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| 1. Extrinsic motivation causes people to participate in an activity for their own enjoyment.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Extrinsic motivation causes people to do something for a reward or to avoid a penalty. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.380 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 2. Maslow’s hierarchy of needs states that people’s behaviors are guided or motivated by a sequence of needs.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Maslow’s hierarchy of needs states that people’s behaviors are guided or motivated by a sequence of needs. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.380 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: o Reflective Thinking - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | Keys To Managing An Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 3. Maslow suggests that each level of the hierarchy of needs is not necessarily a prerequisite for the levels above.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Maslow suggests that each level of the hierarchy is a prerequisite for the levels above. For example, a person cannot consider self-actualization without first addressing basic needs of security and safety. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.381 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 4. According to Herzberg, hygiene factors such as larger salaries, more supervision, or a more attractive work environment would motivate workers to do more if present.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: According to Herzberg, motivators such as larger salaries, more supervision, or a more attractive work environment would motivate workers to do more if present. He referred to factors that cause job satisfaction as motivators and factors that could cause dissatisfaction as hygiene factors. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.381 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 5. People who need institutional power or social power want to organize others to further the goals of the organization.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: People who need institutional power or social power want to organize others to further the goals of the organization. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.383 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 6. Managers who believe in Theory Y assume that workers dislike and avoid work if possible, so managers must use coercion, threats, and various control schemes to get workers to make adequate efforts to meet objectives.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: People who believe in Theory X assume that workers dislike and avoid work if possible, so managers must use coercion, threats, and various control schemes to have workers make adequate efforts to meet objectives. They assume that the average worker wants to be directed and prefers to avoid responsibility, has little ambition, and wants security above all else. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.383-384 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 7. Assignment, budget, promotion, money, and penalty influence bases are automatically available to project managers as part of their position.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Top management grants authority to the project manager. However, assignment, budget, promotion, money, and penalty influence bases are not automatically available to project managers as part of their position. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.385 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 8. Thamhain and Wilemon found that when project managers used work challenge and expertise to influence people, projects were more likely to succeed.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Thamhain and Wilemon found that projects were more likely to fail when project managers relied too heavily on using authority, money, or penalty to influence people. When project managers used work challenge and expertise to influence people, projects were more likely to succeed. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.385 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 9. Legitimate power involves using personal knowledge and expertise to get people to change their behavior.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Legitimate power is getting people to do things based on a position of authority. This type of power is similar to the authority basis of influence. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.386 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 10. According to Covey, project managers must use a win/lose approach in making decisions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Project managers should strive to use a win/win approach in making decisions, but in competitive situations they sometimes must use a win/lose paradigm. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.387 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 11. A responsibility assignment matrix (RAM) is a matrix that maps the work of the project as described in the OBS to the people responsible for performing the work as described in the WBS.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: A responsibility assignment matrix (RAM) maps the work of the project, as described in the WBS, to the people responsible for performing the work, as described in the OBS. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.394 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 12. A RAM is used only to assign detailed work activities.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: In addition to using a RAM to assign detailed work activities, you can use it to define general roles and responsibilities on projects. This type of RAM can include the stakeholders in the project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.394 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 13. A staffing management plan describes when and how people will be added to and taken off the project team.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: A staffing management plan describes when and how people will be added to the project team and taken off it. The level of detail may vary based on the type of project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.395 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 14. Resource leveling results in fewer problems for project personnel and accounting departments.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Resource leveling results in fewer problems for project personnel and accounting departments. Increasing and decreasing labor levels and human resources often produce additional work and confusion. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.402 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.65 - LO: 9-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Acquiring The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 15. In the Tuckman model, storming occurs when team members have different opinions for how the team should operate.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: In the Tuckman model, storming occurs when team members have different opinions for how the team should operate. People test each other, and there is often conflict within the team. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.403 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 16. The first dimension of psychological type in the MBTI signifies whether people draw their energy from other people (extroverts) or from inside themselves (introverts).   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: The first dimension of psychological type in the MBTI signifies whether people draw their energy from other people (extroverts) or from inside themselves (introverts). | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.405 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 17. In the Social Styles Profile team building activity, drivers are reactive and people-oriented.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Drivers are proactive and task-oriented. They are firmly rooted in the present, and they strive for action. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.406 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 18. Project managers should always reward people who work overtime.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: People who work overtime just to get extra pay or because of their own poor work or planning should not be rewarded. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.408 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 19. The forcing mode is one in which the project manager deemphasizes or avoids areas of differences and emphasizes areas of agreement.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: The smoothing mode is one in which the project manager deemphasizes or avoids areas of differences and emphasizes areas of agreement. This approach is also called accommodating, and it is best used when the relationship is of high importance and the task is of low importance. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.410 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.67 - LO: 9-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Managing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 20. Project managers must try to avoid conflict at all costs as all conflict within groups is bad.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Project managers must also realize that not all conflict is bad. Conflict often produces important results, such as new ideas, better alternatives, and motivation to work harder and more collaboratively. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.410 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.67 - LO: 9-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Managing The Project Team | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 21. Which process involves building individual and group skills to enhance project performance?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | developing the human resource plan | b. | developing the project team | |  | c. | acquiring the project team | d. | managing the project team |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Developing the project team involves building individual and group skills to enhance project performance. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.378 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.69 - LO: 9-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Human Resource Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 22. The main outputs of which process are team performance assessments, change requests, and updates to several documents?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | managing the project team | b. | acquiring the project team | |  | c. | developing the project team | d. | human resource planning |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: Developing the project team involves building individual and group skills to enhance project performance. The main outputs of this process are team performance assessments, change requests, and updates to several documents. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.378 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.69 - LO: 9-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Human Resource Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 23. Which process involves tracking team member performance, motivating team members, providing timely feedback, resolving issues and conflicts, and coordinating changes to help enhance project performance?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | developing the human resource plan | b. | developing the project team | |  | c. | acquiring the project team | d. | managing the project team |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Managing the project team involves tracking team member performance, motivating team members, providing timely feedback, resolving issues and conflicts, and coordinating changes to help enhance project performance. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty:Easy | | *REFERENCES:* | p.378 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.69 - LO: 9-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Human Resource Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 24. Which highly respected psychologist, rejected the dehumanizing negativism of psychology and proposed the hierarchy of needs theory?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Sigmund Freud | b. | Abraham Maslow | |  | c. | Carl Jung | d. | Philip Zimbardo |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Abraham Maslow, a highly respected psychologist who rejected the dehumanizing negativism of psychology in the 1950s, is best known for developing a hierarchy of needs. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.380 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 25. What need is at the highest level in Maslow’s structure?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | deficiency | b. | growth | |  | c. | safety | d. | physiological |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: The bottom four needs in Maslow’s hierarchy, physiological, safety, social, and esteem needs, are referred to as deficiency needs, and the highest level, self-actualization, is considered a growth need. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.381 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 26. What are the bottom four needs in Maslow’s structure are referred to as?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | self-actualization | b. | deficiency | |  | c. | safety | d. | growth |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: The bottom four needs in Maslow’s hierarchy, physiological, safety, social, and esteem needs, are referred to as deficiency needs, and the highest level, self-actualization, is considered a growth need. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.381 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 27. What needs are at the bottom of Maslow’s structure?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | esteem | b. | self-actualization | |  | c. | physiological | d. | social |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: At the bottom of the pyramid structure of Maslow’s hierarchy of needs are physiological needs. Once physiological needs are satisfied, safety needs guide behavior. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.380 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 28. What is at the top of Maslow’s hierarchy of needs?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | esteem | b. | self-actualization | |  | c. | physiological | d. | social |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Self actualization is at the top of Maslow’s structure. Self-actualized people are problem-focused, have an appreciation for life, are concerned about personal growth, and are able to have peak experiences. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.380-381 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 29. Recognizing an employee as the “Star Performer of the Month” would be satisfying which need in Maslow’s hierarchy?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | esteem | b. | self-actualization | |  | c. | physiological | d. | safety |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Esteem needs include recognition, prestige, and status. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.380 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Application | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 30. Who is best known for distinguishing between motivational factors and hygiene factors when considering motivation in work settings?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Frederick Herzberg | b. | David McClelland | |  | c. | Abraham Maslow | d. | Douglas McGregor |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Frederick Herzberg is best known for distinguishing between motivational factors and hygiene factors when considering motivation in work settings. He referred to factors that cause job satisfaction as motivators and factors that could cause dissatisfaction as hygiene factors. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.381 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 31. According to Herzberg, which is a motivational factor?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | recognition | b. | salary | |  | c. | training | d. | health benefits |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Frederick Herzberg is best known for distinguishing between motivational factors and hygiene factors when considering motivation in work settings. He referred to factors that cause job satisfaction as motivators and factors that could cause dissatisfaction as hygiene factors. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.381 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 32. What do people who seek to excel and tend to avoid both low-risk and high-risk situations to improve their chances for achieving something worthwhile have a high need for?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | affiliation | b. | security | |  | c. | power | d. | achievement |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: People who have a high need for achievement (nAch) seek to excel, and tend to avoid both low-risk and high-risk situations to improve their chances for achieving something worthwhile. Achievers need regular feedback and often prefer to work alone or with other high achievers. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.383 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 33. According to McClelland’s acquired-needs theory, what do people who desire harmonious relationships with other people and need to feel accepted by others have a high need for?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | affiliation | b. | self-actualization | |  | c. | power | d. | achievement |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: People with a high need for affiliation (nAff) desire harmonious relationships with other people and need to feel accepted by others. They tend to conform to the norms of their work group and prefer work that involves significant personal interaction. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.383 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 34. According to McClelland’s acquired-needs theory, what do people who want to direct others, and can be seen as bossy, have a need for?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | affiliation | b. | advancement | |  | c. | power | d. | achievement |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: People with a need for power (nPow) desire either personal power or institutional power. People who need personal power want to direct others and can be seen as bossy. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.383 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 35. Which test presents subjects with a series of ambiguous pictures and asks them to develop a spontaneous story for each picture, assuming they will project their own needs into the story?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | RAM | b. | MBTI | |  | c. | TAT | d. | RACI |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: The Thematic Apperception Test (TAT) is a tool to measure the individual needs of different people using McClelland’s categories. The TAT presents subjects with a series of ambiguous pictures and asks them to develop a spontaneous story for each picture, assuming they will project their own needs into the story. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.383 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 36. Who is best known for developing Theory X and Theory Y?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Frederick Herzberg | b. | David McClelland | |  | c. | Abraham Maslow | d. | Douglas McGregor |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Douglas McGregor was one of the great popularizers of a human relations approach to management, and he is best known for developing Theory X and Theory Y. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.383 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 37. Managers who follow which theory assume that the average worker wants to be directed and prefers to avoid responsibility?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Theory Z | b. | Theory X | |  | c. | Theory Y | d. | Theory K |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: People who believe in Theory X assume that workers dislike and avoid work if possible, so managers must use coercion, threats, and various control schemes to have workers make adequate efforts to meet objectives. They assume that the average worker wants to be directed and prefers to avoid responsibility, has little ambition, and wants security above all else. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.383-384 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 38. What theory emphasizes factors such as job rotation, broadening of skills, generalization versus specialization, and the need for continuous training of workers?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Theory W | b. | Theory X | |  | c. | Theory Y | d. | Theory Z |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Theory Z workers, it is assumed, can be trusted to do their jobs to their utmost ability, as long as management can be trusted to support them and look out for their wellbeing. Theory Z emphasizes job rotation, broadening of skills, generalization versus specialization, and the need for continuous training of workers. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.384 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 39. According to Thamhain and Wilemon, what is the legitimate hierarchical right to issue orders?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | authority | b. | achievement | |  | c. | expertise | d. | self-actualization |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: According to Thamhain and Wilemon, authority is the legitimate hierarchical right to issue orders. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.384 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 40. According to Thamhain and Wilemon, what is the ability to improve a worker’s position?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | penalty | b. | assignment | |  | c. | expertise | d. | promotion |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: According to Thamhain and Wilemon, promotion is the ability to improve a worker’s position. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.384 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 41. Which type of power involves using punishment, threats, or other negative approaches to get people to do things they do not want to do?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | legitimate | b. | coercive | |  | c. | reward | d. | referent |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Coercive power involves using punishment, threats, or other negative approaches to get people to do things they do not want to do. For example, a project manager can threaten to fire workers or subcontractors to try to get them to change their behavior. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.385 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 42. Which type of power involves using incentives to induce people to do things?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | legitimate | b. | coercive | |  | c. | reward | d. | referent |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: Reward power involves using incentives to induce people to do things. Rewards can include money, status, recognition, promotions, and special work assignments. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.386 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 43. Which type of power is based on an individual’s personal charisma?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | legitimate | b. | coercive | |  | c. | reward | d. | referent |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Referent power is based on a person’s own charisma. People who have referent power are held in very high regard; others will do what they say based on that regard. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.386 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 44. What term is used for taking time to renew oneself physically, spiritually, mentally and socially?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | empathic mirroring | b. | sharpening the saw | |  | c. | synergizing | d. | thinking win/win |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Sharpening the saw is the process of self-renewal. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.387 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 45. Which type of intelligence involves the capacity to understand the motivations, intentions and desires of others?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | emotional | b. | intrapersonal | |  | c. | interpersonal | d. | human |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: Human intelligence encompasses both interpersonal (understanding others) and intrapersonal (understanding self). Emotional intelligence is knowing and managing one's own emotions and understanding the emotions of others. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.389 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 46. Which concept refers to matching certain behaviors of the other person?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | empathic listening | b. | rapport | |  | c. | synergy | d. | mirroring |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Mirroring is matching certain behaviors of the other person. People tend to like others who are like themselves, and mirroring helps you take on some of the other person’s characteristics. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.388 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 47. What term is used for the relation of harmony, conformity, accord, or affinity?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | empathy | b. | democracy | |  | c. | mirroring | d. | rapport |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Rapport is a relation of harmony, conformity, accord, or affinity. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.388 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 48. What is the first step in the framework for defining and assigning work?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | defining how the work will be accomplished | b. | breaking down the work into manageable elements | |  | c. | finalizing the project requirements | d. | assigning work responsibilities |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: The first step in the framework for defining and assigning work is finalizing the project requirements. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.393 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 49. Which tool is a column chart that shows the number of resources assigned to a project over time?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | responsibility assignment matrix | b. | resource histogram | |  | c. | RACI charts | d. | organizational breakdown structure |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: The staffing management plan often includes a resource histogram, which is a column chart that shows the number of resources assigned to a project over time. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.395 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 50. Which term refers to the amount of individual resources an existing schedule requires during specific time periods?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | resource loading | b. | resource leveling | |  | c. | resource histogram | d. | resource logs |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Resource loading refers to the amount of individual resources an existing schedule requires during specific time periods. It helps project managers understand the demands of a project on the organization’s resources and on individual people’s schedules. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.400 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.65 - LO: 9-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Acquiring The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 51. Which technique is used for resolving resource conflicts by delaying tasks?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | resource loading | b. | resource leveling | |  | c. | resource allocation | d. | resource histogram |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Resource leveling is a technique for resolving resource conflicts by delaying tasks. It is a form of network analysis in which resource management concerns drive scheduling decisions (start and finish dates). The main purpose of resource leveling is to create a smoother distribution of resource usage. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.401 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.65 - LO: 9-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Acquiring The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 52. In the Tuckman model, what occurs as team members have different opinions as to how the team should operate?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | performing | b. | norming | |  | c. | forming | d. | storming |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Storming occurs when team members have different opinions for how the team should operate. People test each other, and there is often conflict within the team. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.403 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 53. In the Tuckman model, what occurs when the emphasis is on reaching the team goals, rather than working on team process?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | performing | b. | norming | |  | c. | forming | d. | storming |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Performing occurs when the emphasis is on reaching the team’s goals rather than working on team process. Relationships are settled, and team members are likely to build loyalty towards each other. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.403 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 54. In the MBTI, which dimension relates to the manner in which you gather information?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Extrovert/Introvert | b. | Thinking/Feeling | |  | c. | Judgment/Perception | d. | Sensation/Intuition |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: In the MBTI, the Sensation/ Intuition dimension relates to the manner in which you gather information. Sensation (or Sensing) type people take in facts, details, and reality and describe themselves as practical. Intuitive type people are imaginative, ingenious, and attentive to hunches or intuition. They describe themselves as innovative and conceptual. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.405 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 55. Psychologist David Merril describes which behavioral profile as reactive and task-oriented?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | expressives | b. | drivers | |  | c. | analyticals | d. | amiables |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: Analyticals are reactive and task-oriented. They are past-oriented and strong thinkers. Adjectives to describe analyticals include critical, indecisive, stuffy, picky, moralistic, industrious, persistent, serious, expecting, and orderly. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.406 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 56. According to Blake and Mouton, project managers who use which method employ a give-and take-approach to resolving conflicts?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | smoothing | b. | forcing | |  | c. | confrontation | d. | compromise |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: With the compromise mode, project managers use a give-and-take approach to resolving conflicts. They bargain and search for solutions that bring some degree of satisfaction to all the parties in a dispute. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.410 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.67 - LO: 9-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Managing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 57. According to Lencioni, which quality is present in organizations that succeed?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | commitment | b. | autonomy | |  | c. | accountability | d. | teamwork |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: According to Patrick Lencioni, “Teamwork remains the one sustainable competitive advantage that has been largely untapped. Teamwork is almost always lacking within organizations that fail, and often present within those that succeed.” | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.411 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.67 - LO: 9-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Managing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 58. \_\_\_\_\_ issues that affect how people work and how well they work include motivation, influence and power, and effectiveness.   |  |  | | --- | --- | | *ANSWER:* | Psychosocial | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.378 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 59. \_\_\_\_\_ causes people to do something for a reward or to avoid a penalty.   |  |  | | --- | --- | | *ANSWER:* | Extrinsic motivation | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.380 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 60. According to Maslow, only after meeting \_\_\_\_\_ needs can individuals act upon growth needs.   |  |  | | --- | --- | | *ANSWER:* | deficiency | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.380 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 61. Herzberg called factors that cause job satisfaction \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | motivators | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.381 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 62. \_\_\_\_\_ should receive frequent performance feedback, and although money is not an important motivator to them, it is an effective form of feedback.   |  |  | | --- | --- | | *ANSWER:* | Achievers | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.383 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 63. The \_\_\_\_\_ is a tool to measure the individual needs of different people using McClelland’s categories.   |  |  | | --- | --- | | *ANSWER:* | TAT Thematic Apperception Test Thematic Apperception Test (TAT) (TAT) Thematic Apperception Test | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.383 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 64. Managers who believe in McGregor’s \_\_\_\_\_ assume that individuals do not inherently dislike work, but consider it as natural as play or rest.   |  |  | | --- | --- | | *ANSWER:* | Theory Y | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.384 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 65. \_\_\_\_\_ is the ability to influence behavior to get people to do things they would not otherwise do.   |  |  | | --- | --- | | *ANSWER:* | Power | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.385 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 66. \_\_\_\_\_ power is getting people to do things based on a position of authority.   |  |  | | --- | --- | | *ANSWER:* | Legitimate | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty:Easy | | *REFERENCES:* | p.385 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 67. \_\_\_\_\_ is the concept that the whole is equal to more than the sum of its parts.   |  |  | | --- | --- | | *ANSWER:* | Synergy | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.386 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 68. Covey, like Maslow, believes that people have the ability to be \_\_\_\_\_ and choose their responses to different situations.   |  |  | | --- | --- | | *ANSWER:* | proactive | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.386 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 69. \_\_\_\_\_ is listening with the intent to understand.   |  |  | | --- | --- | | *ANSWER:* | Empathic listening | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.387 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 70. \_\_\_\_\_ is a relation of harmony, conformity, accord, or affinity and is important for communication.   |  |  | | --- | --- | | *ANSWER:* | Rapport | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.388 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 71. \_\_\_\_\_ fill in for project managers in their absence and assist them as needed.   |  |  | | --- | --- | | *ANSWER:* | Deputy project managers | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.392 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 72. A(n) \_\_\_\_\_ or draft contract often provides the basis for defining and finalizing work requirements.   |  |  | | --- | --- | | *ANSWER:* | RFP Request for Proposal Request for Proposal (RFP) RFP (Request for Proposal) | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.393 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 73. The \_\_\_\_\_ allocates work to responsible and performing organizations, teams, or individuals, depending on the desired level of detail.   |  |  | | --- | --- | | *ANSWER:* | RAM responsibility assignment matrix responsibility assignment matrix (RAM) RAM (responsibility assignment matrix) | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.394 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 74. A(n) \_\_\_\_\_ is a specific type of organizational chart that shows which organizational units are responsible for which work items.   |  |  | | --- | --- | | *ANSWER:* | OBS organizational breakdown structure organizational breakdown structure (OBS) OBS (organizational breakdown structure) | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.394 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 75. \_\_\_\_\_ means that not enough resources are available to perform the assigned work during a given time period.   |  |  | | --- | --- | | *ANSWER:* | Overallocation | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.400 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.65 - LO: 9-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Acquiring The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 76. Resource \_\_\_\_\_ aims to minimize period-by-period variations in resource loading by shifting tasks within their slack allowances.   |  |  | | --- | --- | | *ANSWER:* | leveling | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.401 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.65 - LO: 9-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Acquiring The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 77. The main goal of \_\_\_\_\_\_\_ is to help people work together more effectively to improve project performance.   |  |  | | --- | --- | | *ANSWER:* | team development | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.403 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Acquiring The Project Team | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 78. In the Tuckman model, \_\_\_\_\_ involves the break-up of the team after it successfully reaches its goals and completes the work.   |  |  | | --- | --- | | *ANSWER:* | adjourning | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.403 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 79. In the DISC profile, the letter “S” represents \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | steadiness | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.407 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 80. According to Blake and Mouton, project managers who use the \_\_\_\_\_ mode retreat from an actual or potential disagreement.   |  |  | | --- | --- | | *ANSWER:* | withdrawal | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.410 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.67 - LO: 9-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Managing The Project Team | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 81. Briefly describe the processes involved in human resource management.   |  |  | | --- | --- | | *ANSWER:* | 1.Planning resource management involves deciding how to estimate, acquire, manage, and use project resources. The main outputs are a resource management plan, team charter, and project documents updates.  2. Estimating activity resources involves estimating human and physical resources needed to complete project work. Outputs include resource requirements, basis of estimates, a resource breakdown structure, and project documents updates. 3. Acquiring resources includes obtaining team members, facilities, equipment, materials, supplies, and other resources as needed. Outputs include physical and project team assignments, resource calendars, change requests, and updates to several documents.  4. Developing the project team involves building individual and group skills to enhance project performance. Team-building skills are often a challenge for many project managers. The main outputs of this process are team performance assessments, change requests, and updates to several documents.  5. Managing the project team involves tracking team member performance, motivating team members, providing timely feedback, resolving issues and conflicts, and coordinating changes to help enhance project performance. Outputs of this process include change requests, project management plan updates, project documents updates, and organizational process assets updates. 6. Controlling resources ensures that a project’s physical resources are available as planned, monitoring the planned versus actual resource utilization, and taking corrective action when needed. Outputs include work performance information, change requests, and updates to the project management plan and project documents. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.377-378 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.69 - LO: 9-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Human Resource Management? | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 82. Describe Maslow’s hierarchy of needs. How does it relate to information technology projects?   |  |  | | --- | --- | | *ANSWER:* | Maslow’s **hierarchy of needs** states that people’s behaviors are guided or motivated by a sequence of needs. At the bottom of the hierarchy are physiological needs. Once physiological needs are satisfied, safety needs guide behavior. Once safety needs are satisfied, social needs come to the forefront, and so on up the hierarchy. The order of these needs and their relative sizes in the pyramid are significant. Maslow suggests that each level of the hierarchy is a prerequisite for the levels above. For example, it is not possible for a person to consider self-actualization if he or she has not addressed basic needs concerning security and safety. Once a particular need is satisfied, however, it no longer serves as a potent motivator of behavior.  The bottom four needs in Maslow’s hierarchy—physiological, safety, social, and esteem needs—are referred to as deficiency needs, and the highest level, self-actualization, is considered a growth need. Only after meeting deficiency needs can individuals act upon growth needs. Self-actualized people are problem-focused, have an appreciation for life, are concerned about personal growth, and have the ability to have peak experience.  Most people working on an information technology project will probably have their basic physiological and safety needs met. If someone has a sudden medical emergency or is laid off from work, however, physiological and safety needs will move to the forefront. To motivate project team members, the project manager needs to understand each person’s motivation, especially with regard to social, esteem, and self-actualization or growth needs. Team members new to a company and city might be motivated by social needs. To address social needs, some companies organize gatherings and social events for new workers. Other project members may find these events to be an invasion of personal time they would rather spend with their friends and family or working on an advanced degree. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.380-381 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 83. What are the five main types of power? Briefly describe each type.   |  |  | | --- | --- | | *ANSWER:* | **Coercive power** involves using punishment, threats, or other negative approaches to get people to do things they do not want to do. This type of power is similar to Thamhain’s and Wilemon’s influence category called penalty. For example, a project manager can threaten to fire workers or subcontractors to try to get them to change their behavior. If the project manager really has the power to fire people, he or she could follow through on the threat. Recall, however, that influencing using penalties is correlated with unsuccessful projects. Still, coercive power can be very effective in stopping negative behavior.  **Legitimate power** is getting people to do things based on a position of authority. This type of power is similar to the authority basis of influence. If top management gives project managers organizational authority, project managers can use legitimate power in several situations. They can make key decisions without involving the project team, for example. Overemphasis of legitimate power or authority also correlates with project failure.  **Expert power** involves using personal knowledge and expertise to get people to change their behavior. If people perceive that project managers are experts in certain situations, they will follow their suggestions. For example, if a project manager has expertise in working with a particular information technology supplier and their products, the project team will be more likely to follow the project manager’s suggestions on how to work with that vendor and its products.  **Reward power** involves using incentives to induce people to do things. Rewards can include money, status, recognition, promotions, special work assignments, or other means of rewarding someone for desired behavior. Many motivation theorists suggest that only certain types of rewards, such as work challenge, achievement, and recognition, truly induce people to change their behavior or work hard.  **Referent power** is based on an individual’s personal charisma. People hold someone with referent power in very high regard and will do what they say based on their regard for the person. People such as Martin Luther King, Jr., John F. Kennedy, and Bill Clinton had referent power. Very few people possess the natural charisma that underlies referent power. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.385-386 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.63 - LO: 9-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Keys To Managing And Leading People | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 84. What is a staffing management plan?   |  |  | | --- | --- | | *ANSWER:* | A **staffing management plan** describes when and how people will be added to the project team and taken off it. The level of detail may vary based on the type of project. For example, if an IT project is expected to need 100 people on average over a year, the staffing management plan would describe the types of people needed to work on the project, such as Java programmers, business analysts, and technical writers, and the number of each type of person needed each month. The plan would also describe how these resources would be acquired, trained, rewarded, and reassigned after the project. All of these issues are important to meeting the needs of the project, the employees, and the organization. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.395 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.64 - LO: 9-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Human Resource Plan | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |

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| 85. What are the five stages of team development according to the Tuckman model? Briefly describe each stage.   |  |  | | --- | --- | | *ANSWER:* | (1) *Forming* involves the introduction of team members, either at the initiation of the team, or as new members are introduced. This stage is necessary, but little work is actually achieved.  (2) *Storming* occurs as team members have different opinions as to how the team should operate. People test each other, and there is often conflict within the team.  (3) *Norming* is achieved when team members have developed a common working method, and cooperation and collaboration replace the conflict and mistrust of the previous phase.  (4) *Performing* occurs when the emphasis is on reaching the team goals, rather than working on team process. Relationships are settled, and team members are likely to build loyalty towards each other. At this stage, the team is able to manage tasks that are more complex and cope with greater change.  (5) *Adjourning* involves the break-up of the team after they successfully reach their goals and complete the work. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.403 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.66 - LO: 9-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Project Team | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:51 PM | | *DATE MODIFIED:* | 6/6/2018 5:52 PM | |