Principles of Management

CREDIT HOURS 3
LEVEL LOWER

EXAM CODE 251  CATALOG NUMBER BUSx240

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Before You Choose
This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill a core requirement for Business degrees or as a free elective for all Excelsior College degree programs that allow for free electives.

- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.

- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

Exam-takers who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Exam-takers not enrolled in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

Examination Length and Scoring

The examination consists of approximately 120 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at: www.excelsior.edu/bookstore

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 180-day period.
Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library pages relate to the nursing degree exams and other selected exams. To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

Online Tutoring

Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smarthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

MyExcelsior Community

MyExcelsior Community enables Excelsior College students and alumni to interact with their peers online. As members, students can participate in real-time chat groups, join online study groups, buy and sell used textbooks, and share Internet resources. Enrolled students have automatic access from their MyExcelsior page. Visit www.excelsior.edu/myexcelsiorcommunity.

Preparing for UExcel Exams

How Long Will It Take Me to Study?

A UExcel exam enables you to show that you’ve learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don’t know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- preview or survey each chapter
- highlight or underline text you believe is important
- write questions or comments in the margins
- practice re-stating content in your own words
- relate what you are reading to the chapter title, section headings, and other organizing elements of the textbook
- find ways to engage your eyes, your ears, and your muscles, as well as your brain, in your studies
- study with a partner or a small group (if you are an enrolled student, search for partners on MyExcelsior Community)
- prepare your review notes as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.
Using UExcel Practice Exams

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student’s home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Preparing for This Exam

Prior Knowledge

No prior knowledge of principles of management is assumed.

Using the Content Outline

Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.
Recommended Resources for the UExcel Exam in Principles of Management

The study materials listed below are recommended by Excelsior College as the most appropriate resources to help you study for the examination. For information on ordering from the Excelsior College Bookstore, see page 1 of this guide. You may also find resource materials in college libraries. Public libraries may have some of the textbooks or may be able to obtain them through an interlibrary loan program.

You should allow sufficient time to obtain resources and to study before taking the exam.

Textbooks

The following textbook was used by the examination development committee to verify all questions on the exam. These study materials may be purchased from the Excelsior College Bookstore.

www.excelsior.edu/bookstore


This study material may be purchased from the Excelsior College Bookstore.

Open Educational Resources

The Saylor Foundation provides free, high quality courses through online, self-paced, free learning resources.

Saylor Foundation: Principles of Management
http://www.saylor.org/courses/bus208/

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.
Content Outline

General Description of the Examination

The UExcel Principles of Management examination is based on material typically taught in a one-semester, three-credit, lower-level undergraduate course in management. The content of the examination corresponds to course offerings such as Introduction to Management, Business Organization and Management, and Fundamentals of Management.

The examination measures understanding of fundamental management theories and the manager’s role in today’s global business world, including the role of managers in the business environment, strategies for planning and decision making, organization and controls, leadership, motivation, and staffing, managing change, the evolution of management thought, function and practice, and current approaches and emerging concepts.

No prior knowledge of principles of management is required before beginning study for this exam.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Describe the basic principles of effective management.
2. Apply planning, decision making, organizing, and control processes to management practices.
3. Apply various theories related to leadership, including management and motivation.
4. Identify methods and issues involved in managing and leading a diverse workforce.
5. Integrate team building, communication, and ethical reasoning into the managerial functions of planning, organizing, leading, and controlling.
6. Provide an overview of the development of management thought.
7. Integrate the functions of human resources as they apply to the practice of management.
8. Understand the forces and conditions that operate beyond the organization’s boundaries but affect a manager’s ability to acquire and use resources.
Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Principles of Management examination, the percent of the examination, and the hours to devote to each content area are listed below.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction to Management and Organizations</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>II. Organization and Human Resources</td>
<td>20%</td>
<td>27</td>
</tr>
<tr>
<td>III. Functional Aspects of Management</td>
<td>30%</td>
<td>41</td>
</tr>
<tr>
<td>IV. Operational Aspects of Management</td>
<td>20%</td>
<td>27</td>
</tr>
<tr>
<td>V. International Management and Contemporary Issues</td>
<td>20%</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Introduction to Management and Organizations

10 PERCENT OF EXAM | 14 HOURS OF STUDY

Jones & George

Ch. 1, The Management Process Today
Appendix A, History of Management Thought

A. Overview of management

1. Efficiency vs. effectiveness
2. Levels of management
   a. Top managers or top management team
   b. Middle managers

3. Skills of management
   a. Conceptual skills
   b. Human skills
   c. Technical skills
   d. Core competencies

4. Essential managerial tasks

B. Evolution of management thought

1. Classical
   a. Frederick W. Taylor and scientific management
   b. Max Weber’s bureaucratic theory
   c. Henri Fayol’s essential managerial tasks

2. Behavioral
   a. The work of Mary Parker Follett
   b. Elton Mayo’s Hawthorne studies and human relations
   c. Douglas McGregor’s Theory X and Theory Y
II. Organization and Human Resources

20 PERCENT OF EXAM | 27 HOURS OF STUDY

Jones & George

Ch. 2, Values, Attitudes, Emotions, and Culture: The Manager as a Person

Ch. 3, Managing Ethics and Diversity

Ch. 9, Motivation

Ch. 12, Building and Managing Human Resources

A. Management characteristics

1. Personality traits
   a. The big five personality traits
   b. Locus of control
   c. Self-esteem

2. Value dimensions
   a. Values and norms
   b. Attitudes
   c. Moods and emotions
   d. Emotional intelligence
   e. Organizational culture

B. Workforce diversity and effective management of diversity

C. Motivation

1. Types of motivation
2. Victor Vroom’s expectancy theory
3. Need theories
   a. Abraham Maslow’s hierarchy of needs
   b. Frederick Herzberg’s motivation hygiene theory
   c. David McClelland’s needs for achievement, affiliation, and power
4. J. Stacey Adams and equity theory
5. Ed Locke and Gary Latham’s goal setting theory
6. Learning theories
   a. B.F. Skinner’s operant conditioning theory
   b. Social learning theory

D. Human resource management

1. Legal aspects
   a. Labor relations and collective bargaining
   b. Employment law
   c. Sexual harassment

2. Recruitment and selection
   a. Job analysis/job description

3. Training and development

4. Performance appraisal and feedback

III. Functional Aspects of Management

30 PERCENT OF EXAM | 41 HOURS OF STUDY

Jones & George

Ch. 5, Decision Making, Learning, Creativity, and Entrepreneurship

Ch. 6, Planning, Strategy, and Competitive Advantage

Ch. 7, Designing Organizational Structure

Ch. 8, Control, Change, and Entrepreneurship

Ch. 10, Leaders and Leadership

Ch. 11, Effective Team Management

Ch. 13, Communication and Information Technology Management

A. Managerial decision making

B. Planning

1. Levels and types of planning
   a. Business-level planning and strategies
   b. Corporate-level planning and strategies

2. Strategic planning
   a. Organizational goals and mission statements
   b. SWOT analysis
   c. The five forces model

C. Organizing

1. Organizational design
a. Job
b. Function
c. Division
   1) Product
   2) Geography
   3) Market
   4) Matrix
      a) Team functions
      b) Group dynamics
5) Hybrid
d. Authority
   1) Hierarchy of authority
   2) Span of control
   3) Tall/flat
   4) Centralized/decentralized
e. Coordinating organizational structures
f. Strategic alliances and networking

D. Controlling
1. Control systems
   a. Feedforward
   b. Concurrent
   c. Feedback
2. The control process
   a. Establish goals
   b. Measure actual performance
   c. Compare actual performance with standards
   d. Evaluate
3. Output controls
   a. Financial measures
   b. Organizational goals
   c. Operating budgets
4. Behavioral controls
   a. Direct supervision
   b. Management by objectives
   c. Bureaucratic control
   d. Organizational change

E. Leading
1. Sources of power
   a. Legitimate
   b. Reward
   c. Coercive
   d. Expert
   e. Referent
2. Models of leadership
   a. The trait model
   b. The behavioral model
   c. Contingency models
      1) Fred E. Fiedler’s contingency model
      2) Robert House’s path-goal theory
      3) The leader substitutes model
3. Types of leadership
   a. Transformational
      1) Charismatic
   b. Transactional

F. Communication
1. Communication process
   a. Sender
   b. Message
   c. Encoding
      1) Verbal
      2) Nonverbal
   d. Noise
   e. Receiver
   f. Medium
   g. Decoding/feedback
2. Information richness
   a. Face-to-face communication
   b. Spoken communication — electronically transmitted
   c. Personally addressed written communication
   d. Impersonal written communication
3. Types of management information systems
   a. The organizational hierarchy: the traditional information system
   b. Transaction processing systems
   c. Operations information systems
   d. Decision support systems
   e. Expert systems/artificial intelligence

IV. Operational Aspects of Management

   20 PERCENT OF EXAM | 27 HOURS OF STUDY

Jones & George

Ch. 1, The Management Process Today
Ch. 13, Communication and Information Technology Management
Ch. 14, Operations Management: Managing Vital Operations and Processes

A. Competitive advantage
   1. Responsiveness to customers
      a. Customer relationship management (CRM)
   2. Quality
      a. Total quality management (TQM)
   3. Efficiency
      a. Total factor productivity
      b. Partial productivity
      c. Labor productivity
      d. Facilities layout
         1) Product layout
         2) Process layout
         3) Fixed-position layout
      e. Flexible manufacturing
      f. Just-in-time inventory (JIT)
      g. Self-managed work teams
      h. Process reengineering
   4. Innovation

B. Information and information technology

V. International Management and Contemporary Issues

   20 PERCENT OF EXAM | 27 HOURS OF STUDY

Jones & George

Ch. 1, The Management Process Today
Ch. 3, Managing Ethics and Diversity
Ch. 4, Managing in the Global Environment
Ch. 5, Decision Making, Learning, Creativity, and Entrepreneurship
Ch. 8, Control, Change, and Entrepreneurship

A. Restructuring and outsourcing
B. Socially responsible standards
C. E-commerce
D. Ethics
   1. Ethical dilemmas
   2. Stakeholders and ethics
      a. Stockholders
      b. Managers
      c. Employees
      d. Suppliers/distributors
      e. Customers
      f. Community, society, and nation
   3. Rules for ethical decision making
      a. Utilitarian rule
      b. Moral rights rule
      c. Justice rule
      d. Practical rule
   4. Reasons managers should behave ethically
   5. Organizational code of ethics
      a. Societal ethics
      b. Professional ethics
      c. Individual ethics
   6. Ethical organizational cultures

E. Global environment
   1. Task environment
   2. General environment
3. Globalization

4. Declining trade barriers
   a. Tariffs
   b. Free-trade doctrine and regional trade agreements
      1. General Agreement on Tariffs and Trade (GATT)
      3. Central American Free Trade Agreement (CAFTA)
      4. Free Trade Area of the Americas (FTAA)
   c. Distance and culture

5. National culture
   a. Values and norms
   b. Hofstede’s model of national culture

F. Organizational learning and creativity
   1. Entrepreneurship/intrapreneurship
Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 15–18 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. In which level of management are conceptual skills most needed?
   1) top level
   2) middle level
   3) first-line level
   4) entry level

2. What are the four main functions of management?
   1) communicating, developing, planning, and scheduling
   2) planning, organizing, leading, and controlling
   3) hiring, communicating, appraising, and leading
   4) globalizing, conceptualizing, interviewing, and participating

3. Which level of management is most responsible for long-term planning?
   1) top managers
   2) middle managers
   3) first-line managers
   4) supervisory-level managers

4. Which level of management is primarily responsible for the daily supervision of non-managerial employees?
   1) top level
   2) middle level
   3) first-line level
   4) tactical level

5. What is the first level in Maslow's hierarchy of needs?
   1) social
   2) safety
   3) esteem
   4) physical

6. What technique is used during the education stage of human resource management that makes employees aware of the organizational culture?
   1) on-the-job training
   2) orientation
   3) coaching
   4) socialization
7. According to David McClelland’s need theory, which person would have the need for affiliation?
   1) politician
   2) entrepreneur
   3) adult education coordinator
   4) CEO of a multinational corporation

8. Equity theory is best defined by which point?
   1) Managers want to maximize the rewards they receive.
   2) People can reduce perceived inequities only by reducing output.
   3) People are primarily concerned with fair treatment in relation to others.
   4) Managers are the best judges of what is fair and equitable for employees.

9. What organizational concept is being implemented when human resources staff have been trained to recruit and solicit candidates with the goal of creating an organizational workforce with varied backgrounds, experience, and cultural orientations?
   1) equal pay for equal work
   2) civil rights
   3) workforce diversity
   4) equity

10. A supervisor believes in praising subordinates when they are performing correctly, even though it is difficult to do all the time. The supervisor prefers to praise the correct behavior of subordinates at random. What is this approach to motivation called?
    1) empowerment
    2) operant conditioning
    3) goal setting
    4) need satisfaction

11. Where is the component strength located in a SWOT analysis?
    1) the external environment
    2) the internal and external environments
    3) the internal environment
    4) the internal environment for service organizations, but the external environment for manufacturing organizations

12. What is a mission statement?
    1) the vision for the organization
    2) the short-term plan for the organization
    3) the plan for the existence of the organization
    4) the plan for the intermediate term of the organization

13. According to Maslow’s hierarchy of needs, which need is the most compelling?
    1) self-actualization
    2) esteem
    3) physiological
    4) belongingness

14. Which statement is correct regarding a tall organizational structure?
    1) When organizations expand, increasing the number of managers and employees, the hierarchy of authority becomes elongated, creating a taller organizational structure.
    2) When organizations become taller, the manager’s response to changes in the environment is more rapid.
    3) When organizations with a flat organizational structure realize a profit for a fiscal year, the organization will transition to a tall organizational structure in the following fiscal year.
    4) Flat organizational structures always have shortened spans of control, while tall organizational structures sometimes have short spans of control.

15. What is controlling as a principal function of management?
    1) evaluating the pay flow for an organization
    2) evaluating whether controlling needs should be a continued principal function
    3) evaluating how well an organization has achieved its goals and taking corrective action when necessary
    4) determining whether the most important goals have been achieved
16. What is total quality management?
   1) the organization meeting the expectations of its suppliers
   2) the organization meeting the expectations of its vendors
   3) the organization exceeding the expectations of the customers
   4) the organization exceeding the expectations of the employees

17. What is facilities layout?
   An operations management technique used to
   1) emphasize ergonomics so employees can improve quality of work life
   2) stabilize production through redesign of machine-worker interface
   3) increase production effectiveness through innovative production systems
   4) design the machine-worker interface to enhance efficiency of production

18. What is the principal drawback of a just-in-time (JIT) inventory system?
   A just-in-time (JIT) inventory system
   1) requires very tedious procedures to keep track of qualified vendors.
   2) results in narrowing the choice of qualified vendors.
   3) leaves an organization without a buffer stock of inventory.
   4) increases the complexity of determining reorder points.

19. What is customer relationship management (CRM)?
   CRM is a system used
   1) to choose the customers the organization wants to serve.
   2) only by manufacturing organizations that mass produce outputs.
   3) to develop an ongoing relationship with customers to help maximize the value an organization delivers to customers over time.
   4) to focus change in the behavior of employees who work directly in the manufacturing process.

20. What do managers need to do in order to increase quality?
   1) Managers need to work longer hours and formulate more goals.
   2) Managers need to develop strategic plans that state goals and spell out how those goals will be achieved.
   3) Managers who are at the first level in the organizational hierarchy should delegate more authority to non-managerial employees.
   4) Managers should reduce their time working with non-managerial employees so that such employees independently internalize a higher level of quality perspective.

21. Which component of global business is considered the most difficult to grasp?
   1) sociocultural
   2) legal
   3) economic
   4) political

22. Hofstede’s model is used to understand what issue in global management?
   1) cultural
   2) economic
   3) political
   4) legal

23. Which trade agreement deals exclusively with the United States, Canada, and Mexico?
   1) EU
   2) GATT
   3) CAFTA
   4) NAFTA

24. Which of these forces is part of the task environment of an organization?
   1) technology
   2) sociocultural
   3) competitors
   4) economic
25. Which of Hofstede’s value dimensions looks at the degree to which society accepts the idea that inequalities in wealth and status result from differences in individual capabilities?
   1) achievement vs. nurturing
   2) uncertainty avoidance
   3) power distance
   4) long-term vs. short-term
Rationales

1. (IA3a)

*1) Top-level managers do the long-term planning that most requires conceptual skills.

2) The middle manager does not do as much long-term planning as the top manager.

3) The first-line manager does not do as much long-term planning as top managers.

4) The entry-level managers are more responsible for day-to-day planning, which does not require conceptual skills.

2. (IA4)

1) Not all levels of managers create schedules.

*2) Planning, organizing, leading, and controlling are recognized as the four main functions of management.

3) Not all levels of managers are involved in hiring.

4) Not all levels of managers are involved in globalizing.

3. (IA4)

*1) Top managers do most long-term planning for their organizations.

2) Middle managers may be involved in long-term planning but would not have the most responsibility.

3) First-line managers would have little responsibility related to long-term planning.

4) Supervisory-level managers are first-line managers.

4. (IA2c)

1) Top-level managers are primarily responsible for the performance of all departments.

2) Middle-level managers are primarily responsible for supervisory first-line management.

*3) First-line managers are primarily responsible for managing non-managerial employees.

4) Tactical-level management is the same as middle management.

5. (IH2a)

1) Social needs relate to a person’s need for working with others in the organization. These needs are interpersonal relations, friendship, and affection.

2) Safety needs are those that make a person feel comfortable and stabilized in a secure environment.

3) Esteem needs include the need to feel good about oneself, to be respected, and to receive positive feedback.

*4) Physical needs are the basic needs of food, shelter, and clothing that define survival.

*correct answer
6. (IIF)
1) On-the-job training allows the worker to learn the skills necessary to perform a job or task according to the job description and job specifications.
2) Orientation introduces the new employee to the mission, goals, policies, procedures, and rules of the organization.
3) Coaching is the means by which employees are mentored on the job to improve their output.
*4) Socialization means that the employee acquires the values and norms of the organization. The employee is often put into a team setting to apply these values and norms through social interaction, communication, and trust.

7. (IIH2c)
1) The entrepreneur would be the risk-taker who seeks achievement at the highest personal level and strives to meet personal standards of achievement.
2) The politician would be an individual who would seek power in order to influence and control others, including constituents.
*3) The adult education coordinator would be the individual possessing a need to establish and maintain good interpersonal relations, to be liked, and to have people around her or him get along with each other.
4) The CEO would be the individual who would combine the need for achievement with the need for power to gain control over others, including competitors.

8. (IIH1c)
1) Many employees are prepared to work at a less than maximum in order to achieve personal or organizational goals.
2) People can reduce perceived inequities by sabotaging the organizational work process, by quitting, or by rationalizing their desire to remain on the job.
*3) Employees want their outputs to be equal to their inputs. The outputs versus inputs of others around them, particularly those doing the same job, should be equal as well.
4) What is fair and equitable in the work setting for particular job categories is really defined by the strategic management plan of the organization, supported and implemented by managers and employees.

9. (IIB)
1) Equal pay for equal work eliminates the practice of paying people different rates for performing the same job because of things such as age or sex.
2) Civil rights are those rights prospective or current employees possess based on race, religion, color, or national origin.
*3) Workforce diversity refers to differences among people in age, sex, race, ethnicity, religion, sexual orientation, socioeconomic background, and capabilities/disabilities.
4) Equity refers to the fact that people expect to be rewarded (output) in relation to their labor (input).

*correct answer
10. (IIIC6a)
   1) Empowerment is the idea that if people are given additional responsibilities and the necessary authority to get a job done, in an atmosphere of trust and open communication, they will feel a greater loyalty to the organization.
   *2) Managers can motivate people to perform at a high level by using positive and negative reinforcement to avoid or extinguish certain kinds of behavior.
   3) Managers can promote high motivation and performance by assessing that people are striving to achieve specific challenging goals that are predetermined, monitored, and evaluated by both manager and employee.
   4) In order to motivate employees, managers must determine what needs they are trying to satisfy in the organization and then ensure that people receive outcomes that satisfy these needs when they perform at a high level and contribute to organizational effectiveness.

11. (IIIB2b)
   1) See 3).
   2) See 3).
   *3) By definition, strengths are located within the internal environment.
   4) See 3).

12. (IIIB2a)
   1) See 3).
   2) See 3).
   *3) A mission is the reason for existence of an organization.
   4) See 3).

13. (IIIC3a)
   1) According to Maslow's hierarchy of needs, self-actualization is the highest-level need.
   2) See 3).
   *3) According to Maslow's hierarchy of needs, physiological needs are the lowest-level needs, the most basic, and the most compelling.
   4) See 3).

14. (IIIC1d3)
   *1) Taller organizations when adding more staff (managers and employees) characteristically create a taller organizational structure, elongating the hierarchy of authority.
   2) See 1).
   3) See 1).
   4) See 1).

15. (IIID)
   1) See 3).
   2) See 3).
   *3) Controlling as a principal function of management enables the managers to determine how well an organization has achieved its goals and take corrective measures when necessary.
   4) See 3).

16. (IVA2a)
   1) See 3).
   2) See 3).
   *3) The explicit goal of TQM (total quality management) is to exceed the expectations of the customer.
   4) See 3).

17. (IVA3d)
   1) See 4).
   2) See 4).
   3) See 4).
   *4) Facilities layout is an operations management technique used to redesign the machine-worker interface to achieve higher production efficiency.

18. (IVA3f)
   1) See 3).
   2) See 3).
   *3) The principal disadvantage of a just-in-time (JIT) inventory system is that it leaves an organization with no buffer inventory.
   4) See 3).

*correct answer
19. (IVA1a)
  1) See 3).
  2) See 3).
  *3) CRM is a technique used by organizations to maximize the value they deliver to customers over time.
  4) See 3).

20. (IVA2)
  1) See 2).
  *2) Goals require specificity and must be measureable.
  3) See 2).
  4) See 2).

21. (VE2)
  *1) Sociocultural aspects of global business are the most difficult because there is no legal basis to define them.
  2) Laws are written and can be interpreted.
  3) While the economy is important to global business, it is understandable.
  4) Politics tend to be understood prior to going into a country.

22. (VE5b)
  *1) Hofstede looked at dimensions of cultural beliefs.
  2) Hofstede did not look at economic issues.
  3) Politics are not the topic of Hofstede’s model.
  4) Legal issues are not the topic of Hofstede’s model.

23. (VE4b2)
  1) This is the European Union.
  2) This removed barriers to free trade and stands for General Agreement on Tariffs and Trade.
  3) This is a regional trade agreement between the US and countries in Central America.
  *4) The North America Free Trade Agreement was a regional trade agreement among the US, Canada, and Mexico.

24. (VE1)
  *1) Technological forces are part of an organization’s general environment.
  2) Sociocultural forces are part of an organization’s general environment.
  *3) Competitors are part of an organization’s task environment.
  4) Economic forces are part of an organization’s general environment.

25. (VE5b)
  *1) This dimension looks at how one values assertiveness or warm personal relationships.
  2) This dimension looks at how easygoing or rigid a society is.
  *3) A society may accept that some people have higher positions or status than others or they may frown on such inequality.
  4) This refers to a society that believes it takes a long time to achieve goals versus one that lives in the present.

*correct answer
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