

# TEST BANK

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# MANAGEMENT

Meeting and Exceeding Customer Expectations

10e



PLUNKETT | ALLEN | ATTNER

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## CHAPTER 2—MANAGEMENT THOUGHT: PAST AND PRESENT

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### TRUE/FALSE

1. The wise manager learns little from studying the past.

ANS: F                      PTS: 1                      REF: 36  
NAT: AACSB Analytic: Creation of Value

2. Theory is a part of an art or science that attempts to explain the relationships between and among its underlying principles.

ANS: T                      PTS: 1                      REF: 36  
NAT: AACSB Analytic: Creation of Value

3. The behavioral management theory originated during England's industrial revolution.

ANS: F                      PTS: 1                      REF: 37  
NAT: AACSB Analytic: Creation of Value

4. All schools of management thought originated within the 20th century.

ANS: F                      PTS: 1                      REF: 37  
NAT: AACSB Analytic: Creation of Value

5. Classical management theory originated in England during the 19th century.

ANS: F                      PTS: 1                      REF: 38  
NAT: AACSB Analytic: Creation of Value

6. All management schools of theory originated within the United States.

ANS: F                      PTS: 1                      REF: 37  
NAT: AACSB Analytic: Creation of Value

7. The idea of specialization emphasized in the classical scientific school has been modified today to avoid the physical and psychological hazards of boring work.

ANS: T                      PTS: 1                      REF: 39  
NAT: AACSB Analytic: Creation of Value

8. The classical school of management thought emphasizes behavioral applications.

ANS: F                      PTS: 1                      REF: 39  
NAT: AACSB Analytic: Creation of Value

9. The classical scientific school grew from the classical administrative school.

ANS: F                      PTS: 1                      REF: 38  
NAT: AACSB Analytic: Creation of Value

10. Time and motion studies sprang from the contingency management school of theory.

ANS: F                    PTS: 1                    REF: 38  
NAT: AACSB Analytic: Creation of Value

11. The classical administrative school led to the behavioral school.

ANS: T                    PTS: 1                    REF: 42  
NAT: AACSB Analytic: Creation of Value

12. Prior to the behavioral school, the employee was not the primary focus of management's concern.

ANS: T                    PTS: 1                    REF: 43  
NAT: AACSB Analytic: Creation of Value

13. Abraham Maslow is best known for the fourteen "original" principles of management.

ANS: F                    PTS: 1                    REF: 43  
NAT: AACSB Analytic: Creation of Value

14. Unity of direction means the right to give orders, according to Henri Fayol.

ANS: F                    PTS: 1                    REF: 40  
NAT: AACSB Analytic: Creation of Value

15. Henri Fayol contends that all workers should report to one and only one boss, i.e., unity of command.

ANS: T                    PTS: 1                    REF: 40  
NAT: AACSB Analytic: Creation of Value

16. Robert Owen is considered the father of scientific management.

ANS: F                    PTS: 1                    REF: 43  
NAT: AACSB Analytic: Creation of Value

17. The behavioral management school of theory is an extension of sociology, psychology, and anthropology.

ANS: T                    PTS: 1                    REF: 43  
NAT: AACSB Analytic: Creation of Value

18. Maslow developed a needs-based theory of motivation.

ANS: T                    PTS: 1                    REF: 44  
NAT: AACSB Analytic: Creation of Value

19. The "discovery" that all employees are not primarily motivated by tangibles such as money was made during the behavioral school era.

ANS: T                    PTS: 1                    REF: 44  
NAT: AACSB Analytic: Creation of Value

20. The major limitation of human perspective theory is its complexity.

ANS: F                    PTS: 1                    REF: 44

NAT: AACSB Analytic: Creation of Value

21. The quantitative school of management theory emphasizes on mathematical approaches to management problems.

ANS: T                      PTS: 1                      REF: 45

NAT: AACSB Analytic: Creation of Value

22. Management science is the study of complex systems of people, money, equipment, and procedure, with the goal of understanding them and improving their effectiveness.

ANS: F                      PTS: 1                      REF: 45

NAT: AACSB Analytic: Creation of Value

23. The techniques and tools of management science are seldom used to plan, organize, staff, lead, and control production operations.

ANS: F                      PTS: 1                      REF: 45

NAT: AACSB Analytic: Creation of Value

24. The branch of management science that applies to manufacturing or service industries is operations management.

ANS: T                      PTS: 1                      REF: 45

NAT: AACSB Analytic: Creation of Value

25. A management information system is a computer-based system that gives managers the information they need to make decisions.

ANS: T                      PTS: 1                      REF: 46

NAT: AACSB Analytic: Creation of Value

26. Some companies have lost sight of customers and quality by being preoccupied with the quantitative management school of theory.

ANS: T                      PTS: 1                      REF: 46

NAT: AACSB Analytic: Creation of Value

27. Management science techniques cannot substitute for sound, balanced judgment and management experience.

ANS: T                      PTS: 1                      REF: 46

NAT: AACSB Analytic: Creation of Value

28. A system is a set of interrelated parts that work together to achieve stated goals or to function according to a plan or design.

ANS: T                      PTS: 1                      REF: 47

NAT: AACSB Analytic: Creation of Value

29. Changes in an organizational system usually do not effect other subsystems or components of that organization.

ANS: F                      PTS: 1                      REF: 47

NAT: AACSB Analytic: Creation of Value

30. The concept of synergy is attributed to the systems school of theory.

ANS: T                   PTS: 1                   REF: 48

NAT: AACSB Analytic: Creation of Value

31. Synergy is the decreased effectiveness that results from combined action or cooperation.

ANS: F                   PTS: 1                   REF: 48

NAT: AACSB Analytic: Creation of Value

32. According to systems theory, the components of an enterprise interact to create synergy that can benefit each component and the whole.

ANS: T                   PTS: 1                   REF: 48

NAT: AACSB Analytic: Creation of Value

33. "Thinking outside the box" encourages in contingency theory.

ANS: T                   PTS: 1                   REF: 50

NAT: AACSB Analytic: Creation of Value

34. Kaizen is a major component of systems theory.

ANS: F                   PTS: 1                   REF: 51

NAT: AACSB Analytic: Creation of Value

35. The ability to be flexible and adaptive are managerial attributes within the contingency school.

ANS: T                   PTS: 1                   REF: 50

NAT: AACSB Analytic: Creation of Value

## MULTIPLE CHOICE

1. The management theory that originated during England's Industrial Revolution, and is defined as a theory that focused on finding the one best way to perform and manage tasks is the:
- behavioral school.
  - classical management theory.
  - quantitative school.
  - systems theory.

ANS: B                   PTS: 1                   DIF: \*Average                   REF: 37  
NAT: AACSB Analytic: Creation of Value                   TOP: TEXT

2. The title, Father of Scientific Management, is often attributed to \_\_\_\_\_.
- Frederick Taylor
  - Frank Gilbreth
  - Henry Metcalf
  - Henry Gantt

ANS: A                   PTS: 1                   DIF: \*Average                   REF: 38  
NAT: AACSB Analytic: Creation of Value                   TOP: TEXT

3. Which of the following individuals is known as the Father of Scientific Management?
- Frederick Taylor
  - Mary Parker Follett
  - Edwards Deming
  - Elton Mayo

ANS: A                      PTS: 1                      DIF: \*Average                      REF: 38  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

4. The flow of information and how organizations should efficiently be operated was emphasized by the \_\_\_\_\_ school of thought.
- classical administrative
  - systems
  - behavioral
  - contingency

ANS: A                      PTS: 1                      DIF: \*Average                      REF: 40  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

5. \_\_\_\_\_ used time and motion studies to analyze workers' activities and remove unnecessary movements and causes of fatigue.
- Abraham Maslow.
  - Henry Ford.
  - Elton Mayo.
  - Frederick W. Taylor.

ANS: D                      PTS: 1                      DIF: \*Average                      REF: 38  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

6. Individual contributors to the classical schools of management thought include all of the following **except**:
- Henri Fayol.
  - Mary Parker Follett.
  - Frederick Taylor.
  - Abraham Maslow.

ANS: D                      PTS: 1                      DIF: \*Average                      REF: 38-40  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

7. The Federal Bureau of Investigation (FBI) is a reflection of the \_\_\_\_\_ school of thought.
- behavioral
  - classical administrative
  - contingency
  - quantitative

ANS: B                      PTS: 1                      DIF: \*\*Difficult                      REF: 42  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

8. Division of work, authority, discipline, and unity of command are some of Henri Fayol's:
- techniques of control.
  - principles of management.
  - informal communication expressions.
  - quantitative measures.

ANS: B                      PTS: 1                      DIF: \*Average                      REF: 40  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

9. Bureaucratic organizations are associated with the \_\_\_\_\_ school of thought.
- classical administrative
  - systems
  - quantitative
  - contingency

ANS: A                      PTS: 1                      DIF: \*Average                      REF: 42  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

10. The Internal Revenue Service (IRS) and Federal Bureau of Investigation (FBI) are socially recognized as:
- popular.
  - effective and efficient.
  - cost savers.
  - bureaucracies.

ANS: D                      PTS: 1                      DIF: \*\*Difficult                      REF: 42  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

11. The first management theory that gave specific attention and concern to Employees was the \_\_\_\_\_ school.
- classical scientific
  - classical administrative
  - behavioral
  - quantitative

ANS: C                      PTS: 1                      DIF: \*Average                      REF: 43  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

12. The behavioral school of theory focuses upon:
- products.
  - price.
  - promotion.
  - people.

ANS: D                      PTS: 1                      DIF: \*Average                      REF: 43  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

13. Management "scholars" such as Owen, Mayo, Maslow, and McGregor endorse the \_\_\_\_\_ school of theory.
- behavioral
  - classical
  - quality focus
  - systems

ANS: A                      PTS: 1                      DIF: \*Average                      REF: 43  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

14. Which of the following is NOT true about the Hawthorne studies?
- workers pressure coworkers to keep production within quotas
  - the studies heightened management's awareness of the social needs
  - when employees are treated with dignity, productivity is increased
  - social pressures by coworkers do not significantly affect individual behavior

ANS: A                      PTS: 1                      DIF: \*\*Difficult                      REF: 43

NAT: AACSB Analytic: Creation of Value

TOP: TEXT

15. One result of the behavioral school was the creation of positions for professional:
- technical assistants.
  - advisors.
  - staffing managers.
  - human resource managers.

ANS: D

PTS: 1

DIF: \*Average

REF: 44

NAT: AACSB Analytic: Creation of Value

TOP: TEXT

16. Management information systems would best be identified as:
- people-based.
  - computed-based.
  - accounting-based.
  - production-based.

ANS: B

PTS: 1

DIF: \*Average

REF: 46

NAT: AACSB Analytic: Creation of Value

TOP: TEXT

17. The branch of management science that applies to manufacturing or service industries is called:
- operations management.
  - quantitative management.
  - industrial management.
  - technical management.

ANS: A

PTS: 1

DIF: \*Average

REF: 45

NAT: AACSB Analytic: Creation of Value

TOP: TEXT

18. Some of the most common tools of operations management include the following **except**:
- inventory models.
  - break-even analysis.
  - marketing research.
  - production scheduling.

ANS: C

PTS: 1

DIF: \*\*Difficult

REF: 45

NAT: AACSB Analytic: Creation of Value

TOP: TEXT

19. From the 1950s into the 1980s, many American managers were preoccupied with lowering costs, maximizing profits, and:
- short-term thinking.
  - environmental concerns.
  - oversea markets.
  - hiring minorities.

ANS: A

PTS: 1

DIF: \*\*Difficult

REF: 46

NAT: AACSB Analytic: Creation of Value

TOP: TEXT

20. Within systems theory, employees "down the line" in a series of events or processes are called:
- internal users.
  - external users.
  - consumers.
  - suppliers.

ANS: A

PTS: 1

DIF: \*Average

REF: 47

NAT: AACSB Analytic: Creation of Value

TOP: TEXT



21. An organizational system is comprised of all the following **except**:

- a. science.
- b. inputs.
- c. processing.
- d. outputs.

ANS: A                      PTS: 1                      DIF: \*Average                      REF: 47  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

22. A thorough understanding of how a total system works requires an understanding of how:

- a. to use statistics.
- b. costs affect production.
- c. to maximize profits.
- d. component parts are interrelated.

ANS: D                      PTS: 1                      DIF: \*Average                      REF: 47  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

23. Synergy usually occurs when organizations and their subsystems interact with \_\_\_\_\_.

- a. external departments or organizations
- b. internal departments
- c. more than two people
- d. many individuals who have the same goal

ANS: A                      PTS: 1                      DIF: \*Average                      REF: 48  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

24. The theoretical premise that the sum of 1 + 2 + 3 will equal 7 or more is known as:

- a. systems awareness.
- b. quality effort.
- c. synergy.
- d. contingency thinking.

ANS: C                      PTS: 1                      DIF: \*Average                      REF: 48  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

25. One phrase that captures the essence of contingency theory is:

- a. *alls well that ends well*
- b. *it all depends*
- c. *mite makes right*
- d. *speak softly and carry a big stick*

ANS: B                      PTS: 1                      DIF: \*Average                      REF: 49  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

26. Management options, variables, and situations characterized the \_\_\_\_\_ school.

- a. classical science
- b. contingency
- c. systems
- d. quantitative

ANS: B                      PTS: 1                      DIF: \*Average                      REF: 49  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

27. The essence of the quality of any output is the ability to:

- a. start with quality inputs
- b. train employees on quality control
- c. meet the needs of the customer
- d. develop quality circles

ANS: C                      PTS: 1                      DIF: \*Average                      REF: 50  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

28. A key concept in reengineering is knowing what the company should be doing, based on:
- a. the CEO
  - b. customer demands
  - c. core competency
  - d. competition

ANS: C                      PTS: 1                      DIF: \*Average                      REF: 52  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

29. The Japanese philosophy, *kaizen*, is interpreted to mean:
- a. increase profits.
  - b. lower costs.
  - c. work harder.
  - d. continue to improve.

ANS: D                      PTS: 1                      DIF: \*Average                      REF: 51  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

30. *Kaizen*, a contemporary Japanese business management term, is associated with:
- a. maximizing profits.
  - b. lowering costs.
  - c. continuous improvement.
  - d. classical management.

ANS: C                      PTS: 1                      DIF: \*Average                      REF: 51  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

31. Quality management or TQM is often referred to as:
- a. standard time.
  - b. span of management.
  - c. division of labor.
  - d. continuous improvement.

ANS: D                      PTS: 1                      DIF: \*Average                      REF: 50  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

32. Reengineering is also known as:
- a. process innovation.
  - b. internal business improvement.
  - c. business process redesign.
  - d.** all of the answers are correct.

ANS: D                      PTS: 1                      DIF: \*Average                      REF: 52  
NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

33. Which of the following individuals was *not* considered to be a significant Contributor to the quality management theory/movement?
- a. Shewhart

- b. Deming
- c. Juran
- d. Plunkett

ANS: D                      PTS: 1                      DIF: \*Average                      REF: 53  
 NAT: AACSB Analytic: Creation of Value                      TOP: TEXT

## MATCHING

Match the options below with the correct phrases:

- a. continuous improvement
- b. the school that emphasizes math and measurements
- c. a set of interrelated parts that work together
- d. rethinking and redesign of business processes
- e. rational organizations based on the control of knowledge
- f. the theory pursuing "the one best way"
- g. the school of variables and unique situations
- h.  $1 + 1 = \text{more than two (2)}$
- i. the school that emphasizes meeting the needs of the customer
- j. the study of complex systems to improve effectiveness
- k. models, simulations, games, and other analytical tools are used to optimize performance
- l. the branch of management science that applies to manufacturing or service industries
- m. the school that emphasizes people
- n. the school that focuses upon the flow of information in organizations
- o. theory that holds that an organization comprises various parts that must perform tasks necessary for the survival and proper functioning of the system as a whole
- p. the school that was mainly concerned with the manufacturing and factory floor environments
- q. part of an art or science that attempts to explain the relationships between and among its underlying principles

- 1. behavioral school
- 2. bureaucracies
- 3. classical administrative
- 4. classical management theory
- 5. classical scientific school
- 6. contingency school
- 7. *kaizen*
- 8. systems school
- 9. quality school
- 10. management science
- 11. operations management
- 12. operations research
- 13. quantitative school
- 14. synergy
- 15. system
- 16. theory
- 17. reengineering

- 1. ANS: M                      PTS: 1                      REF: 43  
 NAT: AACSB Analytic: Creation of Value
- 2. ANS: E                      PTS: 1                      REF: 42

- NAT: AACSB Analytic: Creation of Value
3. ANS: N                   PTS: 1                   REF: 37  
NAT: AACSB Analytic: Creation of Value
4. ANS: F                   PTS: 1                   REF: 37  
NAT: AACSB Analytic: Creation of Value
5. ANS: P                   PTS: 1                   REF: 37  
NAT: AACSB Analytic: Creation of Value
6. ANS: G                   PTS: 1                   REF: 49  
NAT: AACSB Analytic: Creation of Value
7. ANS: A                   PTS: 1                   REF: 51  
NAT: AACSB Analytic: Creation of Value
8. ANS: O                   PTS: 1                   REF: 47  
NAT: AACSB Analytic: Creation of Value
9. ANS: I                   PTS: 1                   REF: 50  
NAT: AACSB Analytic: Creation of Value
10. ANS: J                   PTS: 1                   REF: 45  
NAT: AACSB Analytic: Creation of Value
11. ANS: L                   PTS: 1                   REF: 45  
NAT: AACSB Analytic: Creation of Value
12. ANS: K                   PTS: 1                   REF: 45  
NAT: AACSB Analytic: Creation of Value
13. ANS: B                   PTS: 1                   REF: 45  
NAT: AACSB Analytic: Creation of Value
14. ANS: H                   PTS: 1                   REF: 48  
NAT: AACSB Analytic: Creation of Value
15. ANS: C                   PTS: 1                   REF: 47  
NAT: AACSB Analytic: Creation of Value
16. ANS: Q                   PTS: 1                   REF: 36  
NAT: AACSB Analytic: Creation of Value
17. ANS: D                   PTS: 1                   REF: 52  
NAT: AACSB Analytic: Creation of Value