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| 1. Business may be defined as the collection of private, commercially oriented (profit-oriented) organizations, ranging in size from one-family proprietorships to corporate giants.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 2. The definition for society may be thought of as a community, a nation, or a broad grouping with common traditions, values, institutions, and collective activities and interests.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 3. Pluralism is a condition in which there is a concentration of power among very few of society's groups and organizations.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.2 - Explain the characteristics of a pluralistic society. Describe pluralism and identify its attributes, strengths, and weaknesses. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 4. When speaking of business in its relationship with society in the collective sense, the textbook will most often be focusing on *big* business.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.3 - Clarify what is a special-interest society and how it poses special challenges for business. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 5. Nongovernmental organizations (NGOs) are citizens’ groups that may be organized on a local, national, or international level.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.3 - Clarify what is a special-interest society and how it poses special challenges for business. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - Southeast - DISC: Environmental Influence | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 6. Environmentalists are best understood as one of the many subgroups of society.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.3 - Clarify what is a special-interest society and how it poses special challenges for business. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 7. Affluence refers to the level of wealth, disposable income, and standard of living of a society.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 8. Powerful media is the major cause for business's problems.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 9. The common perception of business power is that there is too little of it to provide a balance with other social institutions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 10. Power only manifests when it is used purposefully.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 11. The Iron Law of Responsibility states that people who use power wisely will be rewarded with more power.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 12. The percentage of the U.S. population that has earned high school diplomas and college degrees has remained about the same over the last 30 years.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom’s: Knowledge | |

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| 13. News shows are the only type of programming on television that has contributed to criticism of business.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Knowledge | |

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| 14. Movies depict corporate life as amoral and possibly deadly.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - Southeast - DISC: Environmental Influence | | *KEYWORDS:* | Bloom’s: Knowledge | |

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| 15. A child’s assumption that he or she will have a higher standard of living than the previous generation has also often been referred to as the American Dream.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - Southeast - DISC: Environmental Influence | | *KEYWORDS:* | Bloom’s: Comprehension | |

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| 16. Spheres of power describe the arenas in which power may be utilized.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Understand | |

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| 17. Stakeholders are the owners of shares in a corporation.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.5 - Identify what is the changing social contract. Is it better or worse for stakeholders? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom’s: Knowledge | |

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| 18. Businesses interacts with only a limited number of stakeholder groups.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.5 - Identify what is the changing social contract. Is it better or worse for stakeholders? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom’s: Comprehension | |

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| 19. The social contract is the set of rights and duties imposed on citizens by their government.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.5 - Identify what is the changing social contract. Is it better or worse for stakeholders? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Comprehension | |

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| 20. The social contract in the modern era is changing to reflect society’s expanded expectations of business.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.5 - Identify what is the changing social contract. Is it better or worse for stakeholders? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Comprehension | |

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| 21. Ethics refers to issues of right and wrong, fairness, and justice.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.6 - Make clear the major themes characterizing this book: managerial approach, business ethics, sustainability, and stakeholder management. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Knowledge | |

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| 22. The concept of sustainability is derived from the notion of sustainable development.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.6 - Make clear the major themes characterizing this book: managerial approach, business ethics, sustainability, and stakeholder management. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Comprehension | |

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| 23. Which of the following is *not* listed as a general issue involving social or ethical ramifications within the relationship between business and society?   |  |  |  | | --- | --- | --- | |  | a. | downsizing pension programs | |  | b. | toxic waste disposal | |  | c. | insider trading | |  | d. | death penalties |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Comprehension | |

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| 24. The collection of private, commercially oriented organizations, ranging in size from sole proprietorships to large corporations is referred to as   |  |  |  | | --- | --- | --- | |  | a. | the third sector. | |  | b. | government. | |  | c. | business. | |  | d. | the free market economy. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Comprehension | |

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| 25. Which of the following characteristics of an industry does *not* add to the creation of visible and controversial social problems?   |  |  |  | | --- | --- | --- | |  | a. | intense advertising | |  | b. | creation of pollution | |  | c. | geographic location | |  | d. | products that affect health |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Comprehension | |

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| 26. For the purposes of understanding business ethics, society is best understood as   |  |  |  | | --- | --- | --- | |  | a. | the comprehensive context in which organizations reside. | |  | b. | a homogenous culture. | |  | c. | a uniform demographic with little economic inequality. | |  | d. | a political network and set of coordinated stakeholders. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom’s: Knowledge | |

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| 27. Segments of a business's macroenvironment include all of the following *except*   |  |  |  | | --- | --- | --- | |  | a. | the social environment. | |  | b. | the natural environment. | |  | c. | the economic environment. | |  | d. | the political environment. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 28. The demographics, lifestyles, and social values of a society determine the firm’s   |  |  |  | | --- | --- | --- | |  | a. | social environment. | |  | b. | economic environment. | |  | c. | political environment. | |  | d. | technological environment. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 29. Gross national product, inflation, interest rates, and unemployment rates are included in a firm's   |  |  |  | | --- | --- | --- | |  | a. | social environment. | |  | b. | economic environment. | |  | c. | political environment. | |  | d. | technological environment. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 30. The processes by which laws are enacted and government officials are elected are part of the   |  |  |  | | --- | --- | --- | |  | a. | social environment. | |  | b. | economic environment. | |  | c. | political environment. | |  | d. | technological environment. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 31. Technology-based advancements and progress in the applied sciences that help achieve a practical purpose is part of a firm's   |  |  |  | | --- | --- | --- | |  | a. | social environment. | |  | b. | political environment. | |  | c. | economic environment. | |  | d. | technological environment. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Operations Management | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 32. A gap between society's expectations of social conditions and the current social realities is recognized as   |  |  |  | | --- | --- | --- | |  | a. | a social problem. | |  | b. | distributive justice. | |  | c. | the revolution of rising expectations. | |  | d. | inevitable reality. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 33. Stakeholders include all of the following groups *except*   |  |  |  | | --- | --- | --- | |  | a. | owners. | |  | b. | employees. | |  | c. | customers. | |  | d. | competitors. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 34. The examination of business and its relationship to society typically focuses on   |  |  |  | | --- | --- | --- | |  | a. | big business and highly visible industries. | |  | b. | all business and all industries. | |  | c. | small business and highly visible industries. | |  | d. | investors and industries. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 35. A purposeful aggregation of people who represent a common cause or share common beliefs is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | institution. | |  | b. | society. | |  | c. | interest group. | |  | d. | community. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.2 - Explain the characteristics of a pluralistic society. Describe pluralism and identify its attributes, strengths, and weaknesses. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 36. Decentralization and diversity of power concentrations leads to   |  |  |  | | --- | --- | --- | |  | a. | anarchy. | |  | b. | a totalitarian society. | |  | c. | a pluralistic society. | |  | d. | democracy. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.2 - Explain the characteristics of a pluralistic society. Describe pluralism and identify its attributes, strengths, and weaknesses. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Group Dynamics | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 37. Strengths of pluralism include all of the following *except*   |  |  |  | | --- | --- | --- | |  | a. | a highly efficient government. | |  | b. | prevention of concentrations of power. | |  | c. | a built-in set of checks and balances. | |  | d. | maximization of freedom of expression. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.2 - Explain the characteristics of a pluralistic society. Describe pluralism and identify its attributes, strengths, and weaknesses. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Group Dynamics | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 38. Which of the following is *not* a weakness of pluralism?   |  |  |  | | --- | --- | --- | |  | a. | prevention of concentrations of power | |  | b. | pursuit of self-interest | |  | c. | overlapping goals, causing confusion about which groups best serve particular interests | |  | d. | emphasis on conflict |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.2 - Explain the characteristics of a pluralistic society. Describe pluralism and identify its attributes, strengths, and weaknesses. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Group Dynamics | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 39. The sheer numbers of relationships that a business has with other segments of society tells us that its social environment is   |  |  |  | | --- | --- | --- | |  | a. | simple. | |  | b. | large. | |  | c. | divisive. | |  | d. | complex. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.2 - Explain the characteristics of a pluralistic society. Describe pluralism and identify its attributes, strengths, and weaknesses. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Group Dynamics | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 40. Which of the following is NOT a special-interest group?   |  |  |  | | --- | --- | --- | |  | a. | The National Association of Manufacturers | |  | b. | The U.S. Chamber of Commerce | |  | c. | The National Small Business Association | |  | d. | The Small Business Administration |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.3 - Clarify what is a special-interest society and how it poses special challenges for business. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 41. Carrying the idea of a pluralistic society to an extreme leads to   |  |  |  | | --- | --- | --- | |  | a. | anarchy. | |  | b. | totalitarian government. | |  | c. | a special-interest society. | |  | d. | a free market economy. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.3 - Clarify what is a special-interest society and how it poses special challenges for business. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Group Dynamics | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 42. Because of the sheer number and specificity of special-interest groups, the groups often   |  |  |  | | --- | --- | --- | |  | a. | collaborate with each other to achieve common goals. | |  | b. | sabotage each other's efforts to attain their goals. | |  | c. | work at cross-purposes. | |  | d. | collude to see that their common interests are emphasized. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.3 - Clarify what is a special-interest society and how it poses special challenges for business. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Group Dynamics | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 43. Major institutions in a pluralistic, special-interest society will inevitably receive   |  |  |  | | --- | --- | --- | |  | a. | praise. | |  | b. | special favors. | |  | c. | analysis and criticism. | |  | d. | tax advantages. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Group Dynamics | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 44. Which of the following is *not* a factor in the social environment that has led to the current climate of criticism of business?   |  |  |  | | --- | --- | --- | |  | a. | affluence and education | |  | b. | rising expectations | |  | c. | an entitlement mentality | |  | d. | consumer spending patterns |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 45. The average level of formal education in the United States is   |  |  |  | | --- | --- | --- | |  | a. | rising. | |  | b. | dropping. | |  | c. | staying about the same. | |  | d. | unknown. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 46. Television raises our level of awareness about business in all of the following ways *except*   |  |  |  | | --- | --- | --- | |  | a. | news programs. | |  | b. | prime-time programs. | |  | c. | pay-per-view programs. | |  | d. | commercials. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 47. Movies are a significant source of business criticism because   |  |  |  | | --- | --- | --- | |  | a. | corporations are seen as powerful, profit-seeking enterprises that have no redeeming values. | |  | b. | corporations are depicted as moral. | |  | c. | corporations represent free enterprise undoomed. | |  | d. | businesses are not greedy. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 48. At the core of the American Dream—and its equivalents in other nations—are   |  |  |  | | --- | --- | --- | |  | a. | rising expectations. | |  | b. | efficiency and rationality. | |  | c. | equality and fairness. | |  | d. | lowered expectations. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 49. An entitlement mentality is   |  |  |  | | --- | --- | --- | |  | a. | a necessary outgrowth of the welfare system. | |  | b. | an outgrowth of tendency toward rising expectations. | |  | c. | the idea that one has to work for what one gets. | |  | d. | the idea that each citizen owes something to society. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 50. The opposite of an entitlement mentality would be the belief that   |  |  |  | | --- | --- | --- | |  | a. | society owes its members nothing. | |  | b. | government should provide. | |  | c. | businesses are the victims of others’ entitlement. | |  | d. | all members of society deserve a certain set of advantages or assets. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 51. The ability to produce an effect or influence a situation is known as   |  |  |  | | --- | --- | --- | |  | a. | authority. | |  | b. | abuse. | |  | c. | power. | |  | d. | dictatorship. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Leadership Principles | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 52. The levels of power include all of the following *except*   |  |  |  | | --- | --- | --- | |  | a. | the macro level. | |  | b. | the micro level. | |  | c. | the institutional level. | |  | d. | the individual level. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Leadership Principles | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 53. The macro level of business power resides in   |  |  |  | | --- | --- | --- | |  | a. | the federal government. | |  | b. | the entire corporate system. | |  | c. | corporate CEOs. | |  | d. | particular industries. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 54. The intermediate level of business power is found in   |  |  |  | | --- | --- | --- | |  | a. | corporate headquarters. | |  | b. | the boards of individual corporations. | |  | c. | groups of corporations acting in concert. | |  | d. | medium-sized corporations. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 55. The business power wielded by an individual firm is known as   |  |  |  | | --- | --- | --- | |  | a. | macro-level power. | |  | b. | intermediate-level power. | |  | c. | micro-level power. | |  | d. | individual-level power. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 56. CEOs such as Karen Lynch of CVS or Tim Cook of Apple hold which level of power?   |  |  |  | | --- | --- | --- | |  | a. | macro | |  | b. | micro | |  | c. | individual | |  | d. | intermediate |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 57. Which of the following is not a sphere of power indicated in the text?   |  |  |  | | --- | --- | --- | |  | a. | economic | |  | b. | technological | |  | c. | political | |  | d. | intermediate |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 58. “In the long run, those who do not use power in a manner which society considers responsible will tend to lose it” is the description of   |  |  |  | | --- | --- | --- | |  | a. | the Iron Law of Oligarchy. | |  | b. | the Iron Cage of Rationality. | |  | c. | the Iron Law of Responsibility. | |  | d. | the Peter Principle. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 59. When a business affects the life of a member of the surrounding community without meaning to, the company has wielded   |  |  |  | | --- | --- | --- | |  | a. | coercive power. | |  | b. | deliberate power. | |  | c. | hidden power. | |  | d. | unintentional power. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 60. The set of reciprocal understandings that characterize the relationships between major social institutions is called the   |  |  |  | | --- | --- | --- | |  | a. | implied contract. | |  | b. | unilateral binding accord. | |  | c. | social contract. | |  | d. | procedural justice agreement. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.5 - Identify what is the changing social contract. Is it better or worse for stakeholders? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 61. Which of the following is *not* an element of the social contract?   |  |  |  | | --- | --- | --- | |  | a. | laws | |  | b. | employment contracts | |  | c. | regulations | |  | d. | shared understandings |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.5 - Identify what is the changing social contract. Is it better or worse for stakeholders? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 62. Based on the organization of the book, which of the following is an internal stakeholder?   |  |  |  | | --- | --- | --- | |  | a. | competitors | |  | b. | managers | |  | c. | regulators | |  | d. | employees |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.5 - Identify what is the changing social contract. Is it better or worse for stakeholders? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 63. Based on the organization of the book, which of the following is an external stockholder?   |  |  |  | | --- | --- | --- | |  | a. | competitors | |  | b. | employees | |  | c. | consumers | |  | d. | financial officers |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.5 - Identify what is the changing social contract. Is it better or worse for stakeholders? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 64. Sustainability, at a simple level, is about a business's   |  |  |  | | --- | --- | --- | |  | a. | ability to survive and thrive over the long term. | |  | b. | approach to only the natural environment. | |  | c. | preservation of the environment in the present generation. | |  | d. | ability to meet the needs of the present while compromising future generations. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 1.6 - Make clear the major themes characterizing this book: managerial approach, business ethics, sustainability, and stakeholder management. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Ethics | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| **Provide a short answer to each of these questions.** |

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| 65. According to the textbook, what is meant by “the role of business in society”?  ​     |  |  | | --- | --- | | *ANSWER:* | The role of business in society refers to the purpose(s) that business has as an integral part of the overall society. The concept of “role” encompasses both the function(s) that business has, such as the production and distribution of goods and service, and the emphasis or power that business has relative to other parts of society, such as government or religion. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 66. Why does the discussion of the institution of business tend to focus on *big* business?   |  |  | | --- | --- | | *ANSWER:* | When we think of business, we tend to think of the highly visible products and services that are made available by large corporations. They advertise more than do local companies, so people all over the country (or world) are familiar with Coca-Cola, while relatively few have heard of the hair styling salon where you get your hair cut. In addition, people tend to equate size with power, and we pay closer attention to the powerful than we do to those without power (just think of the attention a student pays to the professor or dean, compared to the lack of attention given to a janitor or groundskeeper). | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 67. Describe the virtues of a pluralistic society.   |  |  | | --- | --- | | *ANSWER:* | The virtues of a pluralistic society include 1) prevention of concentrations of power, 2) maximization of freedom of expression and action, while striking a balance between monism and anarchy, 3) allegiance of individuals to groups is dispersed, 4) creation of widely diversified set of loyalties to many organizations, and 5) a built-in set of checks and balances. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.2 - Explain the characteristics of a pluralistic society. Describe pluralism and identify its attributes, strengths, and weaknesses. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 68. Explain the role that television programming plays in creating a climate critical of business.   |  |  | | --- | --- | | *ANSWER:* | Television is, by far, the most pervasive medium through which information is conveyed in our society. Thus, the content of television programming outweighs information provided by all other media. Specifically, television programming has spotlighted business failings on news programs, it depicts business and executives in a predominantly negative light on prime-time programs, and commercials (purchased by business) tend to exaggerate the benefits of the featured products and services. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 69. The authors discuss the rights movement as a contributing factor in the climate that is critical of business. What are “rights”?   |  |  | | --- | --- | | *ANSWER:* | Rights are entitlements to certain life chances and freedom from certain limitations that are accorded to persons simply because they have been born and are alive. Rights are not earned by the individual, nor are they given by other parties. While many rights in the United States are recognized in the Constitution and other laws, there is an ongoing debate about what rights people have (e.g., is access to adequate health care a right or a privilege that one must pay for?), and some rights are more widely recognized than others. For example, the right to freedom of speech is recognized by the government, but the same right may not be recognized in Russia or Iran. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 70. According to the authors, how does the alleged “entitlement mentality” affect businesses?   |  |  | | --- | --- | | *ANSWER:* | The alleged “entitlement mentality” impacts businesses because businesses are a central provider for many in society such as consumers, employees, and communities, and citizens blame businesses when expectations are not achieved. To the extent this occurs, much of the entitlement mentality falls on government, but governments have a way of transferring some of these expectations to businesses. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 71. Explain what is meant by spheres of power.   |  |  | | --- | --- | | *ANSWER:* | The concept of spheres of power recognizes that a person or organization may have different levels of influence in different areas of society. For example, the Pope is widely recognized to have authority and power relative to matters of organized religion. However, his power in the technological environment is largely non-existent. Similarly, the National Collegiate Athletic Association (NCAA) is extremely powerful in the field of intercollegiate athletics, but is not a factor in ecological concerns. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 72. Explain the rationale that is the foundation of The Iron Law of Responsibility.   |  |  | | --- | --- | | *ANSWER:* | The Iron Law of Responsibility states, “In the long run, those who do not use power in a manner which society considers responsible will tend to lose it.” This concept is based on the idea of legitimacy, or the proper use of power. If society does not see the use of power as legitimate, the party holding the power will eventually lose that power. An excellent example is the history of Nazi Germany. Nazis rose to power in Germany, but as German society (as well as other countries) saw the abuses of power wielded by Hitler, their legitimacy waned. World War II is ample evidence of the lengths that parties will go to wrest power from those who abuse it. Numerous assassination plots against Hitler also show the internal opposition he engendered. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Ethics | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 73. What recent changes in the social contract do the authors identify in the text, and why are such changes important?   |  |  | | --- | --- | | *ANSWER:* | In 2019, America’s leading CEOs announced at the Business Roundtable that the purpose of business is to serve all stakeholders, not just stockholders. This represents the most noticeable business response to date regarding a changed social contract. As firms have sensed that the social environment, social values, and the expectations of business have been changing, they have realized that they must adapt as well. Many positive changes have been made by businesses, but as the discussion of the characteristics of a “social problem” indicated, business seldom catches up with stakeholder expectations. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.5 - Identify what is the changing social contract. Is it better or worse for stakeholders? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 74. Describe what the authors mean by the managerial approach taken in the textbook.   |  |  | | --- | --- | | *ANSWER:* | Business managers are judged almost exclusively on their ability to accomplish the goals of the organization. For this reason, managers excel at the practical—they are accustomed to dealing with situations in rational and systematic ways. This approach carries over into ethical and social matters as well. In addition, managers must focus on both short-term and long-term implications of their decisions and actions. The textbook will likewise approach issues of business and society from this perspective. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.6 - Make clear the major themes characterizing this book: managerial approach, business ethics, sustainability, and stakeholder management. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 75. \_\_\_\_\_\_\_\_\_\_ may be defined as the collection of private, commercially oriented (profit-centered) organizations, ranging in size from one-family proprietorships to corporate giants.   |  |  | | --- | --- | | *ANSWER:* | Business | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 76. The \_\_\_\_\_\_\_\_\_focuses on demographics, lifestyles, culture, and social values of the society.   |  |  | | --- | --- | | *ANSWER:* | social environment | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.1 - Define and explain business and society as foundational concepts. Describe how society is viewed as the macroenvironment. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 77. The diffusion of power among society’s many groups and organizations is \_\_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | pluralism | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.2 - Explain the characteristics of a pluralistic society. Describe pluralism and identify its attributes, strengths, and weaknesses. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 78. Factors in the social environment include \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | affluence; education | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 79. The textbook’s managerial approach to business and society relationships emphasizes three main themes that are vital importance to mangers, organizations, and society today: \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | business ethics; sustainability; stakeholder management | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Subjective Short Answer | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | SA Instructions | | *LEARNING OBJECTIVES:* | 1.6 - Make clear the major themes characterizing this book: managerial approach, business ethics, sustainability, and stakeholder management. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| **Utilize the knowledge you have gained to respond to the following essay questions. Your answers should state your position and use logical arguments and content from this and other chapters in the textbook to support it.** |

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| 80. The key elements of a pluralistic society are decentralization and diversity of power. Using what you know about American society, do you consider it to be a pluralistic society? Why or why not?   |  |  | | --- | --- | | *ANSWER:* | Whether students say American society is pluralistic, not pluralistic, or somewhere in between, is of little consequence. The important part of the answer will be in the defense of the position taken. Students who say it is pluralistic should be emphasizing the dispersion of power among various social institutions (e.g., religion, business, education, government, etc.) and specific interest groups such as the National Rifle Association or Common Cause. Students who say American society is not pluralistic should recognize significant concentrations of power among certain groups like the oil industry, the military-industrial complex, or Microsoft. A more sophisticated answer will recognize that there are arguments to be made on both sides of the question, and will cite examples of both in support of their stance. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | ES Instructions | | *LEARNING OBJECTIVES:* | 1.2 - Explain the characteristics of a pluralistic society. Describe pluralism and identify its attributes, strengths, and weaknesses. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 81. If “rights” are the entitlement to certain life chances and freedom from certain limitations that are accorded to persons simply because they have been born and are alive, what else does the existence of rights imply?   |  |  | | --- | --- | | *ANSWER:* | Most students will have difficulty answering this question, primarily because society's dominant paradigm focuses solely on rights. But with a little encouragement and direction, students will realize that for every right they possess, a duty or obligation is imposed on everyone else. Thus, if Mary has the right of free speech, Joe (and everyone else) necessarily has the duty not to impinge on Mary's right. A right to life creates a duty not to cause cessation of life. Rights create obligations. The problem comes when one's duty (alternatively, another's rights) interferes with one's rights. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | ES Instructions | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 82. The textbook says that when power gets out of balance, other forces are brought to bear so that balance is restored. Name some of the other forces that are used to balance business power. Describe how effective each of those other forces is in combating business power.   |  |  | | --- | --- | | *ANSWER:* | Some of these other forces that balance the power of business include unions, government regulations, religious tenets, and societal pressures. Students should describe, with some detail, how these countervailing powers could mitigate business power. However, they should also recognize that business power is, by far, the single strongest current in society today. Unions have been effectively neutralized, business heavily influences government regulation, and religion has suffered a significant decline in its influence. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | ES Instructions | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 83. Choose a particular corporation and describe the power it wields in different spheres.   |  |  | | --- | --- | | *ANSWER:* | Obviously, each student may pick a different corporation, so generalizing here is impossible. However, as an example, META (formerly Facebook) wields disproportionate power economically, socially, and politically. The growing debate over Facebook’s relationship to political advertising on its different platforms has made that clear, as have the allegations of whistle-blower Frances Haugen. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | ES Instructions | | *LEARNING OBJECTIVES:* | 1.4 - Identify, discuss, and illustrate the factors leading up to business criticism and corporate response. What is the general criticism of business? How may the balance of power and responsibility be resolved? | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 84. Using the managerial approach discussed in the textbook, discuss the topic of ecological damage and sustainability as they relate to business.   |  |  | | --- | --- | | *ANSWER:* | Students' level of knowledge regarding environmental issues will vary widely. At a minimum, they should recognize that business plays a large role in the creation of the pollution that degrades the environment. With this in mind, they should explore potential conflicts between profits and pollution control efforts, the effects that ecological damage has on various stakeholders, and the implications for future quality of life. Students will disagree on the short-term urgency of the environmental question, but most should recognize that there are long-term sustainability issues that must be dealt with at some point. If they are not, the future of the world is in grave peril. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *PREFACE NAME:* | ES Instructions | | *LEARNING OBJECTIVES:* | 1.6 - Make clear the major themes characterizing this book: managerial approach, business ethics, sustainability, and stakeholder management. | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic United States - BUSPROG: Reflective Thinking | | *STATE STANDARDS:* | United States - GA - DISC: Ethical Responsibilities | | *KEYWORDS:* | BLOOM'S: Comprehension | |