

# Chapter 10

Student: \_\_\_\_\_

1. Project success or failure often is reliant upon the contributions of all of the following groups of stakeholders EXCEPT
  - A. Customers.
  - B. Suppliers.
  - C. Contractors.
  - D. Competitors.
  - E. Top management.
2. Managing a project and leading a project are two different things. Project leadership is about coping with
  - A. Formulating plans and objectives.
  - B. Monitoring results against plans.
  - C. Change.
  - D. Taking corrective action when necessary.
  - E. Designing structures and procedures.
3. One difference between project management and project leadership is that project management includes
  - A. Recognizing the need to alter direction.
  - B. Aligning people to meet new directions.
  - C. Monitoring results against plans.
  - D. Motivating people to meet new objectives.
  - E. Deviating from the plan.
4. A well-defined project that encounters no significant surprises would require little
  - A. Management.
  - B. Leadership.
  - C. Monitoring.
  - D. Corrective action.
  - E. Controlling.

5. When managing stakeholders, a project manager should
- A. Develop a hands-on approach.
  - B. Focus on the project team and their needs.
  - C. Understand how different stakeholders can affect the project and manage that dependency.
  - D. Manage and limit time negotiating with stakeholders outside of the organization.
  - E. Refuse to be pulled by the demands of people who are not directly involved in the project.
6. Which metaphor best captures the role of a project manager?
- A. The conductor of an orchestra
  - B. The point guard on a basketball team
  - C. A programmer on a software development team
  - D. A scout on an exploration
  - E. A mathematics instructor
7. Which of the following groups of stakeholders place constraints on project work such as requiring permits to be secured, that work is built to code, or that safety standards are met?
- A. Project sponsors
  - B. Government agencies
  - C. Project managers
  - D. Customers
  - E. Top management
8. Stakeholders such as human resources, information systems, purchasing agents, and maintenance are typically classified as
- A. Project managers.
  - B. Administrative support.
  - C. Functional managers.
  - D. Project sponsors.
  - E. Customers.
9. The closest relationships in a project network of relationships are between the project manager and
- A. Other project managers.
  - B. Project sponsors.
  - C. Top management.
  - D. Customers.
  - E. Project team members.

10. The second ring in the network of relationships for project managers includes all of the following EXCEPT
- A. Other project managers.
  - B. Customers.
  - C. Functional managers.
  - D. Top management.
  - E. Project sponsors.
11. The outer ring in the network of relationships for project managers includes all of the following EXCEPT
- A. Other organizations.
  - B. Customers.
  - C. Contractors.
  - D. Government agencies.
  - E. Administrative support.
12. A high-ranking manager who advocates the project and uses her or his influence to gain approval of the project is a project
- A. Promoter.
  - B. Champion.
  - C. Godfather.
  - D. Sponsor.
  - E. Advocate.
13. Which group of stakeholders defines the scope of the project and ultimately determines whether or not the project is successful?
- A. Customers
  - B. Top management
  - C. Project sponsors
  - D. Project managers
  - E. Project team
14. Networks are mutually beneficial alliances that are generally governed by the law of
- A. Supply-demand.
  - B. Brooks' law.
  - C. Reciprocity.
  - D. A squeaky wheel.
  - E. Risk-reward.

15. In terms of commonly traded organizational currencies, being involved in a task that has a large significance and having a chance to do something important and do it well are examples of \_\_\_\_\_-related currencies.
- A. Task
  - B. Position
  - C. Inspiration
  - D. Relationship
  - E. Personal
16. In terms of commonly traded organizational currencies, sharing personnel, undertaking unwanted tasks, and providing technical knowledge are examples of \_\_\_\_\_-related currencies.
- A. Task
  - B. Position
  - C. Inspiration
  - D. Relationship
  - E. Personal
17. In terms of commonly traded organizational currencies, providing friendship, giving emotional backing, and listening to others' concerns and issues are examples of \_\_\_\_\_-related currencies.
- A. Task
  - B. Position
  - C. Inspiration
  - D. Relationship
  - E. Personal
18. In terms of commonly traded organizational currencies, giving a task that could result in a promotion, acknowledging someone's effort and accomplishments, and providing opportunities for linking with others are examples of \_\_\_\_\_-related currencies.
- A. Task
  - B. Position
  - C. Inspiration
  - D. Relationship
  - E. Personal

19. In terms of commonly traded organizational currencies, sharing tasks that increase someone's skills and abilities and letting others have ownership and influence are examples of \_\_\_\_\_ - related currencies.
- A. Task
  - B. Position
  - C. Inspiration
  - D. Relationship
  - E. Personal
20. The following are necessary when mapping dependencies or building a social network EXCEPT
- A. Identify those on whom the project depends for success.
  - B. Identify whose opposition would keep you from accomplishing the project.
  - C. Examine what sources of influence you have relative to those on whom you depend.
  - D. Focus on the relationships with project team members since they are doing the project work and you have most influence over them.
  - E. Diagnose another's point of view as well as the basis for their positions.
21. Which of the following is used at Hewlett-Packard for building relationships with key players that will determine a project's success?
- A. MBO
  - B. MBA
  - C. GIGO
  - D. MBWA
  - E. PMI
22. Once you have established who the key players are that will determine success, then you initiate contact and begin to build a relationship with those players. Less effective managers
- A. Spend the majority of their time outside their office.
  - B. Are able to stay in touch with what is really going on through face-to-face interactions.
  - C. Announce an open door policy and encourage others to see them when a problem or issue comes up.
  - D. Initiate contact to provide encouragement and to reinforce the objectives and vision of the project.
  - E. Talk with key stakeholders in attempt to keep abreast of developments and anticipate potential problems.

23. Research consistently points out that project success is strongly affected by the degree to which a project has the support of top management. The following are ways a project manager can manage upward relationships EXCEPT
- A. Never ignore the chains of command.
  - B. Prove loyalty.
  - C. Pick the optimum time to appeal to top management.
  - D. Consistently follow through on requests.
  - E. Accept profound differences in perspective and become skilled at the art of persuading superiors.
24. Which of the following is NOT one of the aspects of leading by example?
- A. Priorities
  - B. Ethics
  - C. Urgency
  - D. Cooperation
  - E. Power
25. The traits of successful project managers include all of the following EXCEPT
- A. Pessimist.
  - B. Proactive.
  - C. Skillful politician.
  - D. Effective time management.
  - E. Personal integrity.
26. When project managers recognize that if they want participants to exceed project expectations then they have to exceed others' expectations of a good project manager, they are leading by example through which of the following aspects?
- A. Urgency
  - B. Problem solving
  - C. Priorities
  - D. Standards of performance
  - E. Ethics
27. To provide greater clarity to business ethics, many companies and professional groups
- A. Encourage managers to rely on their own personal sense of right and wrong.
  - B. Post consequences to unethical behavior.
  - C. Publish a code of conduct.
  - D. Conduct annual training seminars on business ethics.
  - E. Establish a reward system for those who display ethical behavior.

28. The key to exercising influence is

- A. To make few mistakes.
- B. To build trust.
- C. To build a network of top-level people.
- D. To understand the political connections within the organization.
- E. To make friends with everyone.

29. Which of the following would be defined as the ability to lead and manage yourself by establishing a sense for who you are, what you stand for and how you should behave?

- A. Proactive
- B. Emotional intelligence
- C. Empathetic
- D. Sense of purpose
- E. Personal integrity

30. Which of the following would be defined as the ability or skill to perceive, assess and manage the emotions of one's self and others?

- A. Emotional stability
- B. Coolness under pressure
- C. Emotional intelligence
- D. Empathy
- E. Management sensitivity

31. Management is about coping with complexity; \_\_\_\_\_ is about coping with change.

\_\_\_\_\_

32. A popular metaphor for the role of a project manager is that of \_\_\_\_\_.

\_\_\_\_\_

33. \_\_\_\_\_ naturally compete with each other for resources and support from top management.

\_\_\_\_\_

34. \_\_\_\_\_ champion the project and use their influence to gain approval of the project.

\_\_\_\_\_

35. \_\_\_\_\_ define the scope of the project, and ultimate project success rests in their satisfaction.

\_\_\_\_\_

36. Networks among stakeholders are mutually beneficial alliances that are generally governed by the law of \_\_\_\_\_.
- \_\_\_\_\_
37. \_\_\_\_\_-related currencies come directly from the project manager's ability to contribute to others' accomplishing their work.
- \_\_\_\_\_
38. \_\_\_\_\_-related currencies stem from the project manager's ability to enhance others' positions within the organization.
- \_\_\_\_\_
39. \_\_\_\_\_-related currencies derive from people's burning desire to make a difference and add meaning to their lives.
- \_\_\_\_\_
40. \_\_\_\_\_-related currencies have more to do with strengthening the relationship with someone than directly accomplishing the project tasks.
- \_\_\_\_\_
41. \_\_\_\_\_-related currencies enhance a colleague's sense of worth by sharing tasks that increase skills and abilities, delegating authority over work so that others experience ownership, and allowing individuals to feel comfortable stretching their abilities.
- \_\_\_\_\_
42. People and organizations that are actively involved in the project, or whose interests may be positively or negatively affected by the project, are known as \_\_\_\_\_.
- \_\_\_\_\_
43. Managers spend the majority of their time outside their offices in the \_\_\_\_\_ style of management.
- \_\_\_\_\_
44. Mapping \_\_\_\_\_ helps identify those on whom the project depends for success.
- \_\_\_\_\_
45. Research consistently points out that project success is strongly affected by the degree to which a project has the support of \_\_\_\_\_.
- \_\_\_\_\_



46. Once project managers have proven their \_\_\_\_\_ to upper management, senior management is much more receptive to their challenges and requests.

\_\_\_\_\_

47. Experienced project managers recognize the need to build \_\_\_\_\_ before they need them.

\_\_\_\_\_

48. A highly visible, interactive management style is when the project manager's behavior symbolizes how other people should work on the project. This is called \_\_\_\_\_ by example.

\_\_\_\_\_

49. To provide greater clarity to business \_\_\_\_\_, many companies and professional groups publish a code of conduct.

\_\_\_\_\_

50. The key to exercising influence is to build \_\_\_\_\_.

\_\_\_\_\_

51. When project managers take action before it is needed to prevent small concerns from escalating into major problems they are being \_\_\_\_\_.

\_\_\_\_\_

52. When project managers have a can-do attitude and when they are able to maintain a positive attitude during a dismal day and keep others' attention positive as well, they are demonstrating \_\_\_\_\_.

\_\_\_\_\_

53. The ability or skill to perceive, assess and manage the emotions of one's self and others is called \_\_\_\_\_ intelligence.

\_\_\_\_\_

54. Strong leadership, while usually desirable, is not always necessary to successfully complete a project.

True    False

55. The level of leadership required to successfully complete a project may depend on the level of uncertainty involved.

True    False

56. In most cases, if someone can manage a project well, then they are also a great leader.

True    False

57. Successful project managers tend to adopt a hands-on approach to managing projects.

True False

58. One of the things that distinguish project management from regular management is the sheer breadth and complexity of the relationships that need to be managed.

True False

59. Customers define the scope of the project, and ultimately, project success rests in their satisfaction.

True False

60. One advantage of creating a dedicated project team is that it reduces dependencies, especially within the organization.

True False

61. A successful project manager must build a cooperative, mutually beneficial network generally governed by the law of reciprocity.

True False

62. Relationship-related currencies deal with the extent to which we can help others feel a sense of importance and personal worth by sharing tasks that increase their skills and abilities.

True False

63. Position-related currencies come directly from the project manager's ability to contribute to others' accomplishing their work.

True False

64. Relationship-related currencies have more to do with strengthening the relationship with someone than directly accomplishing the project tasks.

True False

65. Inspiration-related currencies derive from people's burning desire to make a difference and add meaning to their lives.

True False

66. The first step to building a social network is identifying those on whom the project depends for success.

True False

67. Many poor-performing project managers are guilty of management by wandering around.

True False

68. Effective time management for project managers includes initiating contact with key stakeholders only when there is a valid issue to deal with.

True False

69. The old-fashioned view of managing projects emphasized directing and controlling subordinates; the new perspective emphasizes managing project stakeholders and anticipating change as the most important jobs.

True False

70. One important function of mapping dependencies and building a social network is to prevent project managers from being derailed because they were blindsided by someone whose position or power they had not anticipated.

True False

71. It is impractical for a subordinate to "manage" a superior.

True False

72. Through a project manager's behavior, he or she can influence how others act and respond to a variety of issues related to the project.

True False

73. As long as the culture of an organization acknowledges and condemns unethical behavior, ethical dilemmas are rare or trivial at the most.

True False

74. An individual's character alone is adequate to generate trust.

True False

75. Managing upward relationships involves project managers become skilled at the art of persuading superiors.

True False

76. Optimism, integrity, and even being proactive are not developed easily if there is not already a predisposition to display them.

True False

77. "Managing a project and leading a project are essentially the same thing." Agree or disagree, and support your conclusion.
78. "Strong leadership is not always necessary to successfully complete a project." Agree or disagree, and support your conclusion.
79. In regard to a network of stakeholders there are three "rings" or "tiers." Describe each ring and give an example of a group of stakeholders found in each.
80. Identify and briefly describe the five commonly traded organizational currencies.

81. What is "management by wandering around" and why would it be useful to project managers?
82. Give two advantages gained when a project manager takes the time to map relationship dependencies.
83. Experienced project managers recognize the need to build relationships before they need them. Why is this important?
84. Identify the key to exercising influence within an organization. Describe the two functions it is based upon.

85. Identify and give an example of three out of the six contradictions that an effective project manager must face.

86. Identify and briefly describe four of the eight traits associated with being a successful project manager.

87. Identify two ways a project manager can manage "upward relationships."

88. "All the eight traits of being a good project manager can be taught and learned." Agree or disagree? Support your conclusion.

## Chapter 10 Key

1. Project success or failure often is reliant upon the contributions of all of the following groups of stakeholders EXCEPT
- A. Customers.
  - B. Suppliers.
  - C. Contractors.
  - D.** Competitors.
  - E. Top management.

Project success does not just depend on the performance of the project team. Success or failure often depends on the contributions of top management, functional managers, customers, suppliers, contractors, and others.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #1  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 1 Easy*

2. Managing a project and leading a project are two different things. Project leadership is about coping with
- A. Formulating plans and objectives.
  - B. Monitoring results against plans.
  - C.** Change.
  - D. Taking corrective action when necessary.
  - E. Designing structures and procedures.

Project managers often have to deviate from what was planned and introduce significant changes in the project scope and schedule to respond to unforeseen threats or opportunities.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #2  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 2 Medium*

3. One difference between project management and project leadership is that project management includes

- A. Recognizing the need to alter direction.
- B. Aligning people to meet new directions.
- C.** Monitoring results against plans.
- D. Motivating people to meet new objectives.
- E. Deviating from the plan.

Good management brings about order and stability by formulating plans and objectives, designing structures and procedures, monitoring results against plans, and taking corrective action when necessary. Leadership involves recognizing and articulating the need to significantly alter the direction and operation of the project, aligning people to the new direction, and motivating them to work together to overcome hurdles produced by the change and to realize new objectives.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #3  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 2 Medium*

4. A well-defined project that encounters no significant surprises would require little

- A. Management.
- B.** Leadership.
- C. Monitoring.
- D. Corrective action.
- E. Controlling.

Well-defined projects that encounter no significant surprises require little leadership.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #4  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 2 Medium*



5. When managing stakeholders, a project manager should

- A. Develop a hands-on approach.
- B. Focus on the project team and their needs.
- C.** Understand how different stakeholders can affect the project and manage that dependency.
- D. Manage and limit time negotiating with stakeholders outside of the organization.
- E. Refuse to be pulled by the demands of people who are not directly involved in the project.

The sheer breadth and complexity of stakeholder relationships distinguish project managers from regular management. To be effective, a project manager must understand how stakeholders can affect the project and develop methods for managing the dependency.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #5  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium*

6. Which metaphor best captures the role of a project manager?

- A.** The conductor of an orchestra
- B. The point guard on a basketball team
- C. A programmer on a software development team
- D. A scout on an exploration
- E. A mathematics instructor

A popular metaphor for the role of a project manager is that of conductor.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #6  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 1 Easy*

7. Which of the following groups of stakeholders place constraints on project work such as requiring permits to be secured, that work is built to code, or that safety standards are met?

- A. Project sponsors
- B.** Government agencies
- C. Project managers
- D. Customers
- E. Top management

Government agencies place constraints on project work. Permits need to be secured. Construction work has to be built to code.

*AACSB: Reflective Thinking*

8. Stakeholders such as human resources, information systems, purchasing agents, and maintenance are typically classified as

- A. Project managers.
- B. Administrative support.**
- C. Functional managers.
- D. Project sponsors.
- E. Customers.

Administration support, such as human resources and information systems, provide valuable support services. At the same time they impose constraints and requirements on the project such as the documentation of expenditures and the timely and accurate delivery of information.

9. The closest relationships in a project network of relationships are between the project manager and

- A. Other project managers.
- B. Project sponsors.
- C. Top management.
- D. Customers.
- E. Project team members.**

The project team members manage and complete project work. The closest relationships in a project network of relationships are between the project manager and the project team members.

10. The second ring in the network of relationships for project managers includes all of the following EXCEPT

- A. Other project managers.
- B. Customers.**
- C. Functional managers.
- D. Top management.
- E. Project sponsors.

The second ring in the network of relationships for project managers includes all except customers. Besides the project team, the second ring includes stakeholders who are internal to the organization.

AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #10  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium

11. The outer ring in the network of relationships for project managers includes all of the following EXCEPT

- A. Other organizations.
- B. Customers.
- C. Contractors.
- D. Government agencies.
- E. Administrative support.**

The outer ring in the network of relationships for project managers excludes administrative support who is internal to the organization.

AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #11  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 1 Easy

12. A high-ranking manager who advocates the project and uses her or his influence to gain approval of the project is a project
- A. Promoter.
  - B. Champion.
  - C. Godfather.
  - D.** Sponsor.
  - E. Advocate.

Project sponsors champion the project. Their reputation is tied to the success of the project. They defend the project when it comes under attack and are a key project ally.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #12  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium*

13. Which group of stakeholders defines the scope of the project and ultimately determines whether or not the project is successful?
- A.** Customers
  - B. Top management
  - C. Project sponsors
  - D. Project managers
  - E. Project team

Customers define the scope of the project, and ultimate project success rests in their satisfaction. Project managers need to be responsive to changing customer needs and the requirements to meeting their expectations.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #13  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium*

14. Networks are mutually beneficial alliances that are generally governed by the law of

- A. Supply-demand.
- B. Brooks' law.
- C. Reciprocity.**
- D. A squeaky wheel.
- E. Risk-reward.

Networks are mutually beneficial alliances that are generally governed by the law of reciprocity. The basic principle is that "one good deed deserves another, and likewise, one bad deed deserves another."

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #14  
Learning Objective: Influence as Exchange  
Level of Difficulty: 1 Easy*

15. In terms of commonly traded organizational currencies, being involved in a task that has a large significance and having a chance to do something important and do it well are examples of \_\_\_\_\_-related currencies.

- A. Task
- B. Position
- C. Inspiration**
- D. Relationship
- E. Personal

Perhaps the most powerful form of influence is based on inspiration. Most sources of inspiration derive from people's burning desire to make a difference and add meaning to their lives.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #15  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

16. In terms of commonly traded organizational currencies, sharing personnel, undertaking unwanted tasks, and providing technical knowledge are examples of \_\_\_\_\_-related currencies.

- A. Task
- B. Position
- C. Inspiration
- D. Relationship
- E. Personal

This form of influence comes directly from the project manager's ability to contribute to others' accomplishing their work.

*AACSB: Reflective Thinking*  
*Accessibility: Keyboard Navigation*  
*Blooms: Understand*  
*Larson - Chapter 10 #16*  
*Learning Objective: Influence as Exchange*  
*Level of Difficulty: 2 Medium*

17. In terms of commonly traded organizational currencies, providing friendship, giving emotional backing, and listening to others' concerns and issues are examples of \_\_\_\_\_-related currencies.

- A. Task
- B. Position
- C. Inspiration
- D. Relationship
- E. Personal

These currencies have more to do with strengthening the relationship with someone than directly accomplishing the project tasks.

*AACSB: Reflective Thinking*  
*Accessibility: Keyboard Navigation*  
*Blooms: Understand*  
*Larson - Chapter 10 #17*  
*Learning Objective: Influence as Exchange*  
*Level of Difficulty: 2 Medium*

18. In terms of commonly traded organizational currencies, giving a task that could result in a promotion, acknowledging someone's effort and accomplishments, and providing opportunities for linking with others are examples of \_\_\_\_\_-related currencies.

- A. Task
- B. Position**
- C. Inspiration
- D. Relationship
- E. Personal

This form of influence stems from the manager's ability to enhance others' positions within their organization.

*AACSB: Reflective Thinking*  
*Accessibility: Keyboard Navigation*  
*Blooms: Understand*  
*Larson - Chapter 10 #18*  
*Learning Objective: Influence as Exchange*  
*Level of Difficulty: 2 Medium*

19. In terms of commonly traded organizational currencies, sharing tasks that increase someone's skills and abilities and letting others have ownership and influence are examples of \_\_\_\_\_-related currencies.

- A. Task
- B. Position
- C. Inspiration
- D. Relationship
- E. Personal**

Personal-related currencies deal with individual needs and an overriding sense of self-esteem.

*AACSB: Reflective Thinking*  
*Accessibility: Keyboard Navigation*  
*Blooms: Understand*  
*Larson - Chapter 10 #19*  
*Learning Objective: Influence as Exchange*  
*Level of Difficulty: 2 Medium*

20. The following are necessary when mapping dependencies or building a social network EXCEPT

- A. Identify those on whom the project depends for success.
- B. Identify whose opposition would keep you from accomplishing the project.
- C. Examine what sources of influence you have relative to those on whom you depend.
- D.** Focus on the relationships with project team members since they are doing the project work and you have most influence over them.
- E. Diagnose another's point of view as well as the basis for their positions.

It is important to acknowledge that it is valuable to be aware of all stakeholders and how they impact your project. Once you start this analysis you can begin to appreciate what others value and what currencies you might have to offer as a basis on which to build a working relationship.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #20  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

21. Which of the following is used at Hewlett-Packard for building relationships with key players that will determine a project's success?

- A. MBO
- B. MBA
- C. GIGO
- D.** MBWA
- E. PMI

The management style employees at Hewlett-Packard referred to as "management by wandering around" (MBWA) to reflect that managers spend the majority of their time outside their offices is somewhat of a misnomer in that there is a purpose/pattern behind the "wandering." Through face-to-face interactions, project managers are able to stay in touch with what is really going on in the project and build cooperation essential to project success.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #21  
Learning Objective: Social Network Building  
Level of Difficulty: 1 Easy*



22. Once you have established who the key players are that will determine success, then you initiate contact and begin to build a relationship with those players. Less effective managers
- A. Spend the majority of their time outside their office.
  - B. Are able to stay in touch with what is really going on through face-to-face interactions.
  - C.** Announce an open door policy and encourage others to see them when a problem or issue comes up.
  - D. Initiate contact to provide encouragement and to reinforce the objectives and vision of the project.
  - E. Talk with key stakeholders in attempt to keep abreast of developments and anticipate potential problems.

Less effective project managers eschew MBWA and attempt to manage projects from their offices and computer terminals. Such managers proudly announce an open door policy and encourage others to see them when a problem or issue comes up. To them no news is good news.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #22  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

23. Research consistently points out that project success is strongly affected by the degree to which a project has the support of top management. The following are ways a project manager can manage upward relationships EXCEPT
- A.** Never ignore the chains of command.
  - B. Prove loyalty.
  - C. Pick the optimum time to appeal to top management.
  - D. Consistently follow through on requests.
  - E. Accept profound differences in perspective and become skilled at the art of persuading superiors.

Few project managers admit ignoring chains of command. If they are confident that top management will reject an important request and that what they want to do will benefit the project, they do it without asking permission. While acknowledging that this is very risky, they will claim that bosses typically won't argue with success.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #23  
Learning Objective: Social Network Building  
Level of Difficulty: 3 Hard*

24. Which of the following is NOT one of the aspects of leading by example?

- A. Priorities
- B. Ethics
- C. Urgency
- D. Cooperation
- E. Power**

Through a project manager's behavior she or he can influence how others act and respond to a variety of issues related to the project. Six aspects of leading by example include priorities, urgency, problem solving, cooperation, standards of performance and ethics.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Remember  
Larson - Chapter 10 #24  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

25. The traits of successful project managers include all of the following EXCEPT

- A. Pessimist.**
- B. Proactive.
- C. Skillful politician.
- D. Effective time management.
- E. Personal integrity.

Traits of a successful project manager include being a systems thinker, having personal integrity, being proactive, having high emotional intelligence, having a general business perspective, being effective at time management, being a skillful politician and being an optimist.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #25  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 1 Easy*

26. When project managers recognize that if they want participants to exceed project expectations then they have to exceed others' expectations of a good project manager, they are leading by example through which of the following aspects?

- A. Urgency
- B. Problem solving
- C. Priorities
- D.** Standards of performance
- E. Ethics

Veteran project managers establish a high standard for project performance through the quality of their daily interactions. They respond quickly to the needs of others, carefully prepare and run crisp meetings, stay on top of all the critical issues, facilitate effective problem solving and stand firm on important matters.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #26  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

27. To provide greater clarity to business ethics, many companies and professional groups

- A. Encourage managers to rely on their own personal sense of right and wrong.
- B. Post consequences to unethical behavior.
- C.** Publish a code of conduct.
- D. Conduct annual training seminars on business ethics.
- E. Establish a reward system for those who display ethical behavior.

To provide greater clarity to business ethics, many companies and professional groups publish a code of conduct. Cynics see these documents as simply window dressing, while advocates argue that they are important, albeit limited, first steps.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #27  
Learning Objective: Ethics and Project Management  
Level of Difficulty: 1 Easy*

28. The key to exercising influence is

- A. To make few mistakes.
- B. To build trust.**
- C. To build a network of top-level people.
- D. To understand the political connections within the organization.
- E. To make friends with everyone.

Trust is the "lubricant" that maintains smooth and efficient interactions. When you are trust, people are more likely to take your actions and intentions at face value when circumstances are ambiguous.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand*

*Larson - Chapter 10 #28  
Learning Objective: Building Trust: The Key to Exercising Influence  
Level of Difficulty: 1 Easy*

29. Which of the following would be defined as the ability to lead and manage yourself by establishing a sense for who you are, what you stand for and how you should behave?

- A. Proactive
- B. Emotional intelligence
- C. Empathetic
- D. Sense of purpose
- E. Personal integrity**

Before you can lead and manager others, you have to be able to lead and manage yourself. You have to have personal integrity.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand*

*Larson - Chapter 10 #29  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 2 Medium*

30. Which of the following would be defined as the ability or skill to perceive, assess and manage the emotions of one's self and others?

- A. Emotional stability
- B. Coolness under pressure
- C. Emotional intelligence**
- D. Empathy
- E. Management sensitivity

Emotional intelligence (EI) describes the ability or skill to perceive, assess, and manage the emotions of one's self and others.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #30  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 2 Medium*

31. Management is about coping with complexity; \_\_\_\_\_ is about coping with change.

**leadership**

According to Kotter (1990), these two different activities represent the distinction between management and leadership. Management is about coping with complexity, while leadership is about coping with change.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #31  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 1 Easy*

32. A popular metaphor for the role of a project manager is that of \_\_\_\_\_.

**conductor**

A popular metaphor for the role of a project manager is that of conductor.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #32  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium*

33. \_\_\_\_\_ naturally compete with each other for resources and support from top management.

### **Project managers**

Project managers naturally compete with each other for resources and the support of top management. At the same time they often have to share resources and exchange information.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #33  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 1 Easy*

34. \_\_\_\_\_ champion the project and use their influence to gain approval of the project.

### **Project sponsors**

Project sponsors champion the project and use their influence to gain approval of the project. Their reputation is tied to the success of the project, and they need to be kept informed of any major developments. They defend the project when it comes under attack and are a key project ally.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #34  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 1 Easy*

35. \_\_\_\_\_ define the scope of the project, and ultimate project success rests in their satisfaction.

### **Customers**

Customers define the scope of the project, and ultimate project success rests in their satisfaction. Project managers need to be responsive to changing customer needs and requirements and to meeting their expectations. Customers are primarily concerned with getting a good deal and this naturally breeds tension with the project team.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #35  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 1 Easy*

36. Networks among stakeholders are mutually beneficial alliances that are generally governed by the law of \_\_\_\_\_.

**reciprocity**

Networks are mutually beneficial alliances that are generally governed by the law of reciprocity. The basic principle is that "one good deed deserves another, and likewise, one bad deed deserves another."

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #36  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

37. \_\_\_\_\_-related currencies come directly from the project manager's ability to contribute to others' accomplishing their work.

**Task**

Task-related currencies come directly from the project manager's ability to contribute to others' accomplishing their work. Probably the most significant form of this currency is the ability to respond to subordinates' requests for additional manpower, money, or time to complete a segment of work.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #37  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

38. \_\_\_\_\_-related currencies stem from the project manager's ability to enhance others' positions within the organization.

**Position**

Position-related currencies stem from the project manager's ability to enhance others' positions within the organization. A project manager can do this by giving someone a challenging assignment that can aid in their advancement.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #38  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

39. \_\_\_\_\_-related currencies derive from people's burning desire to make a difference and add meaning to their lives.

### **Inspiration**

Perhaps the most powerful form of influence is based on inspiration.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #39  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

40. \_\_\_\_\_-related currencies have more to do with strengthening the relationship with someone than directly accomplishing the project tasks.

### **Relationship**

Relationship-related currencies have more to do with strengthening the relationship with someone than directly accomplishing the project tasks. The essence of this form of influence is forming a relationship that transcends normal professional boundaries and extends into the realm of friendship.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #40  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

41. \_\_\_\_\_-related currencies enhance a colleague's sense of worth by sharing tasks that increase skills and abilities, delegating authority over work so that others experience ownership, and allowing individuals to feel comfortable stretching their abilities.

### **Personal**

Personal-related currencies deal with the individual's needs and overriding sense of self-esteem.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #41  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

42. People and organizations that are actively involved in the project, or whose interests may be positively or negatively affected by the project, are known as \_\_\_\_\_.

### **stakeholders**

Stakeholders are people and organizations that are actively involved in the project, or whose interests may be positively or negatively affected by the project.

*AACSB: Reflective Thinking  
Blooms: Understand*



43. Managers spend the majority of their time outside their offices in the \_\_\_\_\_ style of management.

**management by wandering around (MBWA)**

The management style employees at Hewlett-Packard referred to as "management by wandering around" (MBWA) to reflect that managers spend the majority of their time outside their offices is somewhat of a misnomer in that there is a purpose/pattern behind the "wandering." Through face-to-face interactions, project managers are able to stay in touch with what is really going on in the project and build cooperation essential to project success.

AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #43  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium

44. Mapping \_\_\_\_\_ helps identify those on whom the project depends for success.

**dependencies**

The first step to building a social network is identifying those on whom the project depends for success. Many project managers find it helpful to draw a map of these dependencies.

AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #44  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium

45. Research consistently points out that project success is strongly affected by the degree to which a project has the support of \_\_\_\_\_.

**top management**

Research consistently points out that project success is strongly affected by the degree to which a project has the support of top management. Such support is reflected in an appropriate budget, responsiveness to unexpected needs, and a clear signal to others in the organization of the importance of cooperation.

AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #45  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium

46. Once project managers have proven their \_\_\_\_\_ to upper management, senior management is much more receptive to their challenges and requests.

**loyalty**

Before project managers can persuade senior management, they must first prove loyalty.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #46  
Learning Objective: Social Network Building  
Level of Difficulty: 3 Hard*

47. Experienced project managers recognize the need to build \_\_\_\_\_ before they need them.

**relationships**

Experienced project managers recognize the need to build relationships before they need them. They initiate contact with key stakeholders at times when there are no outstanding issues or problems and therefore no anxieties and suspicions.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #47  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

48. A highly visible, interactive management style is when the project manager's behavior symbolizes how other people should work on the project. This is called \_\_\_\_\_ by example.

**leading**

Leading by example is a project manager's behavior that symbolizes how other people should work on the project.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #48  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

49. To provide greater clarity to business \_\_\_\_\_, many companies and professional groups publish a code of conduct.

**ethics**

In a survey of project managers, 81 percent reported that they encounter ethical issues in their work. To provide greater clarity to business ethics, many companies and professional groups publish a code of conduct.

*AACSB: Reflective Thinking  
Blooms: Understand*

50. The key to exercising influence is to build \_\_\_\_\_.

**trust**

Successful project managers not only need to be influential, they also need to exercise influence in a manner that builds and sustains the trust of others.

AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #50  
Learning Objective: Building Trust: The Key to Exercising Influence  
Level of Difficulty: 2 Medium

51. When project managers take action before it is needed to prevent small concerns from escalating into major problems they are being \_\_\_\_\_.

**proactive**

Good project managers are proactive. They spend the majority of their time working within their sphere of influence to solve problems and not dwelling on things they have little control over.

AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #51  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 2 Medium

52. When project managers have a can-do attitude and when they are able to maintain a positive attitude during a dismal day and keep others' attention positive as well, they are demonstrating \_\_\_\_\_.

**optimism**

When project managers have a can-do attitude and when they are able to maintain a positive attitude during a dismal day and keep others' attention positive as well, they are demonstrating optimism.

AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #52  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 1 Easy

53. The ability or skill to perceive, assess and manage the emotions of one's self and others is called \_\_\_\_\_ intelligence.

**emotional**

Emotional intelligence (EI) describes the ability or skill to perceive, assess, and manage the emotions of one's self and others.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #53  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 2 Medium*

54. Strong leadership, while usually desirable, is not always necessary to successfully complete a project.

**TRUE**

Strong leadership, while usually desirable, is not always necessary to successfully complete a project. Well-defined projects that encounter no significant surprises require little leadership.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #54  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 2 Medium*

55. The level of leadership required to successfully complete a project may depend on the level of uncertainty involved.

**TRUE**

The higher the degree of uncertainty encountered on a project—in terms of changes in project scope, technological stalemates, breakdowns in coordination between people, and so forth—the more leadership is required.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #55  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 2 Medium*

56. In most cases, if someone can manage a project well, then they are also a great leader.

**FALSE**

It takes a special person to perform both roles well. Some individuals are great visionaries who are good at motivating people about change. Too often though, these same people lack the discipline or patience to deal with the day-to-day drudgeries of managing. Likewise, there are other individuals who are very well organized and methodical but lack the ability to inspire others.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #56  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 2 Medium*

57. Successful project managers tend to adopt a hands-on approach to managing projects.

**FALSE**

Too often when new project managers do find time to work directly on the project, they adopt a hands-on approach to managing the project. They choose this style not because they are power-hungry egomaniacs but because they are eager to achieve results. Then they quickly become frustrated by how slowly things are operated, the number of people that have to be brought on board, and the difficulty of gaining cooperation. Unfortunately, as this frustration builds, the natural temptation is to exert more pressure and get more heavily involved in the project. These project managers quickly earn the reputation of "micro-managing" and begin to lose sight of the real role they play in guiding a project.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #57  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium*

58. One of the things that distinguish project management from regular management is the sheer breadth and complexity of the relationships that need to be managed.

**TRUE**

The sheer breadth and complexity of stakeholder relationships distinguish project management from regular management.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #58  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium*

59. Customers define the scope of the project, and ultimately, project success rests in their satisfaction.

**TRUE**

Customers define the scope of the project, and ultimately, project success rests in their satisfaction. Project managers need to be responsive to changing customer needs and requirements and to meeting their expectations.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #59  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium*

60. One advantage of creating a dedicated project team is that it reduces dependencies, especially within the organization.

**TRUE**

One advantage of creating a dedicated project team is that it reduces dependencies, especially within the organization, because most of the resources are assigned to the project. Conversely, a functional matrix structure increase dependencies, with the result that the project manager is much more reliant upon functional colleagues for work and staff.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #60  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium*

61. A successful project manager must build a cooperative, mutually beneficial network generally governed by the law of reciprocity.

**TRUE**

Networks are mutually beneficial alliances that are generally governed by the law of reciprocity. The primary way to gain cooperation is to provide resources and services for others in exchange for future resources and services. This is the age-old maxim: "Quid pro quo (something for something)." Or in today's vernacular: "You scratch my back, I'll scratch yours."

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #61  
Learning Objective: Influence as Exchange  
Level of Difficulty: 1 Easy*

62. Relationship-related currencies deal with the extent to which we can help others feel a sense of importance and personal worth by sharing tasks that increase their skills and abilities.

**FALSE**

Relationship-related currencies have more to do with strengthening the relationship with someone than directly accomplishing the project tasks.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #62  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

63. Position-related currencies come directly from the project manager's ability to contribute to others' accomplishing their work.

**FALSE**

Position-related currencies stem from the manager's ability to enhance others' positions within their organization.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #63  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

64. Relationship-related currencies have more to do with strengthening the relationship with someone than directly accomplishing the project tasks.

**TRUE**

Relationship-related currencies have more to do with strengthening the relationship with someone than directly accomplishing the project tasks. The essence of this form of influence is forming a relationship that transcends normal professional boundaries and extends into the realm of friendship.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #64  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

65. Inspiration-related currencies derive from people's burning desire to make a difference and add meaning to their lives.

**TRUE**

Perhaps the most powerful form of influence is based on inspiration. Inspiration-related currencies derive from people's burning desire to make a difference and add meaning to their lives.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #65  
Learning Objective: Influence as Exchange  
Level of Difficulty: 2 Medium*

66. The first step to building a social network is identifying those on whom the project depends for success.

**TRUE**

The first step to building a social network is identifying those on whom the project depends for success. Many project managers find it helpful to draw a map of relationship dependencies.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #66  
Learning Objective: Social Network Building  
Level of Difficulty: 1 Easy*

67. Many poor-performing project managers are guilty of management by wandering around.

**FALSE**

A management style employees at Hewlett-Packard referred to as "management by wandering around" (MBWA) to reflect that managers spend the majority of their time outside their offices is somewhat of a misnomer in that there is a purpose/pattern behind the "wandering." Through face-to-face interactions, project managers are able to stay in touch with what is really going on in the project and build cooperation essential to project success.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #67  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*



68. Effective time management for project managers includes initiating contact with key stakeholders only when there is a valid issue to deal with.

**FALSE**

Experienced project managers recognize the need to build relationships before they need them. They initiate contact with the key stakeholders at times when there are no outstanding issues or problems and therefore no anxieties and suspicions.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #68  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

69. The old-fashioned view of managing projects emphasized directing and controlling subordinates; the new perspective emphasizes managing project stakeholders and anticipating change as the most important jobs.

**TRUE**

The old-fashioned view of managing projects emphasized directing and controlling subordinates; the new perspective emphasizes managing project stakeholders and anticipating change as the most important jobs. Project managers need to be able to assuage concerns of customers, sustain support for the project at higher levels of the organization, quickly identify problems that threaten project work, while at the same time defend integrity of the project and the interests of the project participants.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #69  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 1 Easy*

70. One important function of mapping dependencies and building a social network is to prevent project managers from being derailed because they were blindsided by someone whose position or power they had not anticipated.

**TRUE**

It is better to overestimate rather than underestimate dependencies. All too often, otherwise talented and successful project managers have been derailed because they were blindsided by someone whose position or power they had not anticipated.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #70  
Learning Objective: Social Network Building  
Level of Difficulty: 1 Easy*

71. It is impractical for a subordinate to "manage" a superior.

**FALSE**

While it may seem counterintuitive for a subordinate to "manage" a superior, smart project managers devote considerable time and attention to influencing and garnering the support of top management.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #71  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

72. Through a project manager's behavior, he or she can influence how others act and respond to a variety of issues related to the project.

**TRUE**

To be effective, project managers must "walk the talk." A highly visible, interactive management style is not only essential to building and sustaining cooperative relationships, it also allows project managers to utilize their most powerful tool—their own behavior.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #72  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

73. As long as the culture of an organization acknowledges and condemns unethical behavior, ethical dilemmas are rare or trivial at the most.

**FALSE**

In a survey of project managers, 81 percent reported that they encounter ethical issues in their work. Project management is complicated work, and, as such, ethics invariably involve gray areas of judgment and interpretation.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand  
Larson - Chapter 10 #73  
Learning Objective: Ethics and Project Management  
Level of Difficulty: 2 Medium*

74. An individual's character alone is adequate to generate trust.

**FALSE**

Character alone will not engender trust. We must also have confidence in the competency of individuals before we really trust them. We all know well-intended managers whom we like but do not trust because they have a history of coming up short on their promises. Although we may befriend these managers, we don't like to work with or for them.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand*

*Larson - Chapter 10 #74  
Learning Objective: Building Trust: The Key to Exercising Influence  
Level of Difficulty: 2 Medium*

75. Managing upward relationships involves project managers become skilled at the art of persuading superiors.

**TRUE**

Project managers have to accept profound differences in perspective and become skilled at the art of persuading superiors. But before they can persuade superiors, they must first prove loyalty.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand*

*Larson - Chapter 10 #75  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

76. Optimism, integrity, and even being proactive are not developed easily if there is not already a predisposition to display them.

**TRUE**

One can develop the traits of an effective project manager by attending workshops and self-study, and courses can upgrade one's general business perspective and capacity for systems thinking; however, no workshop can transform a pessimist into an optimist. Some qualities get at the very soul of a person.

*AACSB: Reflective Thinking  
Accessibility: Keyboard Navigation  
Blooms: Understand*

*Larson - Chapter 10 #76  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 2 Medium*

77. "Managing a project and leading a project are essentially the same thing." Agree or disagree, and support your conclusion.

Answer will vary

Feedback: Disagree; they are very different. Managing is associated with the structure of the project (planning, organizing, controlling, and corrective action) whereas leading is needed when the objectives of the project require changing to meet outside demands.

AACSB: Analytic  
Blooms: Analyze  
Larson - Chapter 10 #77  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 2 Medium

78. "Strong leadership is not always necessary to successfully complete a project." Agree or disagree, and support your conclusion.

Answer will vary

Feedback: Agree. Well-defined projects that encounter no significant surprises require little leadership.

AACSB: Analytic  
Blooms: Analyze  
Larson - Chapter 10 #78  
Learning Objective: Managing versus Leading a Project  
Level of Difficulty: 2 Medium

79. In regard to a network of stakeholders there are three "rings" or "tiers." Describe each ring and give an example of a group of stakeholders found in each.

Answer will vary

Feedback: First, there is the core group of specialists assigned to complete the project or the project team. Second, there are the groups of people within the performing organization who are either directly or indirectly involved with the project. These include other project managers, functional managers, administrative support, top management and project sponsors. The third group are outside the organization such as contractors, government agencies and the customer.

AACSB: Reflective Thinking  
Blooms: Remember  
Larson - Chapter 10 #79  
Learning Objective: Managing Project Stakeholders  
Level of Difficulty: 2 Medium

80. Identify and briefly describe the five commonly traded organizational currencies.

Answer will vary

Feedback: (1) Task-related-the ability to contribute to others accomplishing their work; (2) Position-related-the ability to enhance others' positions within their organization; (3) Inspiration-related-the ability to enhance people's desire to make a difference and add meaning to their lives; (4) Relationship-related-the ability to form relationships that transcend normal professional boundaries and extend into friendship; (5) Personal-related-the extent to which one can help others feel a sense of importance and personal worth.

*AACSB: Reflective Thinking  
Blooms: Understand  
Larson - Chapter 10 #80  
Learning Objective: Influence as Exchange  
Level of Difficulty: 3 Hard*

81. What is "management by wandering around" and why would it be useful to project managers?

Answer will vary

Feedback: Management by wandering around (MBWA) is the spending of time outside the office and making contact with key players to keep abreast of developments, anticipate potential problems, provide encouragement, and reinforce the objectives and vision of the project.

*AACSB: Analytic  
Blooms: Understand  
Larson - Chapter 10 #81  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

82. Give two advantages gained when a project manager takes the time to map relationship dependencies.

Answer will vary

Feedback: Mapping dependencies helps lower the risk that the project will be derailed because projects managers were blindsided by someone whose position or power they had not anticipated. You may begin to realize where potential problems lie—relationships in which you have a current debit and no convertible currency. Furthermore, acknowledging another's impact and view on the project will help you anticipate reactions and feelings about your decisions and actions.

*AACSB: Analytic  
Blooms: Analyze  
Larson - Chapter 10 #82*

83. Experienced project managers recognize the need to build relationships before they need them. Why is this important?

Answer will vary

Feedback: Successful project managers initiate contact with key stakeholders at times when there are no outstanding issues or problems to avoid anxieties and suspicions. This also establishes credit in those relationships, which will allow them to deal with more serious issues down the road.

*AACSB: Analytic  
Blooms: Analyze  
Larson - Chapter 10 #83  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium*

84. Identify the key to exercising influence within an organization. Describe the two functions it is based upon.

Answer will vary

Feedback: Trust is the key to exercising influence. Trust is an elusive concept and may be seen as a function of character (doing the right thing) and competence (knowing the right things to do and being able to do them). Both are needed and take time to build.

*AACSB: Analytic  
Blooms: Analyze  
Larson - Chapter 10 #84  
Learning Objective: Building Trust: The Key to Exercising Influence  
Level of Difficulty: 3 Hard*

85. Identify and give an example of three out of the six contradictions that an effective project manager must face.

Answer will vary

Feedback: (1) Innovate and maintain stability; (2) See the big picture while getting your hands dirty; (3) Encourage individuals but stress the team; (4) Hands-on/hands-off; (5) Flexible but firm; (6) Team versus organizational loyalties.

*AACSB: Analytic  
Blooms: Understand  
Larson - Chapter 10 #85  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 3 Hard*

86. Identify and briefly describe four of the eight traits associated with being a successful project manager.

Answer will vary

Feedback: (1) Systems thinker; (2) Personal integrity; (3) Proactive; (4) Emotional intelligence; (5) General business perspective; (6) Effective time management; (7) Skillful politician; (8) Optimist.

AACSB: Analytic  
Blooms: Understand  
Larson - Chapter 10 #86  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 3 Hard

87. Identify two ways a project manager can manage "upward relationships."

Answer will vary

Feedback: Project managers have to accept profound differences in perspective and become skilled at the art of persuading superiors. They can do this most effectively after they have proved their loyalty. Project managers must show that they consistently follow through on requests and adhere to parameters established by top management. They have to cultivate strong ties with project sponsors and pick optimum times to appeal to top management.

AACSB: Analytic  
Blooms: Analyze  
Larson - Chapter 10 #87  
Learning Objective: Social Network Building  
Level of Difficulty: 2 Medium

88. "All the eight traits of being a good project manager can be taught and learned." Agree or disagree? Support your conclusion.

Answer will vary

Feedback: Some traits of being a good project manager can be trained or acquired but qualities such as being an optimist, personal integrity, and being proactive are not easily developed unless there is a predisposition to display them.

AACSB: Analytic  
Blooms: Analyze  
Larson - Chapter 10 #88  
Learning Objective: Qualities of an Effective Project Manager  
Level of Difficulty: 2 Medium

# Chapter 10 Summary

<u>Category</u>	<u># of Questions</u>
AACSB: Analytic	10
AACSB: Reflective Thinking	78
Accessibility: Keyboard Navigation	53
Blooms: Analyze	7
Blooms: Remember	2
Blooms: Understand	79
Larson - Chapter 10	88
Learning Objective: Building Trust: The Key to Exercising Influence	4
Learning Objective: Ethics and Project Management	3
Learning Objective: Influence as Exchange	18
Learning Objective: Managing Project Stakeholders	20
Learning Objective: Managing versus Leading a Project	10
Learning Objective: Qualities of an Effective Project Manager	10
Learning Objective: Social Network Building	23
Level of Difficulty: 1 Easy	20
Level of Difficulty: 2 Medium	61
Level of Difficulty: 3 Hard	7