Exam #1 Study Sheet

Exam Guidelines:

- The midterm exam on Tuesday, October 26, 1999, will determine 15% of your final grade.
- The exam will consist of multiple choice, short answer, and short essay questions to evaluate your understanding of the concepts discussed in class.
- The following questions address all the concepts that could be tested. However, the exam questions may not appear in this form.
- To receive full credit for answers, you must demonstrate a full understanding of the concepts and their application to the real world. Answers should relate to lecture concepts, but memorizing the lecture notes may not be enough.
- To increase your understanding of these concepts, refer to lecture notes, the class text, and (or) reserved & supplemental readings. Also feel free to discuss with other students, the TA, and the instructor.

History, Evolution, and Contemporary Setting of HRM

History of American HRM
1. Fill in the five historical systems on the timeline below:
   1600-------------------------1820------------WWI-----------WWII---------------Present
2. Summarize the major characteristics of each of the five systems. (~10 words or less)
3. Describe the problems caused by each system. How did the following system attempt to address these problems?

Prime Movers of Progress
1. List the 5 prime movers of progress and briefly describe the role of each.
2. What are the limits of technology on progress? (Use examples from lecture)

Changes and Challenges in HRM
1. For each of the following characteristics of transition from the “old economy” to the “new economy”, explain the concept and provide an example of how a firm would (has) exhibit(ed) this change:
   - Resource based ➔ Ideas based
   - Safety nets ➔ Trampolines
   - Discrete domestic and international markets ➔ Interdependence
   - Economies of scale ➔ Economies of scope
   - Subsidies to slow change ➔ Encouragement to adapt
2. List the demographic changes, job trends, cultural changes, and changes in organizational effectiveness that create challenges in HRM. Briefly explain the implications of these changes.
3. How do these changes, taken as a whole, indicate an increased need for concern about human resources management principles and techniques?
4. How does increased employee rights translate into increased concerns for the firm? Provide examples.
Myers-Briggs, IQ, EQ, and Other Testing Tools

**Myers-Briggs**
1. What do each of the four pairs of personality dimensions measure?
2. Given a personality description, identify the Myers-Briggs classification.
3. Match the Myers-Briggs dimensional pairs (SJ, SP, NF, NT) to the following personality categories: Catalyst, Traditionalist/Judicial, Troubleshooter/Negotiator, Visionary. Explain how each contributes to a team.
4. Evaluate your own personality in terms of your Myers-Briggs classification:
   a. List your Myers-Briggs personality results (or the results that best describe you).
   b. What does each dimension say about your personality? (Include ~ 3-4 characteristics for each dimension.)
   c. What does your personality type contribute to a team?
   d. What are some weaknesses of your personality type?
5. Why are personality types important to HRM?

**IQ and EQ**
1. What are the dimensions of Emotional Intelligence? Why are they useful in an organizational setting?
2. Compare and contrast EQ and IQ.

**Development of Values & Differences Among Generations**

**Values**
1. Identify the common sources of values.
2. Explain the four stages of value development. Give an example (personal or hypothetical) of how your values were (might have been) shaped during each period.
3. Given a decade, identify 2-3 major events that influenced values and explain how each influenced the values of the decade.

**Generations**
1. Given a description of a generation and (or) dates, identify it as one of the 4 types.
2. Given a social movement, classify as a secular crisis or spiritual awakening and explain how it helped to shape a generation.
3. Contrast our generation (Thirteenth) with that of our parents (Boom).
4. Do you identify with the characterization of the Thirteenth generation? Why or why not?
Mission Statement and Business Goals

Mission Statements
1. Summarize the reasons for a business to develop a mission statement.
2. Fill in a diagram of the dimensions of management.
3. What are the components of a mission statement?
4. Define values and circumstances. Give examples of each and (or) classify given examples.
5. Given a mission statement for a business, identify components, values, and circumstances.
6. What characteristics regarding the nature of the business influence the mission.

Business Goals
1. List the characteristics for long term goals (DRIVE) and short term goals (SMART).
2. Given a list of goals (long or short term), critique based on DRIVE/SMART characteristics.

Total Quality Management
1. Compare and contrast MBO and TQM.
2. Why is TQM viewed as a cultural change?
3. What did Deming and Juran add to TQM?
4. List the dimensions of quality
5. What are quality circles? How do they contribute to TQM?
6. Tools of TQM:
   a. List 5 methods of data collection.
   b. Given data, generate and interpret a pareto (80-20) diagram.
   c. Explain benchmarking. (what, why, how)
   d. Given data and description of the problem, draw a plausible cause & effect diagram that addresses the problem.
7. Identify potential problems with failed TQM implementation.

Business Organization
1. Give 3 reasons for developing a business organizational chart.
2. Explain the difference between line workers and staff specialists in terms of position on chart and role in the business. Given a list of jobs, classify as line or staff.
3. Summarize the seven principle of organization. (10 words or less)
4. Given a business organizational chart, identify potential problems and critique in terms of organizational principles.
5. Given an organizational problem (kids in family business, retired manager, etc.), list possible solutions for business organization. Choose one solution; chart it and identify the strengths and weaknesses of that solution.
Job Description, Analysis, and Requirements

1. Differentiate between job analysis, requirements, and descriptions.
2. Summarize the four job design approaches. List advantages and disadvantages for each.
3. What are the characteristics of success of firms with high employee autonomy?
4. Summarize (in 1-2 sentences) what the following theories say about motivating employees: Maslow’s Needs Hierarchy, Herzberg’s Motivational Factors, Expectancy Theory, and Equity Theory.
5. Given a problem case, identify ways to improve the quality of work life for the employees.
6. Develop a job description using the components discussed in class.
7. Given a job description, analyze strengths and weaknesses in terms of class discussion.