  |  | | --- | --- | | D. | Reliable contracts |   Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Customers of an organization are generally concerned with exceptional customer service, high-quality products, and ethical dealing. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 357. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for employees?      |  |  | | --- | --- | | A. | Exceptional customer service |  |  |  | | --- | --- | | **B.** | Fair compensation |  |  |  | | --- | --- | | C. | Professional associations |  |  |  | | --- | --- | | D. | Reliable contracts |   Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Employees of an organization are generally concerned with fair compensation, job security, and ethical conduct/treatment. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 358. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for the community?      |  |  | | --- | --- | | A. | Exceptional customer service |  |  |  | | --- | --- | | B. | Fair compensation |  |  |  | | --- | --- | | **C.** | Professional associations |  |  |  | | --- | --- | | D. | Reliable contracts |   Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. The community around an organization is generally concerned with professional associations, ethical recycling, and increase in employment. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 359. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for partners/suppliers?      |  |  | | --- | --- | | A. | Exceptional customer service |  |  |  | | --- | --- | | B. | Fair compensation |  |  |  | | --- | --- | | C. | Professional associations |  |  |  | | --- | --- | | **D.** | Reliable contracts |   Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Partners/suppliers of an organization are generally concerned with reliable contracts, ethical materials handling, and responsible production. |

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| 360. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for the government?      |  |  | | --- | --- | | A. | Maximize profits |  |  |  | | --- | --- | | **B.** | Adhere to regulations/laws |  |  |  | | --- | --- | | C. | Exceptional customer service |  |  |  | | --- | --- | | D. | Reliable contracts |   Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. The government is generally concerned that organizations adhere to regulations/laws, increase employment, and ethically report taxation. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 361. | There are many different stakeholders found in an organization. Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Which of the following is a main concern for shareholders/investors?      |  |  | | --- | --- | | **A.** | Maximize profits |  |  |  | | --- | --- | | B. | Adhere to regulations/laws |  |  |  | | --- | --- | | C. | Exceptional customer service |  |  |  | | --- | --- | | D. | Reliable contracts |   Stakeholders drive business strategies, and depending on the stakeholder's perspective, the business strategy can change. Shareholders/investors are generally concerned that organizations maximize profits, grow the market share, and have a high return on investment. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 362. | There are many different stakeholders found in an organization with common business interests. Depending on the stakeholder's perspective, the business strategy can change. Which of the following is not a main concern for shareholders/investors?      |  |  | | --- | --- | | A. | Maximize profits |  |  |  | | --- | --- | | B. | Grow market share |  |  |  | | --- | --- | | **C.** | Job security |  |  |  | | --- | --- | | D. | High return on investment |   Shareholders/investors are generally concerned that organizations maximize profits, grow the market share, and have a high return on investment. It is not uncommon to find stakeholders' business strategies have conflicting interests such as investors looking to increase profits by eliminating employee jobs. |

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| 363. | What does a SWOT analysis do?      |  |  | | --- | --- | | A. | Evaluates an organizations strengths, weaknesses, objectives, and threats |  |  |  | | --- | --- | | **B.** | Evaluates an organization's strengths, weaknesses, opportunities, and threats |  |  |  | | --- | --- | | C. | Evaluates an organization's supporters, weaknesses, opportunities, and technology |  |  |  | | --- | --- | | D. | Evaluates an organization's systems, warehouses, outputs, and technology |   A SWOT analysis evaluates an organization's strengths, weaknesses, opportunities, and threats to identify significant influences that work for or against business strategies. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 364. | In a SWOT analysis, strengths and weaknesses originate \_\_\_\_\_\_\_\_\_\_ an organization.      |  |  | | --- | --- | | A. | inside (internally) |  |  |  | | --- | --- | | **B.** | outside (externally) |  |  |  | | --- | --- | | C. | Both inside and outside |  |  |  | | --- | --- | | D. | None of these choices |   Strengths and weaknesses originate inside an organization, or internally. Opportunities and threats originate outside an organization, or externally, and cannot always be anticipated or controlled. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 365. | In a SWOT analysis, opportunities and threats originate \_\_\_\_\_\_\_\_\_\_ an organization.      |  |  | | --- | --- | | A. | inside (internally) |  |  |  | | --- | --- | | **B.** | outside (externally) |  |  |  | | --- | --- | | C. | Both inside and outside |  |  |  | | --- | --- | | D. | None of these choices |   Strengths and weaknesses originate inside an organization, or internally. Opportunities and threats originate outside an organization, or externally, and cannot always be anticipated or controlled. |

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| 366. | In a SWOT analysis, which of the following could you discover as potential internal strengths (helpful)?      |  |  | | --- | --- | | **A.** | Cost advantages |  |  |  | | --- | --- | | B. | Damaged reputation |  |  |  | | --- | --- | | C. | New markets |  |  |  | | --- | --- | | D. | Competitor issues |   Potential internal strengths (helpful) identify all key strengths associated with the competitive advantage, including cost advantages. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 367. | In a SWOT analysis, which of the following could you discover as potential inner weaknesses (harmful)?      |  |  | | --- | --- | | A. | Cost advantages |  |  |  | | --- | --- | | **B.** | Damaged reputation |  |  |  | | --- | --- | | C. | New markets |  |  |  | | --- | --- | | D. | Competitor issues |   Potential internal weaknesses (harmful) identify all key areas that require improvement, including a damaged reputation. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 368. | In a SWOT analysis, which of the following could you discover as potential external opportunities (helpful)?      |  |  | | --- | --- | | A. | Cost advantages |  |  |  | | --- | --- | | B. | Damaged reputation |  |  |  | | --- | --- | | **C.** | New markets |  |  |  | | --- | --- | | D. | Improved marketing campaigns |   Potential internal weaknesses (harmful) identify all significant trends along with how the organization can benefit from each, including new markets. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 369. | Managers use four common tools to analyze competitive intelligence and develop competitive advantages. Which of the following is not one of these tools?      |  |  | | --- | --- | | A. | The Three Generic Strategies |  |  |  | | --- | --- | | B. | The Five Forces Model |  |  |  | | --- | --- | | **C.** | First-mover advantage |  |  |  | | --- | --- | | D. | SWOT analysis |   Managers use four common tools to analyze competitive intelligence and develop competitive advantages: SWOT analysis, the Five Forces Model, the Three Generic Strategies, and value chain analysis. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 370. | The Victory Wireless store in Denver is currently offering a fabulous marketing strategy for potential new iPhone customers. Victory Wireless offers customers who purchase an iPhone with a 2-year subscription a free Otter phone case, car charger, ear phones, and speakers. In terms of Porter's Five Forces what is Victory Wireless attempting to achieve with this marketing strategy?      |  |  | | --- | --- | | A. | Increase buyer power |  |  |  | | --- | --- | | B. | Increase substitute products |  |  |  | | --- | --- | | C. | Decrease supplier power |  |  |  | | --- | --- | | **D.** | Decrease buyer power |   Victory Wireless is attempting to decrease buyer power by offering products at a lower price or competing on price. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 371. | Gina Brooks works for Aquarium Retail Services selling high-end salt water fish and tank supplies. Aquarium Retail Services is the current market leader in Gina's city. Gina has recently been approached by Deep Blue Incorporated with an opportunity to run its corporate nation-wide marketing and sales division. Gina decides to jump at the opportunity! Deep Blue is attempting to gain a competitive \_\_\_\_\_\_\_\_ by stealing its competitor's key employees.      |  |  | | --- | --- | | A. | power |  |  |  | | --- | --- | | B. | entry barrier |  |  |  | | --- | --- | | **C.** | advantage |  |  |  | | --- | --- | | D. | loyalty |   Ways that companies duplicate competitive advantages include acquiring the new technology, copying business processes, and hiring away employees. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 372. | The banking industry has implemented several competitive advantages including ATM's, online bill pay services, and electronic statements. Of course, these competitive advantages were quickly duplicated by any competitor that wanted to remain in the banking industry. These were all examples of \_\_\_\_\_\_\_\_\_\_\_ competitive advantages.      |  |  | | --- | --- | | **A.** | acquiring new technology products and services |  |  |  | | --- | --- | | B. | hiring new employees |  |  |  | | --- | --- | | C. | reducing expenses |  |  |  | | --- | --- | | D. | gaining invaluable feedback from customers |   The banking industry, for example, has utilized competitive advantage by all now offering ATM's, online bill pay services, and e-statements are all examples of ways they duplicated each other by acquiring new technology products and services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 373. | Michael Porter defined the Five Forces Model and the potential pressures that can hurt sales. Which of the following is not one of the potential pressures that can hurt sales?      |  |  | | --- | --- | | **A.** | Suppliers can drive down profits by charging more for supplies. |  |  |  | | --- | --- | | B. | New market entrants can steal potential investment capital. |  |  |  | | --- | --- | | C. | Substitute products can steal customers. |  |  |  | | --- | --- | | D. | Competition can steal customers. |   Michael Porter defined the Five Forces Model. Before formally presenting his model, he identified pressures that can hurt potential sales, which include: 1) knowledgeable customers can force down prices by pitting rivals against each other, 2) influential suppliers can drive down profits by charging higher prices for supplies, 3) competition can steal customer, 4) new market entrants can steal potential investment capital, and 5) substitute products can steal customers. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 374. | Kevin Campbell is an incoming freshman at your college. Kevin is frustrated by the cost of books, tuition, and expenses and he also needs to purchase a rather expensive laptop. In an effort to save money, Kevin beings a Facebook group finding other college students who need to purchase laptops. Soon, Kevin's Facebook group has close to 100,000 students. Kevin decides to collectively approach different computer companies to see if his group qualifies for a special discount. What business strategy is Kevin using to purchase laptops?      |  |  | | --- | --- | | A. | Collecting business intelligence |  |  |  | | --- | --- | | B. | Decreasing entry barriers |  |  |  | | --- | --- | | C. | Purchasing a substitute product |  |  |  | | --- | --- | | **D.** | Increasing buyer power |   Buyer power is one of Porter's Five Forces, which measures the ability of buyers to affect the price they must pay for an item. Kevin's group is attempting to increase its buyer power. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 375. | What are costs that make customers reluctant to switch to another product or service?      |  |  | | --- | --- | | A. | Support activities |  |  |  | | --- | --- | | **B.** | Switching costs |  |  |  | | --- | --- | | C. | Loyalty rewards |  |  |  | | --- | --- | | D. | Value chain activities |   Switching costs is Costs that make customers reluctant to switch to another product or service. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 376. | Callie Crystal owns and operates one of the most successful local coffee shops in Denver, called The Edgewater Café. Each time a customer purchases their 100th cup of coffee at The Edgewater Café they receive a free pound of coffee of their choice. What is Callie attempting to create with her unique "Free Pound of Coffee" marketing program?      |  |  | | --- | --- | | **A.** | Reducing buyer power with a loyalty program |  |  |  | | --- | --- | | B. | Increasing buyer power with a loyalty program |  |  |  | | --- | --- | | C. | Decreasing supplier power with a differentiated product |  |  |  | | --- | --- | | D. | Creating a substitute product |   One way to reduce buyer power is with a loyalty program which is a program to reward customers based on their spending. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 377. | What includes all parties involved, directly or indirectly, in obtaining raw materials or a product?      |  |  | | --- | --- | | A. | Support chain |  |  |  | | --- | --- | | **B.** | Supply chain |  |  |  | | --- | --- | | C. | System chain |  |  |  | | --- | --- | | D. | Supply choice |   Supply chain includes all parties involved, directly or indirectly, in obtaining raw materials or a product. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 378. | Which of the below represents a company in a supply chain?      |  |  | | --- | --- | | A. | Customer and competitor |  |  |  | | --- | --- | | B. | Supplier and competitor |  |  |  | | --- | --- | | C. | Knowledge worker and supplier |  |  |  | | --- | --- | | **D.** | Supplier and customer |   In a typical supply chain, a company will be both a supplier and a customer. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 379. | In the center of Porter's Five Forces model is competition. Which of the below represents the four outer boxes?      |  |  | | --- | --- | | A. | Buyer power, systems power, threat of false entrants, and threat of substitute products or services |  |  |  | | --- | --- | | B. | Buyer power, systems power, threat of new entrants, and threat of substitute products or services |  |  |  | | --- | --- | | **C.** | Buyer power, supplier power, threat of new entrants, and threat of substitute products or services |  |  |  | | --- | --- | | D. | Business power, supplier power, threat of new entrants, and threat of powerful services |   The four competitive forces that work amongst the power of competitors are buyer power, supplier power, threat of new entrants, and threat of substitute products or services. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 380. | Shawn McGill is on the executive board for ABC pharmaceuticals. The company produces the number one selling cancer fighting drug on the market. Due to its incredible success, ABC pharmaceuticals has decided to increase the cost of the drug from $8 a pill to $15 a pill. Which force is ABC pharmaceutical using to increase its drug price?      |  |  | | --- | --- | | **A.** | Supplier power |  |  |  | | --- | --- | | B. | Buyer power |  |  |  | | --- | --- | | C. | Threat of false entrants |  |  |  | | --- | --- | | D. | Business power |   Supplier power is One of Porter's Five Forces, measures the suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services). |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 381. | What is one of the most common ways a company can decrease supplier power?      |  |  | | --- | --- | | A. | Charge lower prices |  |  |  | | --- | --- | | B. | Charge higher prices |  |  |  | | --- | --- | | **C.** | Use MIS to find and create alternative products |  |  |  | | --- | --- | | D. | Companies cannot impact supplier power |   Using MIS to find alternative products is one way of decreasing supplier power. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 382. | If a supplier has high power what can it do to influence its industry?      |  |  | | --- | --- | | A. | Charge higher prices |  |  |  | | --- | --- | | B. | Shift costs to industry participants |  |  |  | | --- | --- | | C. | Limit quality or services |  |  |  | | --- | --- | | **D.** | All of these choices |   If the supplier power is high, the supplier can influence the industry by, 1) charging higher prices, 2) limiting quality or services, and 3) shifting costs to industry participants. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 383. | How can a company reduce the threat of substitute products or services?      |  |  | | --- | --- | | A. | Market the product to less than ten customers |  |  |  | | --- | --- | | B. | Ignore competitive forces |  |  |  | | --- | --- | | **C.** | Offer additional value through wider product distribution |  |  |  | | --- | --- | | D. | Offer less value making the product far more generic and similar to the competition |   One way a company can reduce the threat of substitute products or services is to offer additional value through wider product distribution. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 384. | Which one of Porter's Five Forces is high when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market?      |  |  | | --- | --- | | **A.** | Threat of new entrants |  |  |  | | --- | --- | | B. | Threat of substitute products or services |  |  |  | | --- | --- | | C. | Threat of buyer power |  |  |  | | --- | --- | | D. | Supply chain competition |   Threat of new entrants is one of Porter's Five Forces, high when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 385. | John Cleaver is the CEO of Tech World, which is a retail store that sells computers, monitors, cameras, televisions and many other electronic products. John and his executive team are meeting to brainstorm new ideas on how to grow the business. One idea is to mimic a competitor's product that is attempting to sell a new product in a different industry. After performing a Porter's Five Forces analysis John determines that all of the forces are high in this new industry. What should John do?      |  |  | | --- | --- | | A. | Explode into the market with an overflow of the product. |  |  |  | | --- | --- | | B. | Contemplate other products to introduce at the same time in this new market. |  |  |  | | --- | --- | | C. | Compare the competitor's prices and offer his product lower in this new market. |  |  |  | | --- | --- | | **D.** | Not introduce the product because all Five Forces are strong and this would be a highly risky business strategy. |   When the Five Forces are all strong or high it is a poor business strategy, when the forces are low, this is a great time to execute the business strategy. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 386. | What is a feature of a product or service that customers have come to expect and entering competitors must offer the same if they want to survive?      |  |  | | --- | --- | | A. | Significant barrier |  |  |  | | --- | --- | | **B.** | Entry barrier |  |  |  | | --- | --- | | C. | Product differentiation |  |  |  | | --- | --- | | D. | Entry chain |   Entry barrier is a feature of a product or service that customers have come to expect and entering competitors must offer the same for survival. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 387. | Which of the following represents a typical supply chain?      |  |  | | --- | --- | | A. | Company - customers - suppliers |  |  |  | | --- | --- | | B. | Company - suppliers - customers |  |  |  | | --- | --- | | **C.** | Suppliers - company - customers |  |  |  | | --- | --- | | D. | Suppliers - customers - company |   A traditional business supply chain operates like this: supplier - company - customers. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 388. | Imagine you are creating a new product to sell in an up-and-coming market. Which of the below statements indicates that it would be easy for you as the new entrants to compete in this market?      |  |  | | --- | --- | | **A.** | The threat of new entrants' force is high in the up-and-coming market. |  |  |  | | --- | --- | | B. | The threat of new entrants' force is low in the up-and-coming market. |  |  |  | | --- | --- | | C. | The threat of new entrants' force is impossible to define in the up-and-coming market. |  |  |  | | --- | --- | | D. | All of these choices, depending on the time of year. |   The threat of new entrants is high when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 389. | Imagine you are creating a new product to sell in an up-and-coming market. Which of the below statements indicates that it would be difficult for you to enter this new market?      |  |  | | --- | --- | | A. | The threat of new entrants' force is high in the up-and-coming market. |  |  |  | | --- | --- | | **B.** | The threat of new entrants' force is low in the up-and-coming market. |  |  |  | | --- | --- | | C. | The threat of new entrants' force is high during the summer months in the up-and-coming market. |  |  |  | | --- | --- | | D. | All of these choices, depending on the time of year. |   The threat of new entrants is high when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 390. | Which of the following offers an example where Porter's Five Forces are mostly strong and competition is high?      |  |  | | --- | --- | | **A.** | A dog walking business |  |  |  | | --- | --- | | B. | A ski resort |  |  |  | | --- | --- | | C. | A professional hockey team |  |  |  | | --- | --- | | D. | All of these choices |   With Porter's Five Forces model, these are all examples of strong forces, where it increases competition: 1) a single consumer purchasing milk, 2) a company that makes pencils, 3) coffee from McDonalds, 4) a dog walking business, and 5) a coffee shop. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 391. | Which of the following offers an example where Porter's Five Forces are mostly weak and competition is low?      |  |  | | --- | --- | | **A.** | An international hotel chain purchasing milk |  |  |  | | --- | --- | | B. | A coffee shop |  |  |  | | --- | --- | | C. | A single consumer purchasing milk |  |  |  | | --- | --- | | D. | A dog walking business |   With Porter's Five Forces model, these are all examples of weak forces, where it decreases competition: 1) an international hotel chain purchasing milk, 2) a company that makes airline engines, 3) cancer drugs from a pharmaceutical company, 4) a professional hockey team, and 5) department of Motor Vehicles. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 392. | Some industries' competition is much more intense than others. Retail grocery stores such as Kroger, Safeway, and Albertson's in the United States experience fierce competition and offer similar marketing campaigns to compete. What is an example of in terms of Porter's Five Forces?      |  |  | | --- | --- | | A. | Rivalry among new entrants |  |  |  | | --- | --- | | **B.** | Rivalry among existing competitors |  |  |  | | --- | --- | | C. | Threat of substitute products or services |  |  |  | | --- | --- | | D. | Buyer power |   Some industries' competition is much more intense than others. The retail grocery stores such as Kroger, Safeway, Albertson's, and Ralph's in the United States have fierce competition and similar programs to compete with each other. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 393. | Amazon.com uses a customer profiling system whenever a customer visits its website. Using this system, Amazon can offer products tailored to that particular customer's profile and buying pattern. What is Amazon using to achieve this competitive advantage?      |  |  | | --- | --- | | A. | Rivalry |  |  |  | | --- | --- | | B. | Buyer power |  |  |  | | --- | --- | | **C.** | Product differentiation |  |  |  | | --- | --- | | D. | Substitute product |   Product differentiation is an advantage that occurs when a company develops unique differences in its products with the intent to influence demand. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 394. | Your boss, Ty Jacob, has asked you to analyze the music industry using Porter's Five Forces model. Which of the following represents supplier power in the music industry?      |  |  | | --- | --- | | **A.** | Established record labels like EMI, Sony, Universal |  |  |  | | --- | --- | | B. | Walmart, Target, iTunes |  |  |  | | --- | --- | | C. | Game systems like Wii, social networks like Facebook |  |  |  | | --- | --- | | D. | Taylor Swift, Beyoncé, The Beatles, The Stones |   An example of supplier power in the music industry includes established record labels like EMI, Sony, and Universal. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 395. | Your boss, Ty Jacob, has asked you to analyze the music industry using Porter's Five Forces model. Which of the following represents buyer power in the music industry?      |  |  | | --- | --- | | A. | Established record labels like EMI, Sony, Universal |  |  |  | | --- | --- | | **B.** | Walmart, Target, iTunes |  |  |  | | --- | --- | | C. | Independent record labels |  |  |  | | --- | --- | | D. | Game systems like Wii, social networks like Facebook |   Buyer power in the music industry includes Walmart, Target, and iTunes who purchase music from record labels to sell online and in their stores. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 396. | Your boss, Ty Jacob, has asked you to analyze the music industry using Porter's Five Forces model. Which of the following represents the threat of substitute products or services in the music industry?      |  |  | | --- | --- | | A. | Established record labels like EMI, Sony, Universal |  |  |  | | --- | --- | | B. | Independent record labels |  |  |  | | --- | --- | | **C.** | Game systems like Wii, social networks like Facebook |  |  |  | | --- | --- | | D. | Taylor Swift, Beyoncé, The Beatles, The Stones |   Game systems like Wii and social networks offer alternatives or substitute products to purchasing music for a consumer. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 397. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents supplier power in the soft drink industry?      |  |  | | --- | --- | | **A.** | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | B. | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | C. | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | D. | Vitamin water, fruit juice, coffee. |   Supplier power in the soft drink industry is represented by Pepsi. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 398. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents buyer power in the soft drink industry?      |  |  | | --- | --- | | A. | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | **B.** | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | C. | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | D. | Vitamin water, fruit juice, coffee. |   Buyer power in the soft drink industry is represented by Walmart. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 399. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents a threat of a new entrant in the soft drink industry?      |  |  | | --- | --- | | A. | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | B. | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | **C.** | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | D. | Vitamin water, fruit juice, coffee. |   Zevia Natural Diet Soda represents a new entrant in the soft drink industry. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 400. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents a substitute product in the soft drink industry?      |  |  | | --- | --- | | A. | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | B. | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | C. | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | **D.** | Vitamin water, fruit juice, coffee |   Vitamin water, fruit juice, or coffee are all substitute products to a soft drink. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 401. | What is buyer power?      |  |  | | --- | --- | | **A.** | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | B. | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | C. | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | D. | High when there are many alternatives to a product or service and low when there are few alternatives from which to choose |   Buyer power is the ability of buyers to affect the price they must pay for an item. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 402. | What is supplier power?      |  |  | | --- | --- | | A. | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | **B.** | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | C. | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | D. | High when there are many alternatives to a product or service and low when there are few alternatives from which to choose |   Supplier power is the suppliers' ability to influence prices. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 403. | What is threat of substitute products or services?      |  |  | | --- | --- | | A. | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | B. | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | C. | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | **D.** | High when there are many alternatives to a product or service and low when there are few alternatives from which to choose |   Threat of substitute products or services is high when there are many alternatives to a product or service and low when there are few alternatives from which to choose. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 404. | What is threat of new entrants?      |  |  | | --- | --- | | A. | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | B. | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | **C.** | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | D. | High when there are many alternatives to a product or service and low when there are few alternatives from which to choose |   Threat of new entrants is high when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 405. | What is rivalry among existing competitors?      |  |  | | --- | --- | | A. | The ability of buyers to affect the price they must pay for an item |  |  |  | | --- | --- | | B. | The suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services) |  |  |  | | --- | --- | | C. | High when it is easy for new competitors to enter a market and low when there are significant entry barriers to joining a market |  |  |  | | --- | --- | | **D.** | High when competition is fierce in a market and low when competitors are more complacent |   Rivalry is high when competition is fierce in a market and low when competitors are more complacent. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 1 Easy Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 406. | Your boss, Kerry Miller, has asked you to analyze the soft drink industry using Porter's Five Forces model. Which of the following represents rivalry in the soft drink industry?      |  |  | | --- | --- | | A. | Pepsi requires stores that carry Pepsi products to commit to minimum orders of 1,000 cases. |  |  |  | | --- | --- | | B. | Walmart negotiates a lower cost per bottle from Coke in exchange for premium shelf space in every Walmart store. |  |  |  | | --- | --- | | C. | Zevia Natural Diet Soda begins selling directly over the Internet. |  |  |  | | --- | --- | | **D.** | Coke and Pepsi submit bids to the owner of a football stadium for the exclusive sale of their products during games. |   The rivalry between Coke and Pepsi is famous in the soft drink industry. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 407. | Porter identified Three Generic Strategies that a business could follow after identifying a market it wanted to enter. Which of the following is not included as one of Porter's Three Generic Strategies?      |  |  | | --- | --- | | A. | Broad differentiation |  |  |  | | --- | --- | | **B.** | Supplier cost differentiation |  |  |  | | --- | --- | | C. | Focused strategy |  |  |  | | --- | --- | | D. | Broad cost leadership |   Porter has identified three generic business strategies for entering a new market: 1) broad cost leadership, 2) broad differentiation, and 3) focused strategy. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Remember Difficulty: 1 Easy Learning Objective: 01-06 Compare Porter's three generic strategies. Topic: The Three Generics Strategies* |

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| 408. | When analyzing Porter's Three Generic Strategies for entering a market, if you have a focused strategy what market should you target?      |  |  | | --- | --- | | **A.** | A niche market |  |  |  | | --- | --- | | B. | A broad market |  |  |  | | --- | --- | | C. | Neither niche or broad markets |  |  |  | | --- | --- | | D. | Both niche and broad markets |   When analyzing Porter's Three Generic Strategies for entering a market, if you have a focused strategy you should target a narrow market, niche market, or a unique market. |

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| *AACSB: Reflective Thinking AACSB: Technology Accessibility: Keyboard Navigation Blooms: Understand Difficulty: 2 Medium Learning Objective: 01-06 Compare Porter's three generic strategies. Topic: The Three Generics Strategies* |

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| 409. | Which of the following offers an example of a company operating in a narrow focused-market operating as the low-cost provider?      |  |  | | --- | --- | | A. | Walmart |  |  |  | | --- | --- | | B. | Tiffany & Co. |  |  |  | | --- | --- | | C. | Neiman Marcus |  |  |  | | --- | --- | | **D.** | Payless Shoes |   Payless competes by offering a specific product (narrow market) shoes at low prices. Their strategy is to be the low-cost provider of shoes. |

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| 410. | Broad differentiation, broad cost leadership, and \_\_\_\_\_\_\_\_\_ create the Three Generic Strategies identified by Porter.      |  |  | | --- | --- | | A. | narrow market leadership |  |  |  | | --- | --- | | B. | high cost versus low cost |  |  |  | | --- | --- | | **C.** | fused strategy |  |  |  | | --- | --- | | D. | None of these choices |   The three strategies proposed by Porter are 1) broad cost leadership, 2) broad differentiation, and 3) focused strategy. |

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| 411. | Jennifer Bloom is writing a paper and she must determine which of Porter's Three Generic Strategies The Museum Company has implemented. Jennifer finds out that The Museum Company offers specialty products found only in museums around the world to affluent customers. What would Jennifer determine The Museum Company is using as its generic strategy?      |  |  | | --- | --- | | A. | Broad market, low cost |  |  |  | | --- | --- | | **B.** | Narrow market, high cost |  |  |  | | --- | --- | | C. | Broad market, high cost |  |  |  | | --- | --- | | D. | Narrow market, low cost |   The Museum Company competes using a narrow market and high cost focus. |

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| 412. | According to Porter companies that wish to dominate broad markets should operate using a \_\_\_\_\_\_\_\_ strategy.      |  |  | | --- | --- | | **A.** | cost leadership with a low cost |  |  |  | | --- | --- | | B. | differentiation with a low cost |  |  |  | | --- | --- | | C. | cost leadership with a high cost |  |  |  | | --- | --- | | D. | All of these choices |   According to Porter broad markets should utilize cost leadership with a low cost and differentiation with a high cost. |

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| 413. | Which of the following demonstrates a company that has implemented a low cost, broad market strategy?      |  |  | | --- | --- | | A. | Neiman Marcus |  |  |  | | --- | --- | | B. | Payless Shoes |  |  |  | | --- | --- | | C. | The Sharper Image |  |  |  | | --- | --- | | **D.** | Walmart |   Walmart competes by offering a broad range of products at low prices. Its business strategy is to be the low-cost provider of goods for the cost-conscious consumer. |

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| 414. | If a business is following a focused strategy then its competitive scope is \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | broad market |  |  |  | | --- | --- | | **B.** | narrow market |  |  |  | | --- | --- | | C. | broad range products |  |  |  | | --- | --- | | D. | broad range of services |   When you have a market segment their competitive scope should be a narrow market, and the cost strategy should be a focused strategy. |

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| 415. | When applying Porter's Three Generic Strategies, Tiffany & Co. has a competitive scope and cost strategy that is \_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | broad market - high cost strategy |  |  |  | | --- | --- | | B. | narrow market - low cost strategy |  |  |  | | --- | --- | | **C.** | narrow market - high cost strategy |  |  |  | | --- | --- | | D. | broad market - low cost strategy |   Tiffany & Co. competes by offering a differentiated product, jewelry, at high prices. Its business strategy allows it to be a high-cost provider of premier designer jewelry to affluent consumers. |

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| 416. | When analyzing the book store industry, some of today's businesses compete with different business strategies and cost strategies. Which of the following is using a broad market competitive scope along with a low cost strategy?      |  |  | | --- | --- | | **A.** | Amazon.com |  |  |  | | --- | --- | | B. | Any local independent book store that specializes in antique books |  |  |  | | --- | --- | | C. | Barnes & Noble |  |  |  | | --- | --- | | D. | Borders books |   Amazon.com competes by offering a broad range of differentiated products at low prices. |

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| 417. | Which of the below is similar to focused strategy versus broad strategy?      |  |  | | --- | --- | | A. | Large market versus leadership |  |  |  | | --- | --- | | B. | Large market versus uniqueness |  |  |  | | --- | --- | | **C.** | Niche market versus large market |  |  |  | | --- | --- | | D. | Niche market versus generic |   Focused strategies versus broad strategies is synonymous to niche market versus large markets. |

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| 418. | Your boss, Penny Dirks, has asked you to analyze the airline industry using Porter's Three Generic Strategies. Which of the following companies are using a cost leadership strategy?      |  |  | | --- | --- | | **A.** | Southwest, Horizon, Frontier, JetBlue |  |  |  | | --- | --- | | B. | British Airways, Singapore Airlines, Virgin Atlantic |  |  |  | | --- | --- | | C. | Sky Taxi - a rent by the hour personal plane service |  |  |  | | --- | --- | | D. | All of these choices |   Southwest, Horizon, Frontier, and JetBlue all use cost leadership business strategies. |

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| 419. | Your boss, Penny Dirks, has asked you to analyze the airline industry using Porter's Three Generic Strategies. Which of the following companies are using a differentiation strategy?      |  |  | | --- | --- | | A. | Southwest, Horizon, Frontier, JetBlue |  |  |  | | --- | --- | | **B.** | British Airways, Singapore Airlines, Virgin Atlantic |  |  |  | | --- | --- | | C. | Sky Taxi - a rent by the hour personal plane service |  |  |  | | --- | --- | | D. | All of these choices |   British Airways, Singapore Airlines, and Virgin Atlantic all compete using differentiation strategies. |

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| 420. | Your boss, Penny Dirks, has asked you to analyze the airline industry using Porter's Three Generic Strategies. Which of the following companies are using a focused strategy?      |  |  | | --- | --- | | A. | Southwest, Horizon, Frontier, JetBlue |  |  |  | | --- | --- | | B. | British Airways, Singapore Airlines, Virgin Atlantic |  |  |  | | --- | --- | | **C.** | Sky Taxi - a rent by the hour personal plane service |  |  |  | | --- | --- | | D. | All of these choices |   Sky Taxi is using a focused-strategy targeting individuals that want to hire private planes. |

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| 421. | When reviewing Porter's value chain analysis, which of the below provides customer support after the sale of goods and services?      |  |  | | --- | --- | | A. | Inbound logistics |  |  |  | | --- | --- | | B. | Outbound logistics |  |  |  | | --- | --- | | C. | Operations |  |  |  | | --- | --- | | **D.** | Service |   The service activity within the primary value activities will provide customer support after the sale of goods and services. |

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| 422. | Which of the below represents procurement as part of the support value activities in a value chain analysis?      |  |  | | --- | --- | | **A.** | Purchases inputs such as raw materials, resources, equipment and supplies |  |  |  | | --- | --- | | B. | Applies MIS to processes to add value |  |  |  | | --- | --- | | C. | Distributes goods and services to customers |  |  |  | | --- | --- | | D. | Promotes, prices, and sells products to customers |   Procurement is the process of the support value activity which purchases inputs such as raw materials, resources, equipment and supplies. |

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| 423. | What includes support value activities and primary value activities and is used to determine how to create the greatest possible value for customers?      |  |  | | --- | --- | | A. | Supplier power |  |  |  | | --- | --- | | B. | Operations management |  |  |  | | --- | --- | | C. | Porter's Five Forces Model |  |  |  | | --- | --- | | **D.** | The value chain analysis |   The support activity firm infrastructure coupled with the primary value activity of outbound logistics is a part of the value chain analysis. |

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| 424. | What is a standardized set of activities that accomplishes a specific task?      |  |  | | --- | --- | | A. | Business strategy |  |  |  | | --- | --- | | B. | Business outcome |  |  |  | | --- | --- | | **C.** | Business process |  |  |  | | --- | --- | | D. | Knowledge process |   A business process is a standardized set of activities that accomplish a specific task. |

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| 425. | Which of the following analyzes a company's business processes and is useful for determining how to create the greatest possible value for customers?      |  |  | | --- | --- | | A. | Product analysis |  |  |  | | --- | --- | | B. | Primary supplier power |  |  |  | | --- | --- | | **C.** | Value chain analysis |  |  |  | | --- | --- | | D. | Buyer chain analysis |   The value chain analysis views a firm as a series of business processes that each add value to the product or service. |

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| 426. | The goal of value chain analysis is to identify processes in which the firm can add value for the customer and create a competitive advantage for itself, with a \_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | focused strategy, product differentiation |  |  |  | | --- | --- | | B. | focused strategy, cost advantage |  |  |  | | --- | --- | | C. | cost advantage, primary value activities |  |  |  | | --- | --- | | **D.** | cost advantage, product differentiation |   The goal of value chain analysis is to identify processes in which the firm can add value for the customer and create a competitive advantage for itself, with a cost advantage or product differentiation. |

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| 427. | What are the two main categories in a value chain analysis?      |  |  | | --- | --- | | A. | Primary value activities & secondary value activities |  |  |  | | --- | --- | | **B.** | Primary value activities & support value activities |  |  |  | | --- | --- | | C. | Primary value activities & strengthening value activities |  |  |  | | --- | --- | | D. | None of these choices |   The value chain groups a firm's activities into two categories, primary value activities, and support value activities. |

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| 428. | Which of the following is not considered a category within the primary value activities in a value chain analysis?      |  |  | | --- | --- | | A. | Inbound logistics |  |  |  | | --- | --- | | **B.** | Firm infrastructure |  |  |  | | --- | --- | | C. | Operations |  |  |  | | --- | --- | | D. | Service |   Primary value activities are found at the bottom of the value chain, these include business processes that acquire raw materials and manufacture, deliver, market, sell, and provide after-sales services. |

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| 429. | Which of the following is not considered a category within the support value activities in a value chain analysis?      |  |  | | --- | --- | | A. | Technology development |  |  |  | | --- | --- | | **B.** | Outbound logistics |  |  |  | | --- | --- | | C. | Human resource management |  |  |  | | --- | --- | | D. | Firm infrastructure |   Support value activities are found along the top of the value chain and includes business processes, such as firm infrastructure, human resource management, technology development, and procurement that support the primary value activities. |

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| 430. | What is the support value activity that provides employees with training, hiring, and compensation?      |  |  | | --- | --- | | A. | Procurement |  |  |  | | --- | --- | | B. | Operations resource management |  |  |  | | --- | --- | | **C.** | Human resource management |  |  |  | | --- | --- | | D. | Firm infrastructure |   Human resource management provides employee training, hiring, and compensation. |

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| 431. | Sandy Fiero works as the chief knowledge officer for Bend Lumbar Company. She has been given the responsibility to create a product or service that will bring an added value to its customers to increase the company's revenue. Sandy determines that the best value she can add is by creating a service that offers free next day shipping on any order over $50. Where in the value chain is Sandy adding value?      |  |  | | --- | --- | | **A.** | The primary value activity outbound logistics |  |  |  | | --- | --- | | B. | The primary value activity inbound logistics |  |  |  | | --- | --- | | C. | The primary value activity marketing and sales |  |  |  | | --- | --- | | D. | The primary value activity operations |   Outbound logistics distributes goods and services to customers. |

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| 432. | When evaluating the value chain, all of the following are included in the primary value activities except \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | inbound activities |  |  |  | | --- | --- | | B. | operations |  |  |  | | --- | --- | | C. | service |  |  |  | | --- | --- | | **D.** | MIS development |   The primary value activities include 1) inbound logistics, 2) operations, 3) outbound logistics, 4) marketing and sales, and 5) service. |

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| 433. | When evaluating the value chain, which of the following is included in the support value activities?      |  |  | | --- | --- | | A. | Inbound activities |  |  |  | | --- | --- | | B. | Marketing and sales |  |  |  | | --- | --- | | **C.** | Firm infrastructure |  |  |  | | --- | --- | | D. | Finance and sales |   The support value activities found along the top of the value chain include 1) firm infrastructure, 2) human resource management, 3) technology development, and 4) procurement. |

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| 434. | Which of the following decisions does a firm need to make as soon as it has identified the activities from the value chain that are bringing the highest added value to their customers?      |  |  | | --- | --- | | A. | Target high value-adding activities to further enhance their value |  |  |  | | --- | --- | | B. | Target low value-adding activities to increase their value |  |  |  | | --- | --- | | C. | Perform some combination of the two |  |  |  | | --- | --- | | **D.** | All of these choices |   When a firm has identified the activities from the value chain that are bringing the highest added value to their customers, they need to make decisions regarding the competitive advantage by determining whether to 1) Target high value-adding activities to further enhance their value, 2) Target low value-adding activities to increase their value, and 3) Perform some combination of the two. |

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| 435. | MIS can add value to both primary activities and support activities in the value chain. Which of the following is not an example of a company adding value by the use of MIS in a primary activity?      |  |  | | --- | --- | | **A.** | Scottrade Corp. creating an online system for employees to track paychecks, benefits, wellness rewards program, and other employee benefit items |  |  |  | | --- | --- | | B. | A system for the sales and marketing departments to track specific sales targets and follow up processes |  |  |  | | --- | --- | | C. | An easy electronic survey, similar to the survey monkey, to be sent to the customer right after a service was completed |  |  |  | | --- | --- | | D. | Royal Crest Dairy using their custom order and delivery system through an easily accessible Web portal for the customer to track delivery status |   MIS can add value to both primary and support activities within a business. All are primary activities except Scottrade Corp. creating an online system for employees to track paychecks, benefits, wellness rewards program, and other employee benefit items. This is a support value activity. |

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| 436. | MIS can add value to both primary and support activities within a business. Which of the following is not an example of a company adding value by the use of MIS in a support activity?      |  |  | | --- | --- | | **A.** | Netflix creating a business strategy for the video rental market that delivers videos via the mail |  |  |  | | --- | --- | | B. | The human resources department creates a tracking system to efficiently reward employees based on their performance |  |  |  | | --- | --- | | C. | Scottrade Corp. creating an online system for employees to track paychecks, benefits, wellness rewards program, and other employee benefit items |  |  |  | | --- | --- | | D. | The University of Forks creates a program to automatically order office supplies such as pens and pads of paper for its employees |   MIS can add value to both primary and support activities within a business. All are support activities except for the example, Netflix creating a business strategy for the video rental market that makes renting a movie simplified with their inexpensive, no late fee, quick mail delivery system. This is a primary value activity. |

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**Essay Questions**

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| 437. | Describe the information age and the differences between data, information, business intelligence, and knowledge.     We live in the information age, when infinite quantities of facts are widely available to anyone who can use a computer. The core drivers of the information age include data, information, business intelligence, and knowledge. Data are raw facts that describe the characteristics of an event or object. Information is data converted into a meaningful and useful context. Business intelligence (BI) is information collected from multiple sources such as suppliers, customers, competitors, partners, and industries that analyzes patterns, trends, and relationships for strategic decision making. Knowledge includes the skills, experience, and expertise, coupled with information and intelligence that creates a person's intellectual resources. As you move from data to knowledge you include more and more variables for analysis resulting in better, more precise support for decision making and problem solving. |

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| *AACSB: Reflective Thinking AACSB: Technology Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-01 Describe the information age and the differences among data, information, business intelligence, and knowledge. Topic: Competing in the Information Age* |

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| 438. | Identify the different departments in a company and why they must work together to achieve success.     Companies are typically organized by department or functional area such as accounting, finance, human resources, marketing, operations management, and sales. Although each department has its own focus and own data, none can work independently if the company is to operate as a whole. It is easy to see how a business decision made by one department can affect other departments. Functional areas are anything but independent in a business. In fact, functional areas are interdependent. Sales must rely on information from operations to understand inventory, place orders, calculate transportation costs, and gain insight into product availability based on production schedules. For an organization to succeed, every department or functional area must work together sharing common information and not be a "silo." Information technology can enable departments to more efficiently and effectively perform their business operations. |

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| *AACSB: Reflective Thinking AACSB: Technology Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 439. | Define the six primary MIS-related strategic positions in an organization along with their associated responsibilities.     The chief information officer (CIO) is responsible for (1) overseeing all uses of information technology and (2) ensuring the strategic alignment of MIS with business goals and objectives. The chief data officer (CDO) is responsible for determining the types of information the enterprise will capture, retain, analyze, and share. The chief technology officer (CTO) is responsible for ensuring the throughput, speed, accuracy, availability, and reliability of an organization's information technology. The chief security officer (CSO) is responsible for ensuring the security of the MIS systems and developing strategies and MIS safeguards against attacks from hackers and viruses. The chief privacy officer (CPO) is responsible for ensuring the ethical and legal use of information within an organization. The chief knowledge officer (CKO) is responsible for collecting, maintaining, and distributing the organization's knowledge. |

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| *AACSB: Reflective Thinking AACSB: Technology Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-02 Identify the different departments in a company and why they must work together to achieve success. Topic: The Challenge: Departmental Companies* |

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| 440. | Explain systems thinking and how management information systems enable business communications.     A system is a collection of parts that link to achieve a common purpose. Systems thinking is a way of monitoring the entire system by viewing multiple inputs being processed or transformed to produce outputs while continuously gathering feedback on each part. Feedback is information that returns to its original transmitter (input, transform, or output) and modifies the transmitter's actions. Feedback helps the system maintain stability. Management information systems (MIS) is a business function, like accounting and human resources, which moves information about people, products, and processes across the company to facilitate decision making and problem solving. MIS incorporates systems thinking to help companies operate cross-functionally. For example, to fulfill product orders, an MIS for sales moves a single customer order across all functional areas including sales, order fulfillment, shipping, billing, and finally customer service. Although different functional areas handle different parts of the sale, thanks to MIS, to the customer the sale is one continuous process. |

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| *AACSB: Reflective Thinking AACSB: Technology Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-03 Explain systems thinking and how management information systems enable business communications. Topic: The Solution: Management Information Systems* |

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| 441. | Explain why competitive advantages are temporary.     A competitive advantage is a feature of a product or service on which customers place a greater value than they do on similar offerings from competitors. Competitive advantages provide the same product or service either at a lower price or with additional value that can fetch premium prices. Unfortunately, competitive advantages are typically temporary, because competitors often quickly seek ways to duplicate them. In turn, organizations must develop a strategy based on a new competitive advantage. Ways that companies duplicate competitive advantages include acquiring the new technology, copying business processes, and hiring away employees. |

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| *AACSB: Reflective Thinking AACSB: Technology Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-04 Explain why competitive advantages are temporary along with the four key areas of a SWOT analysis. Topic: Identifying Competitive Advantages* |

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| 442. | Describe Porter's Five Forces Model and explain each of the Five Forces.     Porter's Five Forces Model analyzes the competitive forces within the environment in which a company operates, to assess the potential for profitability in an industry. Buyer power is the ability of buyers to affect the price they must pay for an item. Supplier power is the suppliers' ability to influence the prices they charge for supplies (including materials, labor, and services). Threat of substitute products or services is high when there are many alternatives to a product or service and low when there are few alternatives from which to choose. Threat of new entrants is high when it is easy for new competitors to enter a market and low when there are significant entry barriers to entering a market. Rivalry among existing competitors is high when competition is fierce in a market and low when competition is more complacent. |

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| *AACSB: Reflective Thinking AACSB: Technology Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-05 Describe Porter's Five Forces Model and explain each of the five forces. Topic: The Five Forces Model* |

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| 443. | Compare Porter's Three Generic Strategies.     Organizations typically follow one of Porter's Three Generic Strategies when entering a new market: (1) broad cost leadership, (2) broad differentiation, and (3) focused strategy. Broad strategies reach a large market segment. Focused strategies target a niche market. Focused strategies concentrate on either cost leadership or differentiation. |

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| *AACSB: Reflective Thinking AACSB: Technology Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-06 Compare Porter's three generic strategies. Topic: The Three Generics Strategies* |

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| 444. | Demonstrate how a company can add value by using Porter's value chain analysis.     To identify competitive advantages, Michael Porter created value chain analysis, which views a firm as a series of business processes that each add value to the product or service. The goal of value chain analysis is to identify processes in which the firm can add value for the customer and create a competitive advantage for itself, with a cost advantage or product differentiation. The value chain groups a firm's activities into two categories—primary value activities and support value activities. Primary value activities acquire raw materials and manufacture, deliver, market, sell, and provide after-sales services. Support value activities, along the top of the value chain in the figure, include firm infrastructure, human resource management, technology development, and procurement. Not surprisingly, these support the primary value activities. |

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| *AACSB: Reflective Thinking AACSB: Technology Blooms: Analyze Difficulty: 3 Hard Learning Objective: 01-07 Demonstrate how a company can add value by using Porter's value chain analysis. Topic: Value Chain Analysis* |