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| 1. Some businesses are socially responsible; other businesses do just about anything they want.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Knowledge |
| *DATE CREATED:* | 7/19/2013 11:42 AM |
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| 2. The business environment in current times can best be described as turbulent.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: - Environmental Influence |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 3. When speaking of business in the collective sense, the textbook will most often be focusing on *big* business.

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| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: - Environmental Influence |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 4. Pluralism is a condition in which there is a concentration of power among society's groups and organizations.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: - Environmental Influence |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 5. Stakeholders are the owners of shares in a corporation.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: - Environmental Influence |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 6. Common Cause and the U.S. Chamber of Commerce are examples of general purpose interest groups.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: - Environmental Influence |
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| 7. Business 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: - Environmental Influence |
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| 8. Affluence refers to the level of wealth, disposable income, and standard of living of a society.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 9. The authors of the textbook lay the primary responsibility for business's problems on the media.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.04 - 01.04 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
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| 10. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 11. Power is only manifest when it is used purposefully.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.04 - 01.04 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic: - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Comprehension |
| *DATE CREATED:* | 7/19/2013 11:42 AM |
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| 12. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
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| 13. The social contract in the modern era is changing rapidly and dramatically.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
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| 14. 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:* | ETHC.CARR.15.01.06 - 01.06 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic: - BUSPROG: Analytic |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 15. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 16. The percentage of the U.S. population that has earned high school diplomas and college degrees has remained about the same over the last thirty years.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 17. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 18. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Southeast - DISC - Environmental Influence |
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| 19. A child's assumption that he or she will have a higher standard of living than the previous generation is called the revolution of rising expectations.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Southeast - DISC - Environmental Influence |
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| 20. The principal internal stakeholders of a corporation are its customers and employees.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Moderate |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Southeast - DISC - Environmental Influence |
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| 21. Spheres of power describe the arenas in which power may be utilized.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 22. The concept of sustainability is derived from the notion of management development.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | EASY |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.06 - 01.06 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - 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:* | ETHC.CARR.15.01.06 - 01.06 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 26. A community, nation, or broad grouping of people having common traditions, values, institutions, and collective activities and interests is a

|  |  |  |
| --- | --- | --- |
|   | a.  | society. |
|   | b.  | culture. |
|   | c.  | population. |
|   | d.  | network. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | EASY |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 27. A purposeful aggregation of people who represent a common cause or share common beliefs is called a(n)

|  |  |  |
| --- | --- | --- |
|   | a.  | special interest group. |
|   | b.  | general interest group. |
|   | c.  | interest group. |
|   | d.  | clique. |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 28. Segments of 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Knowledge |
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| 29. 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. |

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| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GEORGIA - DISC - ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 30. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 31. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 32. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Ethics - BUSPROG: Techn - BUSPROG: Ethics - BUSPROG: Technology |
| *STATE STANDARDS:* | United States - Georgia - DISC: OPERATIONS MANAGEMENT |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 33. 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:* | ETHC.CARR.15.01.03 - 01.03 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: GROUP DYNAMICS |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 34. Strengths of pluralism include all of the following *except*

|  |  |  |
| --- | --- | --- |
|   | a.  | pursuit of self-interest. |
|   | 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:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: GROUP DYNAMICS |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 35. 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:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: GROUP DYNAMICS |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 36. The sheer numbers of relationships that business has with other segments of society indicate the \_\_\_\_ of its social environment.

|  |  |  |
| --- | --- | --- |
|   | a.  | simplicity |
|   | b.  | size |
|   | c.  | divisiveness |
|   | d.  | complexity |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Moderate - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: GROUP DYNAMICS |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 37. 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:* | ETHC.CARR.15.01.03 - 01.03 |
| *NATIONAL STANDARDS:* | United States - BUSPROG:TECHNOLOGY - TECHNOLOGY |
| *STATE STANDARDS:* | United States - GEORGIA - DISC:GROUP DYNAMICS - GROUP DYNAMICS |
| *KEYWORDS:* | Bloom's: Comprehension |
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| 38. Because of the sheer member, 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:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: GROUP DYNAMICS |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 39. Major institutions in a pluralistic, special-interest society will inevitably receive

|  |  |  |
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|   | a.  | praise. |
|   | b.  | special favors. |
|   | c.  | analysis and criticism. |
|   | d.  | tax advantages. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: GROUP DYNAMICS |
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| 40. Which of the following is *not* a factor in the social environment that has lead to the current climate of criticism of business?

|  |  |  |
| --- | --- | --- |
|   | a.  | affluence and education |
|   | b.  | the revolution of rising expectations |
|   | c.  | an entitlement mentality |
|   | d.  | all of these choices are factors leading to criticism of business |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.05 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 41. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 42. 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:* | ETHC.CARR.15.01.04 - 01.04 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: KNOWLEDGE |
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| 43. 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:* | ETHC.CARR.15.01.04 - 01.04 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: KNOWLEDGE |
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| 44. The belief that each succeeding generation should have a higher standard of living than its predecessor and that major institutions should continually improve is known as

|  |  |  |
| --- | --- | --- |
|   | a.  | the revolution of rising expectations. |
|   | b.  | the iron cage of rationality. |
|   | c.  | the iron law of oligarchy. |
|   | d.  | the soft bigotry of low expectations. |

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | EASY |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 45. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 46. An entitlement mentality is

|  |  |  |
| --- | --- | --- |
|   | a.  | a necessary outgrowth of the welfare system. |
|   | b.  | an outgrowth of the revolution of 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: KNOWLEDGE |
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| 47. The \_\_\_\_ is a result of the growing numbers of individuals and groups who see themselves as having been victimized by society.

|  |  |  |
| --- | --- | --- |
|   | a.  | Rights Movement |
|   | b.  | Entitlement Mentality |
|   | c.  | Revolution of Rising Expectations |
|   | d.  | Victimization philosophy |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | EASY |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | BUSPROG: Analytic |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: KNOWLEDGE |
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| 48. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: LEADERSHIP PRINCIPLES |
| *KEYWORDS:* | BLOOM'S: KNOWLEDGE |
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| 49. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - Georgia - DISC: LEADERSHIP PRINCIPLES |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 50. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 51. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 52. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 53. CEOs such as Virginia Rometty of IBM 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: KNOWLEDGE |
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| 54. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 55. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: KNOWLEDGE |
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| 56. Which of the following is *not* an element of the social contract?

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|   | a.  | laws |
|   | b.  | employment contracts |
|   | c.  | regulations |
|   | d.  | shared understandings |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 57. Stakeholders include all of the following groups *except*

|  |  |  |
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|   | a.  | owners. |
|   | b.  | employees. |
|   | c.  | customers. |
|   | d.  | all of these are stakeholder groups. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | EASY |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 58. An internal stakeholder is a person or group who

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|   | a.  | exist outside the boundaries of the firm. |
|   | b.  | is located in the same country in which the firm in located. |
|   | c.  | is defined as an "insider" in laws regulating financial markets. |
|   | d.  | is "inside" the company, such as employees and owners. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | EASY |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 59. The government, consumers, and members of the community are examples of

|  |  |  |
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|   | a.  | stockholders. |
|   | b.  | the technological environment. |
|   | c.  | external stakeholders. |
|   | d.  | primary stakeholders. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | EASY |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: KNOWLEDGE |
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| 60. "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

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| --- | --- | --- |
|   | a.  | The Iron Law of Oligarchy. |
|   | b.  | The Iron Cage of Rationality. |
|   | c.  | The Iron Law of Responsibility. |
|   | d.  | The Peter Principle. |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.04 - 01.04 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: ETHICAL RESPONSIBILITIES |
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| 61. The examination of business and its relationship to society typically focuses on

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|   | a.  | big business and highly visible industries. |
|   | b.  | all business and all industries. |
|   | c.  | small business and highly visible industries. |
|   | d.  | none of these. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | EASY |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental InfluenceUnited States - GA - DISC: ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 62. The most important stakeholders of a business are typically its

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|   | a.  | employees. |
|   | b.  | government. |
|   | c.  | consumers. |
|   | d.  | owners. |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 63. When a business affects the life of a member of the surrounding community without meaning to, the company has wielded

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|   | a.  | coercive power. |
|   | b.  | deliberate power. |
|   | c.  | hidden power. |
|   | d.  | unintentional power. |

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| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | EASY |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.04 - 01.04 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 64. Sustainability, at a simple level, is about business's:

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|   | 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 |

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| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *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. Be sure to fully explain your answer.** |

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| 65. The authors of the textbook say that, at a general level, they will be discussing the role of business in society. What do they mean by "the role of business in society?"

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| *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:* | EASY |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | SA Instructions |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 66. Why does discussion of the institution of business tend to focus on *big* business?

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| *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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
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| 67. Describe the virtues of a pluralistic society.

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| *ANSWER:* | Figure 1-1 lists five virtues of a pluralistic society. These 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) provides 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:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: KNOWLEDGE |
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| 68. Explain the role that television plays in creating a climate critical of business.

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| *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 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:* | ETHC.CARR.15.01.04 - 01.04 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - 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?"

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| *ANSWER:* | 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. Rights are not earned by the individual, nor are they given by other parties. 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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 70. The authors state, "the of victimization philosophy is intimately related to and sometimes inseparable from the rights movement and the entitlement mentality." Explain how these three concepts are related.

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| *ANSWER:* | The rights movement generally seeks to identify and obtain more and more rights for people (or at least a particular group of people). As the general level of affluence and education has risen, people in general have felt entitled to be more free and gain more opportunities. When there is a shortfall between the rights that people expect and what they have, they may feel victimized by others. Key to this process is the general expectation that a person is entitled to more simply because he/she exists, not because he/she has earned it. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | SA Instructions |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
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| 71. Explain what is meant by spheres of power.

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| *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 the ecological concerns. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | SA Instructions |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 72. Explain the rationale that is the foundation of The Iron Law of Responsibility.

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| *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:* | ETHC.CARR.15.01.04 - 01.04 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Ethics |
| *STATE STANDARDS:* | United States - GA - DISC: ETHICAL RESPONSIBILITIES |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 73. Describe what the authors mean by the managerial approach taken in the textbook.

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| *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:* | ETHC.CARR.15.01.06 - 01.06 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 74. What is the difference between internal and external stakeholders?

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| *ANSWER:* | The primary difference between internal and external stakeholders is their relationship to the firm. Internal stakeholders are considered to be "insiders"--that is, they have a direct impact on the decisions and operations of the firm. Owners and employees are the most widely recognized internal stakeholders. External stakeholders are those parties "outside" the firm--those who may be able to influence the decisions and actions taken inside the organization, but cannot directly implement them. The government, consumers, and community members are primary external stakeholders. For those familiar with the concept of line and staff functions within an organization, internal stakeholders can be thought of as analogous to the line, and external stakeholders as similar to staff functions. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Subjective Short Answer |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | SA Instructions |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *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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| 75. 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?

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| *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:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 76. 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?

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| *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:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 77. 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.

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| *ANSWER:* | John Kenneth Galbraith, one of the most influential economists of the 20th century, termed these other forces countervailing powers. Some of these include the power of unions, government regulation, religious tenets, and societal pressures. Students should describe, with some detail, how the 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:* | ETHC.CARR.15.01.02 - 01.02 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 78. Choose a particular corporation and describe the power it wields in different spheres.

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| *ANSWER:* | Obviously, each student may pick a different corporation, so generalizing here is impossible. However, as an example, Microsoft has almost complete power in its portion of the technological sphere. With well over 90 percent of the operating system market, Microsoft virtually controls this aspect of computer technology. It also exerts significant political power through campaign contributions and lobbying efforts. The favorable resolution of the anti-trust case against Microsoft after the Bush administration took office is an obvious example of this power. Another major sphere in which Microsoft exerts power (more specifically the Bill and Melinda Gates Foundation) is the health arena. This foundation donates significant amounts of money to research and treatment initiatives. |
| *POINTS:* | 1 |
| *DIFFICULTY:* | MODERATE |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *PREFACE NAME:* | ES Instructions |
| *LEARNING OBJECTIVES:* | ETHC.CARR.15.01.01 - 01.01 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: Environmental Influence - Environmental Influence |
| *KEYWORDS:* | BLOOM'S: COMPREHENSION |
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| 79. Using the managerial approach discussed in the textbook, discuss the topic of ecological damage and sustainability as they relate to business.

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| *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:* | ETHC.CARR.15.01.04 - 01.04 |
| *NATIONAL STANDARDS:* | United States - BUSPROG: Reflective Thinking |
| *STATE STANDARDS:* | United States - GA - DISC: ETHICAL RESPONSIBILITIES |
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