Chapter 3  Solving Problems Analytically and Creatively

1) A good problem definition includes differentiating factual information from speculative information.
Answer: TRUE
Explanation: A problem definition must differentiate factual information from speculation because only factual information is sufficient upon which to define a problem. Perceptions and suppositions, if mistaken for fact, can lead to inaccurate and unhelpful problem definitions.
Difficulty: 1
Learning Objective 3.1
Topic: Defining the Problem
Skill: Concept
AACSB: Reflective Thinking

2) When defining the problem, top priority should be placed on identifying all the underlying symptoms of the problem.
Answer: FALSE
Explanation: Focus should be on the real problem, not just its symptoms. Focus should be on the root causes, not just the signs or consequences.
Difficulty: 2
Learning Objective 3.1
Topic: Defining the Problem
Skill: Concept
AACSB: Reflective Thinking

3) A common problem in managerial decision making is that alternative solutions to problems are evaluated as they are proposed.
Answer: TRUE
Explanation: This is a problem because evaluation can hinder effective alternative generation and lead to self-censorship and mind-guarding.
4) Your team at work has been specifying solutions that are consistent with the goals of the organization and has been building on each other's ideas. This means your team is effectively generating alternatives.
Answer: TRUE
Explanation: Alternative generation involves proposing several alternative solutions in the hope that one or more of them will lead to superior performance and problem solving. Because bad ideas may become good ones if they are combined with or modified by other ideas, it is best to have a collaborative approach to alternative generation and build on each other's ideas. Additionally, solutions that are inconsistent with the mission or goals of the organization are not likely to lead to acceptable outcomes.

Difficulty: 3
Learning Objective 3.1
Topic: Generating Alternatives
Skill: Application
AACSB: Reflective Thinking; Application of knowledge

5) Susan states, "Well, I think this solution will work for now." Susan violated an important guideline for effectively evaluating alternative solutions to problems.
Answer: TRUE
Explanation: It appears that Susan has evaluated the alternative using a satisfactory standard rather than an optimal standard. A problem solver should determine what is best, not just what will work.

Difficulty: 2
Learning Objective 3.1
Topic: Evaluating Alternatives
Skill: Concept
AACSB: Reflective Thinking; Application of knowledge

6) When evaluating alternatives, one should be concerned solely about meeting organizational goals.
Answer: FALSE
Explanation: There is more to consider when evaluating alternatives than whether or not the alternatives meet organizational goals. For example, it is important to consider individual preferences and whether alternatives are evaluated relative to an optimal standard rather than a satisfactory standard and relative to their probable effects.

Difficulty: 2
Learning Objective 3.1
Topic: Evaluating Alternatives
Skill: Concept
AACSBB: Reflective Thinking

7) Involving others in implementing the solution to a problem will increase support of and decrease resistance to the solution.
Answer: TRUE
Explanation: Almost any change engenders some resistance, and involving others in implementation decreases this resistance.
Difficulty: 2
Learning Objective 3.1
Topic: Implementing the Solution
Skill: Concept
AACSBB: Reflective Thinking

8) Implementation of a solution to a problem should include opportunities for feedback.
Answer: TRUE
Explanation: Feedback in the implementation process can ensure effective implementation, as well as improve future problem solving.
Difficulty: 2
Learning Objective 3.1
Topic: Implementing the Solution
Skill: Application
AACSBB: Reflective Thinking

9) The analytical problem-solving model would be the most appropriate approach in determining why employee morale has declined in an organization.
Answer: FALSE
Explanation: Determining why employee morale has declined is difficult and complicated. Accurate information may not be available, outcomes may not be predictable, or means-ends connections may not be evident. Thus, something more than analytical problem solving is necessary. In short, creative problem solving must be used.
Difficulty: 1
Learning Objective 3.1
Topic: Limitations of the Analytical Problem-Solving Model
Skill: Concept
AACSBB: Reflective Thinking

10) The analytical problem-solving model works best when the problem faced is complex and ambiguous.
Answer: FALSE
Explanation: Analytical problem solving is best when the problems faced are straightforward and when alternatives are readily definable.
Difficulty: 2
Learning Objective 3.1
11) According to the authors of the text, one reason why most people have difficulty solving problems creatively is because they think of creativity simply as generating new ideas.
Answer: TRUE
Explanation: This is a limited, one-dimensional view of creativity. The text discusses several strategies for being creative that can help even the most analytical people attack complex problems effectively.
Difficulty: 2
Learning Objective 3.2
Topic: Impediments to Creative Problem Solving
Skill: Concept
AACSB: Reflective Thinking

12) Conceptual blocks are mental obstacles that constrain the way problems are defined and that limit the number of alternative solutions thought to be relevant.
Answer: TRUE
Explanation: Also, conceptual blocks are largely unrecognized or unconscious, so the only way individuals can be made aware of them is to be confronted by problems that are unsolvable because of them.
Difficulty: 1
Learning Objective 3.2
Topic: Impediments to Creative Problem Solving
Skill: Concept
AACSB: Reflective Thinking

13) Breakthroughs, out-of-the-box thinking, and radical thinking would be a type of creative problem solving that can be called "Imagination."
Answer: TRUE
Explanation: Imagination refers to the creation of new ideas and is the primary creative method used by entrepreneurs, experimenters, etc.
Difficulty: 1
Learning Objective 3.2
Topic: Multiple Approaches to Creativity
Skill: Concept
AACSB: Reflective Thinking

14) "Incubation," according to the DeGraff model cited in the text, would be the pursuit of rapid goal achievement and achieving results faster than others.
Answer: FALSE
Explanation: Incubation refers to an approach to creative activity through teamwork, involvement, and coordination among individuals. Creativity occurs by unlocking the potential
that exists in interactions among people and networks of people. Individuals who approach creativity through incubation encourage people to work together, foster trust and cohesion, and empower others. Creativity arises from a collective mindset and shared values.
Difficulty: 2
Learning Objective 3.2
Topic: Multiple Approaches to Creativity
Skill: Concept
AACSB: Reflective Thinking

15) Examples of the conceptual block of constancy include lateral thinking and only one thinking language. 
Answer: FALSE
**Explanation**: Examples of the conceptual block of constancy include vertical thinking (the opposite of lateral thinking) and using only one thinking language.
Difficulty: 2
Learning Objective 3.2
Topic: Constancy
Skill: Concept
AACSB: Reflective Thinking

16) Finding commonalities among two things is a good way to overcome a conceptual block in problem solving. 
Answer: TRUE
**Explanation**: One of the manifestations of the commitment block is called ignoring commonalities. It occurs when individuals fail to identify similarities between disparate pieces of data. The inability to do this can overload a problem solver by requiring him or her to solve each problem individually, instead of dealing with common elements only once.
Difficulty: 2
Learning Objective 3.2
Topic: Commitment
Skill: Concept
AACSB: Reflective Thinking

17) Making inappropriate assumptions that inhibit problem solutions is an example of the conceptual block of compression. 
Answer: TRUE
**Explanation**: Compression refers to the compression of ideas. Looking too narrowly at a problem, screening out too much relevant data, and making inappropriate assumptions are common examples of this conceptual block. Sometimes people assume that their range of solutions is limited, or fail to see a full range of problem definitions.
Difficulty: 2
Learning Objective 3.2
Topic: Compression
Skill: Concept
18) Your boss stares out the window with his feet up for at least an hour every day. Most people think he is not working. People that criticize him may be falling prey to the conceptual block of bias against thinking.
Answer: TRUE
Explanation: This bias is partially a cultural bias and partially a personal one. In western cultures, there is a bias against thinking that uses the right hemisphere of the brain (intuition, synthesis, qualitative judgment) in favor of logical, left-brained thinking. However, numerous researchers have found that creative problem solvers employ ambidextrous thinking.
Difficulty: 2
Learning Objective 3.2
Topic: Complacency
Skill: Concept
AACSB: Reflective Thinking; Application of knowledge

19) One major difference between effective, creative problem solvers and other people is that creative problem solvers are less constrained in both defining the problem and developing solutions.
Answer: TRUE
Explanation: Creative problem solving involves four steps: preparation, incubation, illumination, and verification. The primary difference between creative and noncreative problem solvers is how they approach this first step, which includes problem definition and alternative generation, in addition to data gathering and information analysis.
Difficulty: 1
Learning Objective 3.3
Topic: Conceptual Blockbusting
Skill: Concept
AACSB: Reflective Thinking

20) The stage of creative problem solving that is defined by mostly unconscious mental activity in which the mind combines unrelated thoughts in pursuit of a solution is the illumination stage.
Answer: FALSE
Explanation: The stage of creative problem solving that is defined by mostly unconscious mental activity in which the mind combines unrelated thoughts in pursuit of a solution is the incubation stage.
Difficulty: 2
Learning Objective 3.3
Topic: Conceptual Blockbusting
Skill: Concept
AACSB: Reflective Thinking

21) Brainstorming is only effective when it occurs in a face-to-face group setting.
Answer: FALSE
Explanation: Recent research has found that brainstorming in a group may be less efficient than alternative forms of brainstorming, such as having individual group members generate ideas on their own then submit them to the group for exploration and evaluation.
Difficulty: 2
Learning Objective 3.3
Topic: Defer Judgment
Skill: Concept
AACSB: Reflective Thinking

22) You are asked to list all the possible uses for a Ping-Pong ball. After making the list, by using the technique of subdivision, you should be able to determine many more alternative uses for the Ping-Pong ball.
Answer: TRUE
Explanation: Subdivision involves dividing a problem into smaller parts and helps to break through conceptual blocks. For example, using subdivision, you might consider all the possible uses for a Ping-Pong ball in the kitchen, in the yard, and at the office.
Difficulty: 2
Learning Objective 3.3
Topic: Expand Current Alternatives
Skill: Concept
AACSB: Reflective Thinking; Application of knowledge

23) Particularistic cultures have more of a tendency toward creative solution finding.
Answer: TRUE
Explanation: This is true because they are inclined to search for unique aberrations from the norm rather than focusing on generalized outcomes or procedures.
Difficulty: 2
Learning Objective 3.3
Topic: International Caveats
Skill: Concept
AACSB: Reflective Thinking

24) The outcome is predictable, you have sufficient information, and the means-ends connections are clear. You should utilize a creative problem-solving approach.
Answer: TRUE
Explanation: Rather than a creative approach, an analytical problem-solving approach would be most effective.
Difficulty: 1
Learning Objective 3.3
Topic: Hints for Applying Problem-Solving Techniques
Skill: Concept
AACSB: Reflective Thinking

25) The principle of compression is a key technique to unlocking an individual's creative potential.
Answer: FALSE
Explanation: Compression is a conceptual block that inhibits people from creatively solving problems.
Difficulty: 1
Learning Objective 3.3
Topic: Hints for Applying Problem-Solving Techniques
Skill: Concept
AACSB: Reflective Thinking

26) One way for a manager to foster creativity would be to pull an individual apart from others and give him space to work alone on a problem or idea.
Answer: TRUE
Explanation: This helps avoid problems related to complacency and groupthink.
Difficulty: 1
Learning Objective 3.4
Skill: Concept
AACSB: Reflective Thinking

27) The rule breaker is an important role for a manager to assign to foster creativity.
Answer: TRUE
Explanation: This person goes beyond organizational boundaries and barriers to ensure success of the creative endeavor.
Difficulty: 2
Skill: Concept
AACSB: Reflective Thinking

28) This problem-solving style occurs less frequently but often separates career successes from career failures. What does this problem-solving style focus on?
A) Analytical problem solving
B) Creative problem solving
C) Managerial problem solving
D) Strategic thinking
Answer: B
Explanation: A) Incorrect. Though analytical problem solving is more common and occurs more frequently, it is creative problem-solving ability that separates career successes from failures.
B) Correct. Though analytical problem solving is more common and occurs more frequently, it is creative problem-solving ability that separates career successes from failures.
C) Incorrect. Managerial problem solving is not one of the two types highlighted in the text. The two types discussed in the text are analytical and creative problem solving. Though analytical problem solving is more common and occurs more frequently, it is creative problem-solving
ability that separates career successes from failures.
D) Incorrect. Strategic thinking is not one of the two types of problem solving highlighted in the text. The two types discussed in the text are analytical and creative problem solving. Though analytical problem solving is more common and occurs more frequently, it is creative problem-solving ability that separates career successes from failures.
Difficulty: 2
Learning Objective 3.1
Topic: Problem Solving, Creativity, and Innovation
Skill: Concept
AACSB: Reflective Thinking

29) What is the natural tendency of people in resolving problems?
A) Select the first reasonable solution that comes to mind
B) Select the first reasonable problem that comes to mind
C) Select the best solution after evaluating all the alternatives
D) None of the answer choices are correct.
Answer: A
Explanation: A) Correct. Because most people do not like problems, they try to get rid of them as quickly as possible. This is done by selecting the first reasonable solution that comes to mind.
B) Incorrect. Because most people do not like problems, they try to get rid of them as quickly as possible. This is done by selecting the first reasonable solution that comes to mind.
C) Incorrect. Because most people do not like problems, they try to get rid of them as quickly as possible. This is done by selecting the first reasonable solution that comes to mind.
D) Incorrect. Because most people do not like problems, they try to get rid of them as quickly as possible. This is done by selecting the first reasonable solution that comes to mind.
Difficulty: 1
Learning Objective 3.1
Topic: Steps in Analytical Problem Solving
Skill: Concept
AACSB: Reflective Thinking

30) A manager of a shipping department was concerned about an order that a customer reported as several weeks late. To define the problem, the manager asked an employee in the shipping department why the order had not arrived. The employee said, "Someone probably made a mistake on the address. That would be my guess." Thus, the manager asked the employee to reship the order. What characteristic of good problem definition is most violated by this manager?
A) The problem factual information should be differentiated from opinion or speculation.
B) The problem should be stated explicitly.
C) The problem definition should be different than a disguised solution.
D) The problem definition should be written down.
Answer: A
Explanation: A) Correct. The manager relied on the employee's speculation as fact. Because the problem definition is based on potentially faulty information, his proposed solution may not solve the actual problem.
B) Incorrect. Though the problem was not explicitly stated, the more pressing problem was that
the manager relied on the employee's speculation as fact. Because the problem definition is based on potentially faulty information, his proposed solution may not solve the actual problem. C) Incorrect. The more pressing problem was that the manager relied on the employee's speculation as fact. Because the problem definition is based on potentially faulty information, his proposed solution may not solve the actual problem. D) Incorrect. Problem definitions do not have to be written in order to be effective. The more pressing problem was that the manager relied on the employee's speculation as fact. Because the problem definition is based on potentially faulty information, his proposed solution may not solve the actual problem. Difficulty: 3 Learning Objective 3.1 Topic: Define the Problem Skill: Concept AACSB: Reflective Thinking; Application of knowledge 31) Your team has experienced an increase in absenteeism in the past six weeks. In the meeting to define the problem, George recommends that personal leave days be abolished. The group ignores that suggestion but instead decides to fire all employees who are absent starting Monday. What went wrong in the decision-making process? A) The first acceptable solution was accepted. B) The problem was stated as part of the solution. C) The problem was stated too explicitly. D) The information about the problem was based on speculation. Answer: B Explanation: A) Incorrect. The first recommendation (George's) was actually not accepted. The group went with the second recommendation. The problem was not explicitly defined; there is no indication that the team has discussed the specific reasons for the absenteeism. This led to the team discussing solutions prior to generating an accurate problem definition. B) Correct. Problems should be explicitly stated so that any ambiguities in the definition become apparent. The problem was in fact not explicitly defined; there is no indication that the team has discussed the specific reasons for the absenteeism. This led to the team discussing solutions prior to generating an accurate problem definition. C) Incorrect. Problems should be explicitly stated so that any ambiguities in the definition become apparent. The problem was in fact not explicitly defined; there is no indication that the team has discussed the specific reasons for the absenteeism. This led to the team discussing solutions prior to generating an accurate problem definition. D) Incorrect. It is fact, not speculation, that more employees have been absent from work over the last six weeks. The problem was not explicitly defined; there is no indication that the team has discussed the specific reasons for the absenteeism. This led to the team discussing solutions prior to generating an accurate problem definition. Difficulty: 3 Learning Objective 3.1 Topic: Define the Problem Skill: Application AACSB: Reflective Thinking; Application of knowledge
32) Which is best when generating alternatives?
A) Evaluate the alternatives as they are proposed; this saves time.
B) Focus on the short term; bad decisions in the short term means there is no long term to worry about.
C) Evaluate the alternatives after all alternatives have been proposed.
D) Separate alternatives from one another.
Answer: C
Explanation: A) Incorrect. Evaluating alternatives as they are proposed ensures that the first acceptable (though surely not optimal) alternative is chosen. This may save time, but it compromises the decision process. The best answer is that evaluation should not occur until all alternatives have been proposed. This ensures that the group does not settle for the first viable alternative.
B) Incorrect. Alternatives should take into consideration both short- and long-term consequences. The best answer is that evaluation should not occur until all alternatives have been proposed. This ensures that the group does not settle for the first viable alternative.
C) Correct. This ensures that the group does not settle for the first viable alternative in lieu of the optimal alternative.
D) Incorrect. Alternatives should build on one another. Bad ideas may become good ones if they are combined with or modified by other ideas. The best answer is that evaluation should not occur until all alternatives have been proposed. This ensures that the group does not settle for the first viable alternative.
Difficulty: 1
Learning Objective 3.1
Topic: Generating Alternatives
Skill: Concept
AACSB: Reflective Thinking

33) The problem is that sales are low. The sales manager accepted responsibility and said it was his fault that sales were low. Thus, he proposed offering rebates next month to stimulate sales. Rebates have never been offered in the company before, and the impact rebates may have on sales in the future is unknown. Other alternatives have been offered. Should this rebate idea be implemented as-is?
A) Yes
B) No, it hasn't been determined whose problem this is.
C) No, the idea has only come from one person.
D) No, long-term consequences have not been considered.
Answer: D
Explanation: A) Incorrect. The rebate program should not be implemented without more complete consideration. The problem with the rebate idea is that long-term consequences have not been identified. Though the rebate idea may stimulate next month's sales, the company would be wise to consider long-term effects before implementing a solution that would create a worse problem than it solves.
B) Incorrect. A sales slump is clearly a company problem (though the sales manager has claimed responsibility for it). The problem with the rebate idea is that long-term consequences have not been considered. Though the rebate idea may stimulate next month's sales, the company would
be wise to consider long-term effects before implementing a solution that would create a worse problem than it solves.
C) Incorrect. An idea need not be generated simultaneously by more than one person in order to be properly considered. Here, in addition to the sales manager's rebate idea, other alternatives have been offered and considered. The problem with the rebate idea is that long-term consequences have not been considered. Though the rebate idea may stimulate next month's sales, the company would be wise to consider long-term effects before implementing a solution that would create a worse problem than it solves.
D) Correct. The problem with the rebate idea is that long-term consequences have not been considered. Though the rebate idea may stimulate next month's sales, the company would be wise to consider long-term effects before implementing a solution that would create a worse problem than it solves.

Difficulty: 3
Learning Objective 3.1
Topic: Generating Alternatives
Skill: Application
AACSB: Reflective Thinking

34) Your group has agreed to do a skit as part of its presentation to the class. Bob believes a beach skit with everyone wearing swimsuits would liven up the presentation. Someone in the group remarked, "What a stupid idea!" What step in the analytical problem-solving method is violated by this response?
A) Define the problem
B) Generate alternative solutions
C) Evaluate and select an alternative
D) Implement and follow up
Answer: B
Explanation: A) Incorrect. The group seems to be aware of the problem (the presentation is in need of a skit). The group should finish generating alternative solutions prior to evaluating any of them. This is a violation of the "generate alternative solutions" step of problem solving.
B) Correct. The group should finish generating alternative solutions prior to evaluating any of them.
C) Incorrect. This response is an honest evaluation of Bob's alternative, but the comment is premature. The group should finish generating alternative solutions prior to evaluating any of them. This is a violation of the "generate alternative solutions" step of problem solving.
D) Incorrect. Implementation and follow up occur after generating solutions and evaluating them. It is premature to implement any ideas. The group should finish generating alternative solutions prior to evaluating any of them. This is a violation of the "generate alternative solutions" step of problem solving.

Difficulty: 3
Learning Objective 3.1
Topic: Generating Alternatives
Skill: Application
AACSB: Reflective Thinking; Application of knowledge

35) Your group has a presentation to the class in two weeks. Moe believes that the presentation
should be similar to a presentation he gave in his Marketing class last semester. Curly wants it to be similar to his Finance presentation that his group gave earlier this month. Larry believes that the presentation should be like the first group, after all they received an A. You think, what a bunch of stooges. Which guideline did your group violate in regard to the analytical problem-solving model?

A) Problems should not be defined in terms of solutions.
B) Limited information should be given about each alternative.
C) The first acceptable alternative should not be accepted right away.
D) Alternatives should not be based on what was successful in the past.

Answer: D

Explanation: A) Incorrect. The group did not define the problem in terms of solutions. Instead, the group based its solutions on past similar problems, rather than tailoring solutions to solve the problem at hand.
B) Incorrect. Presenting limited information about each alternative is not an analytical problem-solving guideline. In fact, presenting too detailed a description of a particular alternative may actually bog down the alternative-generating stage of problem solving. The problem with your group's analytical problem-solving style is that the individuals in the group based their solutions on past similar problems, rather than tailoring solutions to solve the problem at hand.
C) Incorrect. The group did not select the first available alternative (Moe's) but allowed Curly and Larry to present their ideas. The problem with your group's analytical problem-solving style is that the individuals in the group based their solutions on past similar problems, rather than tailoring solutions to solve the problem at hand.
D) Correct. The problem with your group's analytical problem-solving style is that the individuals in the group based their solutions on past similar problems, rather than tailoring solutions to solve the problem at hand. This artificially restricted the scope of possible problem definitions and alternatives.

Difficulty: 3
Learning Objective 3.1
Topic: Generating Alternatives
Skill: Application
AACSB: Reflective Thinking

36) Your boss remarks to you that "decision making is concerned with the discovery and selection of satisfactory alternatives." What would be the best response to your boss?
A) "No, I believe decision making is concerned with proper problem definition."
B) "No, I believe decision making is concerned with the generation of alternatives."
C) "No, I believe decision making is concerned with the discovery and selection of optimal alternatives."
D) "Yes, I agree."

Answer: C

Explanation: A) Incorrect. Though problem definition is part of the decision-making process, it is not the end goal. More accurately, decision making is concerned with the discovery and selection of optimal alternatives.
B) Incorrect. Though alternative generation is part of the decision-making process, it is not the end goal. More accurately, decision making is concerned with the discovery and selection of optimal alternatives.
C) Correct. Selecting satisfactory alternatives results in lower-than-optimal performance outcomes. Decision making is concerned with the discovery and selection of optimal, rather than satisfactory, alternatives.
D) Incorrect. Selecting satisfactory alternatives results in lower-than-optimal performance outcomes. Decision making is concerned with the discovery and selection of optimal, rather than satisfactory, alternatives.
Difficulty: 2
Learning Objective 3.1
Topic: Evaluating Alternatives
Skill: Concept
AACSB: Reflective Thinking
37) In evaluating alternatives, individuals should make sure that alternatives are judged in terms of (1) their probable effects, (2) whether individuals involved will accept the alternative, and (3) the consistency with policies of the organization. Which points are correct?

A) All three points are correct.
B) Points 1 and 2 are correct.
C) Points 1 and 3 are correct.
D) Points 2 and 3 are correct.

Answer: A

Explanation: A) Correct. This list is not all-inclusive, but provides a good starting point. Additionally, evaluation should be systematic, alternatives should be judged according to an optimal standard, and alternatives should be stated explicitly.

B) Incorrect. All three points are correct. This list is not all-inclusive, but provides a good starting point. Additionally, evaluation should be systematic, alternatives should be judged according to an optimal standard, and alternatives should be stated explicitly.

C) Incorrect. All three points are correct. This list is not all-inclusive, but provides a good starting point. Additionally, evaluation should be systematic, alternatives should be judged according to an optimal standard, and alternatives should be stated explicitly.

D) Incorrect. All three points are correct. This list is not all-inclusive, but provides a good starting point. Additionally, evaluation should be systematic, alternatives should be judged according to an optimal standard, and alternatives should be stated explicitly.

Difficulty: 1

Learning Objective 3.1
Topic: Evaluating Alternatives
Skill: Concept
AACSB: Reflective Thinking

38) Which should you do when evaluating alternatives?

A) Evaluate alternatives relative to a satisfactory standard
B) Evaluate alternatives in an unstructured and creative manner
C) Evaluate alternatives based on what will work
D) Evaluate alternatives in terms of individual preferences and organizational goals

Answer: D

Explanation: A) Incorrect. Evaluating alternatives based on a satisfactory standard usually results in suboptimal alternatives and suboptimal outcomes. The best answer is that you should evaluate alternatives in terms of individual preferences and organizational goals.

B) Incorrect. Evaluation of alternatives should occur systematically (rather than unstructured and creatively) so that each alternative is given due consideration. The best answer is that you should evaluate alternatives in terms of individual preferences and organizational goals.

C) Incorrect. Evaluating alternatives based on what will work usually results in suboptimal alternatives and suboptimal outcomes. The best answer is that you should evaluate alternatives in terms of individual preferences and organizational goals.

D) Correct. Other factors to consider include the degree to which relevant individuals will accept the alternative and whether the solution is optimal or merely satisfactory.

Difficulty: 1

Learning Objective 3.1
Topic: Evaluating Alternatives
Skill: Concept
AACSB: Reflective Thinking

39) What is accomplished by implementing a solution incrementally?
A) Decreases resistance by others to the solution
B) Increases the overall or total costs
C) Creates support with only a few people at a time
D) Helps give people a break during implementation
Answer: A
Explanation: A) Correct. Incremental implementation decreases resistance to the solution because small changes are not as objectionable as significant ones.
B) Incorrect. Incremental implementation will likely reduce the costs of implementing the decision. The best answer is that incremental implementation decreases resistance to the solution because small changes are not as objectionable as significant ones.
C) Incorrect. Though creating support with a few people at a time is one form of solution implementation, incremental implementation involves publicizing small wins over a large (rather than small) group of people. The best answer is that incremental implementation decreases resistance to the solution because small changes are not as objectionable as significant ones.
D) Incorrect. The purpose of incremental implementation is not to give others a "break," it is to ensure effective and lasting problem solving. The best answer is that incremental implementation decreases resistance to the solution because small changes are not as objectionable as significant ones.
Difficulty: 2
Learning Objective 3.1
Topic: Implementing the Solution
Skill: Application
AACSB: Reflective Thinking

40) Which attributes should be included in effective implementation of a solution and follow up on the implementation?
A) Setting up an optimal standard for evaluation of alternatives
B) Creating alternatives that are consistent with organizational goals
C) Evaluating alternatives systematically
D) Providing a process that includes opportunities for feedback
Answer: D
Explanation: A) Incorrect. These is part of the evaluation of alternatives stage of problem solving. The correct answer is that effective implementation and follow up should include a process that provides opportunities for feedback.
B) Incorrect. This is part of the alternative-generation stage of problem solving. The correct answer is that effective implementation and follow up should include a process that provides opportunities for feedback.
C) Incorrect. This is part of the evaluation of alternatives stage of problem solving. The correct answer is that effective implementation and follow up should include a process that provides opportunities for feedback.
D) Correct. This feedback helps not only with the immediate implementation, but also in future problem-solving situations.
41) If you are replacing the copier in the office, which problem-solving style would be most appropriate?
A) Analytical problem solving
B) Creative problem solving
C) Neither analytical nor creative problem solving
Answer: A
Explanation: A) Correct. When problems are relatively straightforward and simple (like replacing a copy machine), analytical problem solving is the preferred approach.
B) Incorrect. Creative problem solving is preferred when problems are complex and novel. When problems are relatively straightforward and simple (like replacing a copy machine), analytical problem solving is the preferred approach.
C) Incorrect. When problems are relatively straightforward and simple (like replacing a copy machine), analytical problem solving is the preferred approach.

42) When relevant information is available, when a clear standard exists to assess the correctness of a solution, and the problem is straightforward, which decision model should be used?
A) Analytical problem solving
B) Creative problem solving
C) Neither the analytical nor creative problem-solving model
D) Both the analytical and creative problem-solving models
Answer: A
Explanation: A) Correct. Analytical problem solving is appropriate when relevant information is available and the problem is straightforward. Creative problem solving is only needed when the problem is unique or complex, when sufficient information is unavailable, or when unprecedented alternatives need to be generated.
B) Incorrect. Creative problem solving is only needed when the problem is unique or complex, when sufficient information is unavailable, or when unprecedented alternatives need to be generated. Analytical problem solving is appropriate when relevant information is available and the problem is straightforward.
C) Incorrect. Creative problem solving is only needed when the problem is unique or complex, when sufficient information is unavailable, or when unprecedented alternatives need to be generated. However, analytical problem solving is appropriate when relevant information is available and the problem is straightforward.
D) Incorrect. Though analytical problem solving is appropriate here, creative problem solving is only needed when the problem is unique or complex, when sufficient information is unavailable,
or when unprecedented alternatives need to be generated.
Difficulty: 1
Learning Objective 3.1
Topic: Limitations of the Analytical Problem-Solving Model
Skill: Concept
AACSB: Reflective Thinking

43) You have a problem that is both complex and very ambiguous. In looking for a creative solution, what would be best for you to do?
A) Think simply about generating alternatives.
B) Clearly define the problem.
C) Consider multiple approaches to creativity.
D) Assign one person to work alone and solve the problem.
Answer: C
Explanation: A) Incorrect. Creative solutions do not come easily or as a result of simple thought. The best thing for you to do would be to consider multiple approaches to creativity. The text lists the following four approaches: incubation, imagination, improvement, and investment. B) Incorrect. Complex problems can often not be defined clearly; they are by definition ambiguous. The best thing for you to do would be to consider multiple approaches to creativity. The text lists the following four approaches: incubation, imagination, improvement, and investment. C) Correct. Complex problems can often not be defined clearly; they are by definition ambiguous. The best thing for you to do would be to consider multiple approaches to creativity because each one solves a different sort of problem. The text lists the following four approaches: incubation, imagination, improvement, and investment. D) Incorrect. Teamwork often helps generate creative solutions. The best thing for you to do would be to consider multiple approaches to creativity. The text lists the following four approaches: incubation, imagination, improvement, and investment.
Difficulty: 2
Learning Objective 3.2
Topic: Impediments to Creative Problem Solving
Skill: Concept
AACSB: Reflective Thinking

44) Which type of creativity focuses on fast, competitive responses to problems?
A) Imagination
B) Improvement
C) Investment
D) Incubation
Answer: C
Explanation: A) Incorrect. Imagination focuses on experimentation, unique ideas, and revolutionary thinking. Fast competitive responses are more representative of investment creativity. B) Incorrect. Improvement focuses on incremental improvements, systematic approaches, and careful methods. Fast competitive responses are more representative of investment creativity.
C) Correct. Fast competitive responses are more representative of investment creativity, which focuses on rapid goal achievement and attacking problems directly.
D) Incorrect. Incubation focuses on the use of teamwork, empowerment, and trust-building. Fast competitive responses are more representative of investment creativity.

Difficulty: 2
Learning Objective 3.2
Topic: Multiple Approaches to Creativity
Skill: Concept
AACSB: Reflective Thinking

45) Which type of creativity focuses on new, revolutionary solutions to problems?
A) Imagination
B) Improvement
C) Investment
D) Incubation
Answer: A
Explanation: A) Correct. Imagination focuses on experimentation, exploration, and risk-taking, as well as new and revolutionary approaches to problem solving.
B) Incorrect. Improvement focuses on incremental improvements, systematic approaches, and careful methods. New and revolutionary solutions are more typical of the imagination approach.
C) Incorrect. Investment focuses on fast responses, competitive approaches, and directly attacking problems. New and revolutionary solutions are more typical of the imagination approach.
D) Incorrect. Incubation focuses on the use of teamwork, empowerment, and trust-building. New and revolutionary solutions are more typical of the imagination approach.

Difficulty: 2
Learning Objective 3.2
Topic: Multiple Approaches to Creativity
Skill: Concept
AACSB: Reflective Thinking

46) Which type of creativity emphasizes developmental and deliberate responses to problems?
A) Imagination
B) Investment
C) Incubation
Answer: C
Explanation: A) Incorrect. Imagination emphasizes experimentation, exploration, and unique and revolutionary thinking. Developmental and deliberate responses to problems are more typical of the incubation approach to creativity.
B) Incorrect. Investment emphasizes rapid goal achievement, competitive approaches, and faster response times than competitors. Developmental and deliberate responses to problems are more typical of the incubation approach to creativity.
C) Correct. Incubation is characterized by an emphasis on teamwork and group cohesion, with a focus on deliberately unlocking the creative potential that exists in interactions among networks of people.
Difficulty: 2
Learning Objective 3.2
Topic: Multiple Approaches to Creativity
Skill: Concept
AACSB: Reflective Thinking

47) Which is the most appropriate approach to creativity when incremental changes and tightening up processes are necessary?
A) Imagination
B) Improvement
C) Investment
D) Incubation
Answer: B
Explanation: A) Incorrect. Imagination is appropriate when you are looking for unique and revolutionary solutions. Incremental changes and process improvement are better suited to the improvement approach to creativity.
B) Correct. Improvement focuses on incremental improvements on existing ideas rather than breakthrough creative developments.
C) Incorrect. Investment is appropriate when you are seeking to be a "first mover" or to gain an advantage over a competitor. Incremental changes and process improvement are better suited to the improvement approach to creativity.
D) Incorrect. Incubation is appropriate when you are seeking to capitalize on the resources and shared knowledge of the group. Incremental changes and process improvement are better suited to the improvement approach to creativity.

48) Which is the most appropriate approach to creativity when collective effort and involvement of others is important?
A) Imagination
B) Improvement
C) Investment
D) Incubation
Answer: D
Explanation: A) Incorrect. Imagination is most appropriate when you are seeking to create new and exciting solutions and generate revolutionary thinking. Incubation is a better approach to achieving collective effort and involvement.
B) Incorrect. Improvement is most appropriate when you are seeking to make incremental improvements to existing processes. Incubation is a better approach to achieving collective effort and involvement.
C) Incorrect. Investment is most appropriate when you are seeking to obtain competitive market advantage. Incubation is a better approach to achieving collective effort and involvement.
D) Correct. Incubation focuses on unlocking the creative potential that exists in interpersonal interactions connecting, involving, and coordinating people.
Difficulty: 2
Learning Objective 3.2
Topic: Multiple Approaches to Creativity
Skill: Concept
AACSB: Reflective Thinking

49) You are a manager who would like to enhance the creative problem-solving abilities of your employees. What should you do?
A) Increase their formal education
B) Improve their thinking skills
C) Improve their interpersonal skills
D) Improve their exposure to information
Answer: B

Explanation: A) Incorrect. Increased education and experience may actually decrease an individual's ability to think creatively. On the other hand, you can train your employees to overcome their mental and conceptual blocks to creative thinking.
B) Correct. You can train your employees to overcome their mental and conceptual blocks to creative thinking. It takes a lot of work and practice, but improvement is possible.
C) Incorrect. There is little or no correlation between good interpersonal skills and solid creative thinking skills. On the other hand, you can train your employees to overcome their mental and conceptual blocks to creative thinking.
D) Incorrect. Increased education and experience actually may decrease an individual's ability to think creatively. On the other hand, you can train your employees to overcome their mental and conceptual blocks to creative thinking.

Difficulty: 2
Learning Objective 3.2
Topic: Constancy
Skill: Concept
AACSB: Reflective Thinking

50) Your boss states, "Conceptual blocks are easy to overcome. Also, everyone develops some conceptual blocks over time and we need some to cope with everyday life." Should you agree or disagree?
A) Agree
B) Agree partially; only some conceptual blocks are easy to overcome
C) Disagree
Answer: C

Explanation: A) Incorrect. Though everyone develops conceptual blocks over time, and we need some to cope with everyday life, they are by no means easy to overcome.
B) Incorrect. Though everyone develops conceptual blocks over time, and we need some to cope with everyday life, they are by no means easy to overcome. Every type of conceptual blocks requires discipline and practice to overcome.
C) Correct. Though everyone develops conceptual blocks over time, and we need some to cope with everyday life, they are by no means easy to overcome.
51) How both Velcro and Post-it Notes came to be produced is an excellent example of which problem-solving model?
A) Analytical problem solving
B) Creative problem solving
C) Synectic problem solving
Answer: B
Explanation: A) Incorrect. Analytical problem solving focuses on getting rid of existing problems through systematically gathering information, evaluating alternatives, and implementing a solution. Velcro and Post-it Notes were creative solutions to problems that were unclear, not well defined, complex, ambiguous, and unique. Such problems can only be solved using the creative problem-solving model.
B) Correct. Velcro and Post-it Notes were creative solutions to problems that were unclear, not well defined, complex, ambiguous, and unique. Such problems can only be solved using the creative problem-solving model.
C) Incorrect. Synectics are not a problem solving model, but rather a technique used to produce new insights based on comparisons to otherwise unrelated topics. Velcro and Post-it Notes were creative solutions to problems that were unclear, not well defined, complex, ambiguous, and unique. Such problems can only be solved using the creative problem-solving model.
Difficulty: 1
Learning Objective 3.2
Topic: Constancy
Skill: Concept
AACSB: Reflective Thinking

52) When an individual becomes consistent in how he/she approaches problems, he/she is practicing which conceptual block?
A) Commitment
B) Compression
C) Constancy
D) Complacency
Answer: C
Explanation: A) Incorrect. Commitment as a conceptual block occurs when individuals become committed to a particular point of view or solution and follow through with that commitment regardless of whether it is the optimal solution. A consistent approach to problems is more typical of the constancy conceptual block and is characterized by vertical thinking and the use of only one thinking language.
B) Incorrect. Compression occurs when an individual fails to filter out irrelevant information and defines the problem too narrowly. A consistent approach to problems is more typical of the constancy conceptual block and is characterized by vertical thinking and the use of only one thinking language.
C) Correct. A consistent approach to problems is more typical of the constancy conceptual block and is characterized by vertical thinking and the use of only one thinking language.
D) Incorrect. Complacency occurs as a result of fear, ignorance, or mental laziness. Examples include lack of questioning and a bias against thinking. A consistent approach to problems is more typical of the constancy conceptual block and is characterized by vertical thinking and the use of only one thinking language.

Learning Objective 3.2
Topic: Constancy
Skill: Concept
AACSB: Reflective Thinking

53) In studying for a test, Harry always highlights passages in his textbooks and reviews the highlighted sections. Recently, in his Management class, Harry did not receive a good grade on his first exam. Sally suggested that Harry try studying a different way by writing down the highlighted passages on paper. Harry refused, saying, "It has always worked before, why change?" Which conceptual block is Harry experiencing?

A) Constancy
B) Artificial constraint
C) Compression
D) Complacency

Answer: A

Explanation: A) Correct. He highlights the passages because it is what he has always done before. This is a manifestation of constancy.
B) Incorrect. He does not choose to highlight his passages because he believes it is the only way to do it. He highlights the passages because it is what he has always done before. This is a manifestation of constancy.
C) Incorrect. Harry is not looking too narrowly at the problem or screening out relevant data. He highlights the passages because it is what he has always done before. This is a manifestation of constancy.
D) Incorrect. Harry is not afraid of changing or ignorant of the possibilities. He highlights the passages because it is what he has always done before. This is a manifestation of constancy.

Difficulty: 3
Learning Objective 3.2
Topic: Constancy
Skill: Application
AACSB: Reflective Thinking

54) What is an example of a thinking language that is capable of breaking down the constancy block?

A) Foreign language
B) Observation and evaluation
C) Visual imagery
D) Alternative generation

Answer: C

Explanation: A) Incorrect. Most thinking occurs verbally, and a foreign language is still verbal. Alternative thinking languages include nonverbal or symbolic languages, sensory imagery, and visual imagery.
B) Incorrect. Observation and evaluation, though it can stimulate thought, usually occurs verbally. Alternative thinking languages include nonverbal or symbolic languages, sensory imagery, and visual imagery.
C) Correct. Alternative thinking languages include nonverbal or symbolic languages, sensory imagery, and visual imagery.
D) Incorrect. Alternative generation is not a thinking language, it is a step in the problem-solving process. Alternative thinking languages include nonverbal or symbolic languages, sensory imagery, and visual imagery.

Difficulty: 3
Learning Objective 3.2
Topic: Constancy
Skill: Application
AACSB: Reflective Thinking

55) If you assume that individuals who are experienced in launching a new product know the best marketing approach, which conceptual block are you practicing?
A) Vertical thinking
B) Stereotyping
C) Compression
D) Ignoring commonalities
Answer: B

Explanation: A) Incorrect. Vertical thinking refers to defining a problem a single way and then pursuing that definition without deviation. Here, the problem is that you are assuming that others' past experience launching a product means that they have the best solution for a new marketing problem. This assumes that the current problem is a variation on the past problems and is the conceptual block of stereotyping.
B) Correct. You are assuming that others' past experience launching a product means that they have the best solution for a new marketing problem. This assumes that the current problem is a variation on the past problems and is the conceptual block of stereotyping.
C) Incorrect. Compression occurs when an individual looks at a problem too narrowly or too broadly. Here, the problem is that you are assuming that others' past experience launching a product means that they have the best solution for a new marketing problem. This assumes that the current problem is a variation on the past problems and is the conceptual block of stereotyping.
D) Incorrect. Ignoring commonalities is a form of the commitment block in which individuals fail to identify similarities among seemingly disparate pieces of data. Here, the problem is that you are assuming that others' past experience launching a product means that they have the best solution for a new marketing problem. This assumes that the current problem is a variation on the past problems and is the conceptual block of stereotyping.

Difficulty: 3
Learning Objective 3.2
Topic: Commitment
Skill: Application
AACSB: Reflective Thinking; Application of knowledge

56) In describing a new problem you are having with your computer, your boss interrupts and
states, "I had the same problem last week. It's something to do with the network." Which conceptual block could be inhibiting your boss's creative problem-solving approach?
A) Vertical thinking
B) Artificial constraints
C) Stereotyping
D) Ignoring commonalities
Answer: C

Explanation: A) Incorrect. Vertical thinking is a form of constancy. Your boss has not doggedly pursued a single problem definition without considering alternative definitions. Here, your boss is merely assuming that the current problem is a variation on the past problems. He has fallen victim to the conceptual block of stereotyping.
B) Incorrect. Artificial constraints are those conceptual blocks that cause you to define a problem so narrowly that it is impossible to solve. Here, your boss is assuming that the current problem is a variation on the past problems. He has fallen victim to the conceptual block of stereotyping.
C) Correct. Here, your boss is assuming that the current problem is a variation on the past problems. He has fallen victim to the conceptual block of stereotyping.
D) Incorrect. Ignoring commonalities occurs when an individual fails to identify similarities between disparate pieces of data. Here, your boss is assuming that the current problem is a variation on the past problems. He has fallen victim to the conceptual block of stereotyping.

Difficulty: 3
Learning Objective 3.2
Topic: Commitment
Skill: Application
AACSB: Reflective Thinking

57) Sometimes people fail to act creatively because they define their current problems simply as variations on their past problems. When people restrict their decision making in this way, they are falling prey to which of the following?
A) Perceptual stereotyping
B) Subdivision
C) Janusian thinking
D) Morphological synthesis
Answer: A

Explanation: A) Correct. Perceptual stereotyping occurs when problem definitions and proposed solutions are restricted by past experience.
B) Incorrect. Subdivision means dividing a problem into smaller parts. It is a useful tool for expanding current alternatives. The phenomenon when people define problems only based on past experience is called perceptual stereotyping.
C) Incorrect. Janusian thinking involves reversing the definition of a problem to gain new insights. It is a useful tool for improving problem definition. The phenomenon when people define problems only based on past experience is called perceptual stereotyping.
D) Incorrect. Morphological synthesis is a four-step process for combining unrelated information to generate more alternatives. The phenomenon when people define problems only based on past experience is called perceptual stereotyping.

Difficulty: 2
Learning Objective 3.2
58) One of the most common blocks to creativity involves a person becoming so committed to a particular point of view that they fail to identify themes that link the problem to other related areas of knowledge. Which of the following describes this phenomenon?
A) Morphological synthesis
B) Perceptual stereotyping
C) Ignoring commonalities
D) Synectics
Answer: C
Explanation: A) Incorrect. Morphological synthesis is a four-step process for combining unrelated information to generate more alternatives. The phenomenon when people fail to identify common themes across multiple areas is called ignoring commonalities.
B) Incorrect. Perceptual stereotyping occurs when problem definitions and proposed solutions are restricted by past experience. The phenomenon when people fail to identify common themes across multiple areas is called ignoring commonalities.
C) Correct. The phenomenon when people fail to identify common themes across multiple areas is called ignoring commonalities.
D) Incorrect. Synectics is a tool for improving problem definition. It involves applying a seemingly unrelated analogy to one’s current problem. The phenomenon when people fail to identify common themes across multiple areas is called ignoring commonalities.
Difficulty: 2
Learning Objective 3.2
Topic: Commitment
Skill: Concept
AACSB: Reflective Thinking

59) Looking too narrowly at a problem is what type of conceptual block?
A) Constancy
B) Compression
C) Commitment
D) Complacency
Answer: B
Explanation: A) Incorrect. Constancy occurs when individuals define a problem in only one way without considering alternative views. Compression is defined as looking at a problem too narrowly and making assumptions that inhibit problem solutions.
B) Correct. Compression involves looking at a problem too narrowly and making assumptions that inhibit problem solutions.
C) Incorrect. Commitment occurs when individuals assume that a current problem is a variation on past problems. Compression is defined as looking at a problem too narrowly and making assumptions that inhibit problem solutions.
D) Incorrect. Complacency occurs when individuals cripple their problem solving through fear, ignorance, or mental laziness. Compression is defined as looking at a problem too narrowly and making assumptions that inhibit problem solutions.
60) If someone believes that the possible alternatives to a problem must conform with her perception of the boss's expectations, which conceptual block is she a victim of?
A) Perceptual stereotyping
B) Not separating figure from ground
C) Ignoring commonalities
D) Artificial constraints
Answer: D
Explanation: A) Incorrect. Stereotyping based on past experience occurs when present problems are seen as variations on past problems. A belief that artificially narrows the scope of possible solutions is called artificial constraints.
B) Incorrect. Not separating figure from ground occurs when individuals fail to filter out irrelevant information, which then clouds their analysis of the problem and potential solutions. A belief that artificially narrows the scope of possible solutions is called artificial constraints.
C) Incorrect. Ignoring commonalities occurs when individuals fail to recognize similarities between disparate sets of data. A belief that artificially narrows the scope of possible solutions is called artificial constraints.
D) Correct. A belief that artificially narrows the scope of possible solutions is called artificial constraints because it may not be based in actual reality—in this case, the boss may be willing to entertain other alternatives should you bring them to his or her attention.

61) If you have trouble determining the difference between important and unimportant data, you are experiencing which conceptual block?
A) Artificial constraints
B) Ignoring commonalities
C) Separating figure from ground
D) Noninquisitiveness
Answer: C
Explanation: A) Incorrect. Artificial constraints occur when an individual defines a problem too narrowly, limiting the scope of possible solutions. The conceptual block involving a difficulty determining the difference between important and unimportant data is called "separating figure from ground."
B) Incorrect. Ignoring commonalities occurs when an individual fails to see similarities between disparate pieces of data. The conceptual block involving a difficulty determining the difference between important and unimportant data is called "separating figure from ground."
C) Correct. The conceptual block involving a difficulty determining the difference between
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important and unimportant data is called "separating figure from ground." More simply, it is the inability to constrain problems sufficiently so they can be solved.

D) Incorrect. Noninquisitiveness occurs when an individual fails to ask questions about a particular problem or solution. The conceptual block involving a difficulty determining the difference between important and unimportant data is called "separating figure from ground."

Difficulty: 1

Learning Objective 3.2

Topic: Compression

Skill: Concept

AACSB: Reflective Thinking

62) If your boss encourages your team to ask questions and obtain and search for data, she is trying to overcome which conceptual block?

A) Bias against thinking
B) Noninquisitiveness
C) Separating figure from ground
D) Compression

Answer: B

Explanation: A) Incorrect. Bias against thinking occurs when individuals prefer activity in place of mental work. An attempt to overcome this conceptual block would likely involve restrictions on activity or setting aside time for thought and contemplation. Here, your boss is encouraging the team to ask questions, which appears to be directed more toward the noninquisitiveness conceptual block.

B) Correct. Here, your boss is encouraging the team to ask questions, which appears to be directed toward overcoming the noninquisitiveness conceptual block.

C) Incorrect. Separating figure from ground is a subset of compression. It is the inability to filter out inaccurate, misleading, or irrelevant information.

D) Incorrect. Compression consists of defining a problem incorrectly, either too broadly or too narrowly. Here, your boss is encouraging the team to ask questions, which appears to be directed more toward the noninquisitiveness conceptual block.

Difficulty: 2

Learning Objective 3.2

Topic: Complacency

Skill: Application

AACSB: Reflective Thinking: Application of knowledge

63) Mr. McArdle encourages his elementary school students to experiment and to try new things to see what will happen. He encourages them to be reasonable risk takers. He is trying to help them overcome which conceptual block?

A) Noninquisitiveness
B) Bias against thinking
C) Compression
D) Ignoring commonalities

Answer: A

Explanation: A) Correct. Here, Mr. McArdle is encouraging risk-taking behavior and experimentation. This is directed toward decreasing their fear of appearing ignorant or naive,
which are symptoms of noninquisitiveness.

B) Incorrect. Bias against thinking occurs when individuals prefer activity to mental thought and problem solving. Here, Mr. McArdle is encouraging risk-taking behavior and experimentation. This is directed toward decreasing their fear of appearing ignorant or naive, which are symptoms of noninquisitiveness.

C) Incorrect. Compression occurs when individuals define the problem either too narrowly or too broadly. Here, Mr. McArdle is encouraging risk-taking behavior and experimentation. This is directed toward decreasing their fear of appearing ignorant or naive, which are symptoms of noninquisitiveness.

D) Incorrect. Ignoring commonalities occurs when an individual fails to recognize similarities between disparate pieces of data. Here, Mr. McArdle is encouraging risk-taking behavior and experimentation. This is directed toward decreasing their fear of appearing ignorant or naive, which are symptoms of noninquisitiveness.

Difficulty: 2
Learning Objective 3.2
Topic: Complacency
Skill: Application
AACSB: Reflective Thinking: Application of knowledge

64) According to research, which would creative problem solvers use?
A) The left hemisphere of the brain
B) The right hemisphere of the brain
C) Both the left and right hemispheres of the brain
D) Linear thinking and behavior

Answer: C

Explanation: A) Incorrect. The left hemisphere of the brain is concerned with logical and analytical thought, while the right side of the brain is concerned with intuition, playfulness, and qualitative judgment. Research has found that the most creative problem solvers are ambidextrous; they are equally adept at using both sides of their brain.

B) Incorrect. The left hemisphere of the brain is concerned with logical and analytical thought, while the right side of the brain is concerned with intuition, playfulness, and qualitative judgment. Research has found that the most creative problem solvers are ambidextrous; they are equally adept at using both sides of their brain.

C) Correct. The left hemisphere of the brain is concerned with logical and analytical thought, while the right side of the brain is concerned with intuition, playfulness, and qualitative judgment. Research has found that the most creative problem solvers are ambidextrous; they are equally adept at using both sides of their brain.

D) Incorrect. Linear thinking typically discourages creative problem solving because it leads people to replicating past behaviors.

Difficulty: 1
Learning Objective 3.2
Topic: Complacency
Skill: Concept
AACSB: Reflective Thinking

65) Which is true about creative problem solving?
A) It is a skill that can be taught.
B) It is quick and easy to learn to become a creative problem solver.
C) It is always better than analytical problem solving.
D) It is something that only certain people can learn.

Answer: A

Explanation: A) Correct. Though it is not quick and easy, with practice anyone can improve their creative problem-solving skills.
B) Incorrect. Though it is possible for anyone to learn creative problem-solving techniques, overcoming your existing conceptual blocks is a process that takes a lot of practice over long periods of time. A better answer is that creative problem solving is a skill that can be taught.
C) Incorrect. Creative problem solving is often necessary, but in certain situations, analytical or logical problem solving is more appropriate. A better answer is that creative problem solving is a skill that can be taught.
D) Incorrect. Anyone can learn creative problem solving. A better answer is that creative problem solving is a skill that can be taught.

Difficulty: 2
Learning Objective 3.3
Topic: Conceptual Blockbusting
Skill: Application
AACSB: Reflective Thinking

66) What stage of creative problem solving occurs when an insight is recognized and a creative solution is articulated?
A) Preparation stage
B) Illumination stage
C) Incubation stage
D) Verification stage

Answer: B

Explanation: A) Incorrect. The preparation stage involves defining the problem, gathering data, and generating alternatives. It is during the illumination stage that an insight is recognized and a creative solution articulated.
B) Correct. This is the breakthrough "aha" moment in which the unconscious mind brings the problem solution to the attention of our conscious minds.
C) Incorrect. The incubation stage involves mostly unconscious mental activity in which the mind combines unrelated thoughts in pursuit of a solution. It is during the illumination stage that an insight is recognized and a creative solution articulated.
D) Incorrect. The verification stage involves evaluating the creative solution according to some standard of acceptability. It is during the illumination stage that an insight is recognized and a creative solution articulated.

Difficulty: 1
Learning Objective 3.3
Topic: Stages in Creative Thought
Skill: Concept
AACSB: Reflective Thinking

67) What stage of creative problem solving can training most improve?
A) Preparation stage  
B) Incubation stage  
C) Illumination stage  
D) Verification stage  
E) All of the stages  

Answer: A  

**Explanation:** A) Correct. Training can most improve the preparation stage because the other three stages are not amenable to conscious mental work, that is, they occur subconsciously.  
B) Incorrect. Incubation is a subconscious behavior and not amenable to improvement through training. Training can most improve the preparation stage because the other three stages are not amenable to conscious mental work, that is, they occur subconsciously.  
C) Incorrect. Illumination is a subconscious behavior and not amenable to improvement through training. Training can most improve the preparation stage because the other three stages are not amenable to conscious mental work, that is, they occur subconsciously.  
D) Incorrect. Verification is a subconscious behavior and not amenable to improvement through training. Training can most improve the preparation stage because the other three stages are not amenable to conscious mental work, that is, they occur subconsciously.  
E) Incorrect. Training can most improve the preparation stage because the other three stages are not amenable to conscious mental work, that is, they occur subconsciously.  

Difficulty: 2  
Learning Objective 3.3  
Topic: Stages in Creative Thought  
Skill: Concept  
AACSBS: Reflective Thinking  

68) If your boss said, "Managing people is like playing a game of chess," he would most likely be exemplifying what?  
A) The creative stage of preparation  
B) The creative stage of incubation  
C) The creative stage of illumination  
D) The creative stage of verification  

Answer: A  

**Explanation:** A) Correct. Your boss's statement shows that he has defined the problem of management in a flexible way, which is one part of creative preparation.  
B) Incorrect. Your boss's statement shows that he has defined the problem of management in a flexible way. The statement does not show his unconscious mental activity in search of a solution. The correct answer is preparation.  
C) Incorrect. Your boss's statement shows that he has defined the problem of management in a flexible way. The statement does not show his recognition of an insight and articulation of a solution. The correct answer is preparation.  
D) Incorrect. Your boss's statement shows that he has defined the problem of management in a flexible way. The statement does not show his evaluation of the creative solution. The correct answer is preparation.  

Difficulty: 3  
Learning Objective 3.3  
Topic: Stages in Creative Thought
Skill: Application  
AACSB: Reflective Thinking

69) Amber had been struggling to come up with a creative idea for her marketing proposal for weeks. Frustrated, she decided to leave her office and go for a hike in the mountains to clear her mind. She enjoyed taking in her natural surroundings and thought little about her work. When she arrived back at the office, she suddenly had a promising new idea occur to her. In what phase of creative decision making was Amber during her hike in the mountains?
A) Preparation  
B) Incubation  
C) Illumination  
D) Verification
Answer: B  
Explanation:  
A) Incorrect. Preparation involves intentional collection of ideas and information.
B) Correct. Amber's hike allowed her brain to engage in unconscious processing of the information she had been gathering.
C) Incorrect. Illumination describes the moment that the new insight is recognized. This occurred after Amber returned from the mountains.
D) Incorrect. Verification is the process of evaluating the new solution.

Difficulty: 3  
Learning Objective 3.3  
Topic: Stages in Creative Thought  
Skill: Application  
AACSB: Reflective Thinking: Application of knowledge

70) In trying to eliminate the long lines in student registration, Susan diagrammed a student's action indicating who she talked to, when, and how long. What would this be an example of?
A) Personal analogy  
B) Direct analogy  
C) Symbolic analogy  
D) Fantasy analogy
Answer: C  
Explanation:  
A) Incorrect. Personal analogies are those in which the individual tries to identify him- or herself as the problem. Here, Susan is imposing symbols or models on the problem, which is an approach known as symbolic analogy.
B) Incorrect. Direct analogies are those in which the individual tries to apply facts, technology, and common experience to the problem. Here, Susan is imposing symbols or models on the problem, which is an approach known as symbolic analogy.
C) Correct. Here, Susan is imposing symbols or models on the problem, which is an approach known as symbolic analogy.
D) Incorrect. Fantasy analogies are those in which the individual asks the question: "In my wildest dreams, how would I wish the problem to be resolved?" Here, Susan is imposing symbols or models on the problem, which is an approach known as symbolic analogy.

Difficulty: 3  
Learning Objective 3.3  
Topic: Make the Strange Familiar and the Familiar Strange
71) Which of the following activities is consistent with the synectics technique?
A) Reversing the definition of the problem  
B) Dividing up the problem into smaller parts  
C) Comparing the problem to something that seems completely unrelated  
D) Changing the connecting words that you use to talk about relationships within the problem
Answer: C

Explanation: A) Incorrect. Synectics involves using analogies and metaphors from areas unrelated to the problem in order to gain new insights.
B) Incorrect. Synectics involves using analogies and metaphors from areas unrelated to the problem in order to gain new insights.
C) Correct. Synectics involves using analogies and metaphors from areas unrelated to the problem in order to gain new insights.
D) Incorrect. Synectics involves using analogies and metaphors from areas unrelated to the problem in order to gain new insights.

Difficulty: 3
Learning Objective 3.3
Topic: Make the Strange Familiar and the Familiar Strange
Skill: Concept
AACSAB: Reflective Thinking

72) Your boss states, "Morale here is like the loser's locker room after a big game." He has used which technique to improve creative problem solving?
A) Make the strange familiar  
B) Reverse the definition  
C) Elaborate on the definition  
D) Direct analogy
Answer: A

Explanation: A) Correct. The boss is taking a unique situation (the low work morale) and comparing it to something the group is familiar with (losing a big game). This is called "make the strange familiar." This can often help uncover new insights into the problem and reveal possible solutions.
B) Incorrect. Reversing the definition involves turning the problem upside down, inside out, and backwards in order to change the way you think of the problem. Here, the boss is taking a unique situation (the low work morale) and comparing it to something the group is familiar with (losing a big game). This is called "make the strange familiar."
C) Incorrect. Elaborate on the definition is an approach in which you think of the problem as plural, rather than singular, and generate at least two additional problem definitions. Here, the boss is taking a unique situation (the low work morale) and comparing it to something the group is familiar with (losing a big game). This is called "make the strange familiar."
D) Incorrect. Direct analogies are those in which the individual tries to apply facts, technology, and common experience to the problem. Here, the boss is taking a unique situation (the low work morale) and comparing it to something the group is familiar with (losing a big game). This is
called "make the strange familiar."
Difficulty: 3
Learning Objective 3.3
Topic: Make the Strange Familiar and the Familiar Strange
Skill: Application
AACSB: Reflective Thinking: Application of knowledge

73) What is your boss trying to do in terms of creative problem solving if he asks the following questions: Is there anything else we aren’t considering as we conceptualize this problem? Is the reverse true? and What past experience is this like?
A) Reverse the definition
B) Generate more alternatives
C) Elaborate on the definition
D) Use a fantasy analogy
Answer: C
Explanation: A) Incorrect. Reversing the definition involves reversing or contradicting the accepted definition of a problem in order to expand the number of perspectives considered. The questions the boss is asking are more typical of elaborating on the definition, which consists of asking questions in an attempt to generate alternative definitions for the same problem.
B) Incorrect. Though generating more alternatives is one goal of creative problem solving, it is not necessarily a creative technique. The questions the boss is asking are more typical of elaborating on the definition, which consists of asking questions in an attempt to generate alternative definitions for the same problem.
C) Correct. Elaborating on the definition consists of asking questions in an attempt to generate alternative definitions for the same problem.
D) Incorrect. Fantasy analogies are those in which you ask, "In my wildest dreams, how would I like the problem to be solved?" The questions the boss is asking are more typical of elaborating on the definition, which consists of asking questions in an attempt to generate alternative definitions for the same problem.
Difficulty: 2
Learning Objective 3.3
Topic: Elaborate the Definition
Skill: Application
AACSB: Reflective Thinking: Application of knowledge

74) The following statements relate to the rules governing brainstorming: (1) No evaluations of alternatives are generated, (2) Wildest possible ideas are encouraged, (3) Quality takes precedence over quantity, and (4) Do not build on the ideas of others. Which statements are correct?
A) All the statements are correct.
B) Only statements 1 and 3 are correct.
C) Only statements 2 and 3 are correct.
D) Only statement 3 is correct.
E) Only statements 1 and 2 are correct.
Answer: E
**Explanation:** A) Incorrect. Statement 1 is correct. Statement 2 is correct. Statement 3 is incorrect. Quantity takes precedence over quality of ideas. Emphasizing quality facilitates judgment and evaluation and results in fewer good ideas. Statement 4 is incorrect. Brainstorming participants should build on the ideas of others, because poor ideas that are added to or altered often become good ideas.

B) Incorrect. Statement 1 is correct. Statement 2 is correct. Statement 3 is incorrect. Quantity takes precedence over quality of ideas. Emphasizing quality facilitates judgment and evaluation and results in fewer good ideas. Statement 4 is incorrect. Brainstorming participants should build on the ideas of others, because poor ideas that are added to or altered often become good ideas.

C) Incorrect. Statement 1 is correct. Statement 2 is correct. Statement 3 is incorrect. Quantity takes precedence over quality of ideas. Emphasizing quality facilitates judgment and evaluation and results in fewer good ideas. Statement 4 is incorrect. Brainstorming participants should build on the ideas of others, because poor ideas that are added to or altered often become good ideas.

D) Incorrect. Statement 1 is correct. Statement 2 is correct. Statement 3 is incorrect. Quantity takes precedence over quality of ideas. Emphasizing quality facilitates judgment and evaluation and results in fewer good ideas. Statement 4 is incorrect. Brainstorming participants should build on the ideas of others, because poor ideas that are added to or altered often become good ideas.

E) Correct.

Difficulty: 2
Learning Objective 3.3
Topic: Defer Judgment
Skill: Concept
AACSB: Reflective Thinking

75) During a brainstorming session, George remarks, "I think we are getting a little off track. Let's stay focused!" He has violated which rule?
A) Evaluate the alternatives as they are being generated.
B) All different types of ideas should be encouraged.
C) Quality takes precedence over quantity.
D) He did not violate a rule.

Answer: B

**Explanation:** A) Incorrect. You should not evaluate the alternatives as they are being generated. The correct answer is that George violated the rule that the wildest and most divergent ideas should be encouraged.

B) Correct. Even the wildest and most divergent ideas should be encouraged. This broadens the pool of possible suggestions and increases the chance that the group will be able to find an optimal solution.

C) Incorrect. Quality does not take precedence over quantity. The correct answer is that George violated the rule that the wildest and most divergent ideas should be encouraged.

D) Incorrect. The correct answer is that George violated the rule that the wildest and most divergent ideas should be encouraged.

Difficulty: 3
Learning Objective 3.3
Topic: Defer Judgment
Skill: Application
AACSB: Reflective Thinking: Application of knowledge
76) How does subdivision improve problem solving?
A) Decreases the number of alternatives generated by a group
B) Increases the level of participation of brainstorming participants
C) Increases the speed with which alternatives can be generated and selected
D) Increases the speed of decision making
Answer:  C
Explanation:  A) Incorrect. Subdivision does not decrease the number of alternatives generated. It actually results in an increased number of alternatives. The correct answer is that subdivision increases the speed with which alternatives can be generated and selected. By identifying the subcomponents of a problem, far more alternatives can be generated than by considering the problem as a whole.
B) Incorrect. The level of participation remains the same, but the problem-solving process is more efficient. The correct answer is that subdivision increases the speed with which alternatives can be generated and selected. By identifying the subcomponents of a problem, far more alternatives can be generated than by considering the problem as a whole.
C) Correct. By identifying the subcomponents of a problem, far more alternatives can be generated by subdivision than by considering the problem as a whole.
D) Incorrect. Subdivision does not increase the speed of the whole decision-making process, merely the alternative generation stage. The correct answer is that subdivision increases the speed with which alternatives can be generated and selected. By identifying the subcomponents of a problem, far more alternatives can be generated than by considering the problem as a whole.
Difficulty: 1
Learning Objective 3.3
Topic: Expand Current Alternatives
Skill: Concept
AACSB: Reflective Thinking

77) If you defer judgment, expand current alternatives, and combine unrelated attributes during creative problem solving, what are you doing?
A) Improving the problem definition
B) Elaborating on the problem definition
C) Generating more alternatives
Answer:  C
Explanation:  A) Incorrect. Improving the problem definition consists of (1) making the strange familiar and the familiar strange, (2) elaborating on the definition, and (3) reversing the definition. The correct answer is that deferring judgment, expanding current alternatives, and combining unrelated attributes are techniques for generating alternatives.
B) Incorrect. Elaborating on the problem definition is one technique for improving the problem definition. The correct answer is that deferring judgment, expanding current alternatives, and combining unrelated attributes are techniques for generating alternatives.
C) Correct. Deferring judgment, expanding current alternatives, and combining unrelated attributes are all techniques oriented toward generating alternatives. More specific examples include brainstorming (deferred judgment), subdivision (expanding current alternatives), and relational algorithm (combining unrelated attributes).
Difficulty: 1
Learning Objective 3.3
Topic: Ways to Generate More Alternatives
Skill: Concept
AACSB: Reflective Thinking

78) What does creativity in Eastern cultures focus on?
A) Analytical problem solving  
B) Uncovering enlightenment related to problems  
C) Creating solutions to novel problems  
D) Practical ways to solve problems  

Answer: B

Explanation:  
A) Incorrect. Analytical problem solving is by definition not creative. The correct answer is that Eastern cultures define creativity as uncovering enlightenment.  
B) Correct. Finding solutions to novel problems is a western approach to creativity, while Eastern cultures define creativity as uncovering enlightenment or achieving self-actualization. Whether in the east or the west, creativity is viewed positively.  
C) Incorrect. Finding solutions to novel problems is a western approach to creativity. The correct answer is that Eastern cultures define creativity as uncovering enlightenment. Whether in the east or the west, creativity is viewed positively.  
D) Incorrect. This is a western approach to problem solving generally. The correct answer is that eastern cultures define creativity as uncovering enlightenment.

Difficulty: 2

Learning Objective 3.3
Topic: International Caveats
Skill: Concept
AACSB: Reflective Thinking; Diverse and multicultural work environments

79) What should you do if you want to be more creative in your problem solving?
A) Reserve your best time for thinking  
B) Talk to others about your ideas  
C) Read a lot, especially outside your field of expertise  
D) A and C, but not B  
E) Engage in all the activities described above  

Answer: E

Explanation:  
A) Incorrect. This is a partial but incomplete answer. All three activities are listed in the text as helping spur more creative problem solving. Additional techniques listed in the text include give yourself some relaxation time, ask other people for suggestions about your problems, and protect yourself from idea killers.  
B) Incorrect. This is a partial but incomplete answer. All three activities are listed in the text as helping spur more creative problem solving. Additional techniques listed in the text include give yourself some relaxation time, ask other people for suggestions about your problems, and protect yourself from idea killers.  
C) Incorrect. This is a partial but incomplete answer. All three activities are listed in the text as helping spur more creative problem solving. Additional techniques listed in the text include give yourself some relaxation time, ask other people for suggestions about your problems, and protect yourself from idea killers.
D) Incorrect. This is a partial but incomplete answer. All three activities are listed in the text as helping spur more creative problem solving. Additional techniques listed in the text include give yourself some relaxation time, ask other people for suggestions about your problems, and protect yourself from idea killers.
E) Correct. All three activities are listed in the text as helping spur more creative problem solving. Additional techniques listed in the text include give yourself some relaxation time, ask other people for suggestions about your problems, and protect yourself from idea killers.

Difficulty: 1

Learning Objective 3.3
Topic: Hints for Applying Problem-Solving Techniques
Skill: Concept
AACSB: Reflective Thinking

80) You discover that there is an error in your Excel spreadsheet, but you don’t know the source of the problem. In sorting out the problem, which problem style would be most appropriate?
A) Creative problem solving
B) Analytical problem solving
C) Synectic problem solving
Answer: B

Explanation: A) Incorrect. A bug in a spreadsheet is a straightforward, well-defined problem that could benefit from analytical problem solving. Creative problem solving is better suited to ambiguous or unique problems.
B) Correct. A bug in a spreadsheet is a straightforward, well-defined problem that could benefit from analytical problem solving. Creative problem solving is better suited to ambiguous or unique problems.
C) Incorrect. Synectics are not a problem solving model, but rather a technique used to produce new insights based on comparisons to otherwise unrelated topics. Creative problem solving is well suited to ambiguous or unique problems.

Difficulty: 3

Learning Objective 3.3
Topic: Hints for Applying Problem-Solving Techniques
Skill: Application
AACSB: Reflective Thinking: Application of knowledge

81) Your boss remarks, "The best way to foster innovation is to hold people accountable." What should you most likely remark?
A) "I disagree; holding people accountable will reduce the risk factor and therefore innovation will not come about."
B) "I agree."
C) “I agree partly. You should only hold people accountable when their ideas fail completely.”
Answer: B

Explanation: A) Incorrect. Accountability (as part of the "monitor and prod" strategy) is a necessary and helpful motivator that can encourage creative thought. The other two strategies mentioned in the text are "Reward multiple roles" and "Pull people apart, put people together."
B) Correct. Accountability (as part of the "monitor and prod" strategy) is a necessary and helpful motivator that can encourage creative thought. The other two strategies mentioned in the text are...
"Reward multiple roles" and "Pull people apart, put people together."
C) Incorrect. Accountability (as part of the "monitor and prod" strategy) is a necessary and helpful motivator that can encourage creative thought. The other two strategies mentioned in the text are "Reward multiple roles" and "Pull people apart, put people together."
Difficulty: 2

Learning Objective 3.4
Topic: Fostering Creativity in Others
Skill: Concept
AACSB: Reflective Thinking; Application of knowledge

82) If I am the person who generates the innovative solution, which role would I most likely play on a creative problem-solving team?
A) Idea champion
B) Sponsor
C) Orchestrator
D) Rule breaker
Answer: A

Explanation: A) Correct. This person comes up with creative solutions, which the rest of the team takes forward to make them happen.
B) Incorrect. The sponsor provides the resources, the environment, and encouragement for the idea champion to work on his or her idea. The person who generates innovative solutions is called the idea champion.
C) Incorrect. The orchestrator brings together cross-functional groups and political support to facilitate implementation of creative ideas. The person who generates innovative solutions is called the idea champion.
D) Incorrect. The rule breaker goes beyond organizational boundaries and barriers to ensure success of the creative solution. The person who generates innovative solutions is called the idea champion.
Difficulty: 1

Learning Objective 3.4
Topic: Reward Multiple Roles
Skill: Concept
AACSB: Reflective Thinking

83) If you were a manager wanting to assign people to a problem-solving team, who would you assign to maximize generation of innovative ideas?
   Bob, a salesman with 10 years' experience in the company
   Jane, a secretary with 25 years' experience in the company
   Jose, a salesman with 8 years' experience in the company, also a minority
   John, a manager of sales teams with 14 years' experience in the company
   Alex, a product developer with 1 year of experience in the company
A) Jane, Jose, John, Alex
B) Bob, Jane, John, Alex
C) Bob, Jose, John, Alex
D) Bob, Jane, Jose, John
E) Bob, Jane, Jose, Alex
Answer: A

Explanation: A) Correct. The best and most innovative teams are those that are made up of unlike individuals (those with diverse work experiences and those with diverse cultural backgrounds). This answer choice maximizes both diversity of work experiences (no two individuals have the same job description) as well as cultural diversity (Jose is chosen over Bob).
B) Incorrect. The best and most innovative teams are those that are made up of unlike individuals (those with diverse work experiences and those with diverse cultural backgrounds). This answer choice incorrectly selects Bob over Jose.
C) Incorrect. The best and most innovative teams are those that are made up of unlike individuals (those with diverse work experiences and those with diverse cultural backgrounds). This answer choice includes both Jose and Bob, which is a mistake, because they are both salesmen. Instead of Bob, you should select Jane to be a member of the team. This maximizes diversity of work experience as well as cultural diversity.
D) Incorrect. The best and most innovative teams are those that are made up of unlike individuals (those with diverse work experiences and those with diverse cultural backgrounds). This answer choice includes both Jose and Bob, which is a mistake, because they are both salesmen. Instead of Bob, you should select Alex to be a member of the team. This maximizes diversity of work experience as well as cultural diversity.
E) Incorrect. The best and most innovative teams are those that are made up of unlike individuals (those with diverse work experiences and those with diverse cultural backgrounds). This answer choice includes both Jose and Bob, which is a mistake, because they are both salesmen. Instead of Bob, you should select John to be a member of the team. This maximizes diversity of work experience as well as cultural diversity.

Difficulty: 3
Learning Objective 3.4
Topic: Pull People Apart; Put People Together
Skill: Application
AACSB: Reflective Thinking; Application of knowledge

84) When it comes to generating innovative ideas in teams, where have many of the most creative ideas come from?
A) Employees
B) Managers
C) Professors
D) Customers
Answer: D

Explanation: A) Incorrect. Experience with a particular problem or set of problems actually decreases one's ability to think creatively about solving it. Because employees are constantly exposed to problems at work, they are quite experienced. The least experienced and least knowledgeable (and therefore potentially most creative) group is the customer. The customer can provide the sharp-pointed prods that spur creative thought and problem solving.
B) Incorrect. Experience with a particular problem or set of problems actually decreases one's ability to think creatively about solving it. Because managers are constantly exposed to problems at work, they are quite experienced. The least experienced and least knowledgeable (and therefore potentially most creative) group is the customer. The customer can provide the sharp-pointed prods that spur creative thought and problem solving.
C) Incorrect. Education actually might decrease one's ability to think creatively about solving a problem. The least experienced and least knowledgeable (and therefore potentially most creative) group is the customer. The customer can provide the sharp-pointed prods which spur creative thought and problem solving.

D) Correct. Experience with a particular problem or set of problems actually decreases one's ability to think creatively about solving it. The least experienced and least knowledgeable (and therefore potentially most creative) group is the customer. The customer can provide the sharp-pointed prods that spur creative thought and problem solving.

Difficulty: 2
Learning Objective 3.4
Topic: Pull People Apart; Put People Together
Skill: Concept
AACSB: Reflective Thinking

85) What is the person called who brings together cross-functional groups and necessary political support to implement a creative idea?

A) Sponsor
B) Idea champion
C) Rule breaker
D) Orchestrator
E) Maverick

Answer: D

Explanation: A) Incorrect. The sponsor provides resources to develop the idea. The one who brings together cross-functional groups and political support is the orchestrator or facilitator.
B) Incorrect. The idea champion generates creative problem solutions. The one who brings together cross-functional groups and political support is the orchestrator or facilitator.
C) Incorrect. The rule breaker goes beyond organizational boundaries to ensure success of the creative solution. The one who brings together cross-functional groups and political support is the orchestrator or facilitator.
D) Correct. The orchestrator (or facilitator) is necessary to facilitate implementation of the creative solutions. He or she accomplishes this by bringing together cross-functional groups and garnering the necessary political support.
E) Incorrect. Maverick is not one of the roles for enabling creativity discussed in the text. The one who brings together cross-functional groups and political support is the orchestrator or facilitator.

Difficulty: 1
Learning Objective 3.4
Topic: Reward Multiple Roles
Skill: Concept
AACSB: Reflective Thinking

86) Identify and explain the key steps of the analytical problem-solving model. Then provide a problem-solving example that follows each key step.

Answer: (1) Define the problem □ Involves diagnosing a situation so the focus is on the real problem, not just its symptoms. (2) Generate alternative solutions □ Requires postponing the
selection of any one solution until several alternatives have been proposed. The quality of solutions can be significantly enhanced by considering multiple alternatives. (3) Evaluate and select an alternative. Involves careful weighing of the advantages and disadvantages of the proposed alternatives before making a final selection. (4) Implement and follow up on the solution. Involves implementing the solution at the proper time and in the right sequence. See Table 1 for additional information regarding this model. Also, students should provide an excellent and appropriate example that includes each of the four steps.

Difficulties: 1

Learning Objective 3.1
Topic: Steps in Analytical Problem Solving
Skill: Application
AACSB: Reflective Thinking

87) Explain some difficulties that can occur with each step in the rational problem-solving model.

Answer: (1) Define the problem. Seldom is there consensus as to the definition; problem is defined in terms of solution desired. (2) Generate alternatives. Alternatives are evaluated as proposed, and the first acceptable solution is accepted. (3) Evaluate and select an alternative. Gathering information is costly, and satisfactory solutions are often chosen over optimal ones. (4) Implement and follow up. Resistance to change often occurs, and it may take a long time to implement a solution. See Table 2 for additional constraints.

Difficulties: 1

Learning Objective 3.1
Topic: Limitations of the Analytical Problem Solving Model
Skill: Application
AACSB: Reflective Thinking

88) Explain the conceptual blocks that inhibit creative problem solving. Then provide an example for each type of conceptual block.

Answer: (1) Constancy. Define problems in only one way without considering alternative views. (2) Commitment. Present problems are only seen as variations of past problems. (3) Compression. Defining the boundaries of a problem too narrowly. (4) Complacency. Not asking questions. See Table 3 for additional information. Also, students should provide an appropriate example for each conceptual block.

Difficulties: 2

Learning Objective 3.2
Topic: Conceptual Blocks
Skill: Application
AACSB: Reflective Thinking

Mini-Case: The Minivan Story. In the May 30, 1994, edition of Fortune magazine, the story of the minivan was told. In the earlier years of the passenger vans, only hippies seemed to appreciate the attributes of the van. However, in the 1970s, all three U.S. automakers began to study ways to modernize and broaden the appeal of their vans. Listening to customers helped Chrysler avoid two crucial design errors: (1) it rejected the long, wedge-shaped nose design and
it rejected the design that placed the engine under a hump in the floor (blocking passage from front to back seats). Also, while Chrysler continued to push for front-wheel drive, both Ford and GM handed responsibility of the minivan to the truck divisions, which continued to focus on rear-wheel drive. GM's problems were compounded by the fact that in 1985 station wagons were a significant part of its sales. In the 1990s, both GM and Ford developed front-wheel drive minivans and neither were housed in the truck division. Learning from their mistakes, both GM and Ford devised a new-product development process.

89) Several conceptual blocks are evident in this story of the minivan. For each of the following situations, indicate the conceptual block that most likely occurred. Provide support for your response.

Situation #1: GM's and Ford's decisions to place development of the minivan in the truck division because the minivan and the truck were similarly designed and creating a new division for an unproven product seemed unwise is an example of which type of conceptual block?

Situation #2: What type of conceptual block would be illustrated if GM and Ford had decided to place the minivan development in the truck division because the smaller vehicle would help their truck divisions meet federal fuel-economy regulations?

Situation #3: Because station wagons were a significant part of sales, assume GM's failure to see the benefit of the minivan was due to its unwillingness to ask questions or obtain more data. This would be closely linked with which type of conceptual block?

Situation #4: In 1989, GM produced a front-drive minivan, the plastic-bodied APV, one of the great product fiascoes of the past 10 years, according to Fortune. Its wedge-shaped nose and expansive windshield made the driver feel uncomfortable. What type of conceptual block(s) did GM experience in this situation?

Situation #5: If GM or Ford had decided that designs of their vans should go to the truck divisions because the truck division had designed their vans in the past and there was no reason to deviate from prior procedure, which conceptual block would GM or Ford be practicing?

Answer: Situation #1: Constancy; Situation #2: Compression; Situation #3: Complacency; Situation #4: Constancy and complacency; Situation #5: Commitment

Difficulty: 3
Learning Objective 3.2
Topic: Conceptual Blocks
Skill: Analytical
AACSB: Reflective Thinking

90) Explain specific techniques related to defining problems and generating alternatives that can enhance the creative problem-solving process.

Answer: Methods to improve problem definition: (1) Make the strange familiar and the familiar strange. By analyzing what you know and applying it to what you don't know, you can develop new insights and perspectives. (2) Elaborate on the definition. Involves enlarging, altering, or replacing a problem definition once it has been specified. Force yourself to specify at least two plausible definitions of the problem in addition to the one originally accepted. (3) Reverse the definition. Involves turning the problem upside down, inside out, or back to front; i.e., reverse the way in which you think of the problem.

Ways to generate more alternatives: (1) Defer judgment. Use the technique of brainstorming to
help people generate alternatives for problem solving without prematurely evaluating, and hence
discarding, them. (2) Expand current alternatives Use subdivision, which involves dividing a
problem into smaller parts. (3) Combine unrelated attributes Involves forcing the integration of
seemingly unrelated elements.
Difficulty: 2
Learning Objective 3.3
Topic: Conceptual Blockbusting
Skill: Application
AACSB: Reflective Thinking

91) There are six things one can do to help create more conceptual flexibility. Briefly explain
each one.
Answer: (1) Give yourself some relaxation time. (2) Talk to others about potential ideas. (3)
Find a place where you can think. (4) Ask others for ideas about your problem. (5) Read a lot. (6)
Protect yourself from idea killers.
Difficulty: 1
Learning Objective 3.3
Topic: Hints for Applying Problem-Solving Techniques
Skill: Concept
AACSB: Reflective Thinking

92) Compare and contrast the key management principles that focus on fostering innovativeness
and creative problem solving with the management principles that focus on analytical problem
solving.
Answer: Creative problem solving: (1) Pulls people apart; puts people together lets people
work alone as well as with teams. (2) Monitors and prods talks to customers, identifies
customer expectations both in advance and after the sale. (3) Rewards multiple roles Involves
people playing multiple roles (idea champion, sponsor or mentor, orchestrator or facilitator, rule
breaker) and recognizes and rewards those who play such roles. Analytical problem solving: (1)
Doesn't give people much flexibility when defining the problem. (2) Seldom captures multiple
view points from multiple people, including the customer. (3) Forces people into specific roles
when solving problems.
Difficulty: 2
Learning Objective 3.4
Topic: Fostering Creativity in Others
Skill: Application
AACSB: Reflective Thinking
Admiral Kimmel's Failure at Pearl Harbor

In the summer of 1941, as relations between the United States and Japan were rapidly deteriorating, Admiral Kimmel, Commander in Chief of the Pacific Fleet, received many warnings concerning the imminence of war. During this period, he worked out a plan in collaboration with his staff at Pearl Harbor, which gave priority to training key personnel and supplying basic equipment to U.S. outposts in the Far East. The plan took account of the possibility of a long, hard war with Japan and the difficulties of mobilizing scarce resources in manpower and material. At that time, Admiral Kimmel and his staff were keenly aware of the risks of being unprepared for war with Japan, as well as the high costs and risks involved in preparing for war. They appear to have been relatively optimistic about being able to develop a satisfactory military plan and about having sufficient time in which to implement it. In short, all the conditions were present for vigilance, and it seems likely that this coping pattern characterized their planning activity.

During the late fall of 1941, as warnings became increasingly more ominous, a different pattern of coping behavior emerged. Admiral Kimmel and his staff continued to cling to the policy to which they had committed themselves, discounting each fresh warning and failing to note that more and more signs were pointing to Pearl Harbor as a possible target for a surprise air attack. They repeatedly renewed their decision to continue using the available resources primarily for training green sailors and soldiers and for supplying bases close to Japan, rather than instituting an adequate alert that would give priority to defending Pearl Harbor against enemy attack.

Knowing that neither their own sector nor the rest of the U.S. military organization was ready for a shooting war, they clung to an unwarranted set of rationalizations. The Japanese, they thought, would not launch an attack against any American possession; and if by some remote chance they decided to do so, it certainly wouldn't be at Pearl Harbor. Admiral Kimmel and his staff acknowledged that Japan could launch a surprise attack in any direction, but remained convinced that it would not be launched in their direction. They saw no reason to change their course. Therefore, they continued to give peacetime weekend leave to the majority of the naval forces in Hawaii and allowed the many warships in the Pacific Fleet to remain anchored at Pearl Harbor, as sitting ducks. Kimmel regularly discussed each warning with members of his staff. At times, he became emotionally aroused and obtained reassurance from the members of his ingroup. He shared with them a number of rationalizations that bolstered his decision to ignore the warnings. On November 27, 1941, for example, he received an explicit "war warning" from the chief of naval operations in Washington, which stirred up his concern but did not impel him to take any new protective action. This message was intended as a strong follow-up to an earlier warning, which Kimmel had received only three days earlier, stating that war with Japan was imminent and that "a surprise aggressive movement in any direction, including attack on the Philippines or Guam, is a possibility." The new warning asserted that "an aggressive move by Japan is expected within the next few days" and instructed Kimmel to "execute appropriate defensive deployment" preparatory to carrying out the naval war plan.
The threat conveyed by this warning was evidently strong enough to induce Kimmel to engage in prolonged discussion with his staff about what should be done. But their vigilance seems to have been confined to paying careful attention to the way the warning was worded. During the meeting, members of the staff pointed out to Kimmel that Hawaii was not specifically mentioned as a possible target in either of the two war warnings, whereas other places—the Philippines, Malaya, and other remote areas—were explicitly named. Kimmel went along with the interpretation that the ambiguities they had detected in the wording must have meant that Pearl Harbor was not supposed to be regarded as a likely target, even though the message seemed to be saying that it was. The defensive quality that entered into this judgment is revealed by the fact that Kimmel made no effort to use his available channels of communication in Washington to find out what really had been meant. He ended up agreeing with the members of his advisory group that there was no chance of a surprise air attack on Hawaii at that particular time.

Because he judged Pearl Harbor not to be vulnerable, Kimmel decided that the limited-alert condition that had been instituted months earlier would be sufficient. He assumed, however, that all U.S. Army units in Hawaii had gone on full alert in response to this war warning, so that antiaircraft and radar units under Army control would be fully activated. But, again, reflecting his defensive lack of interest in carrying out tasks that required acknowledging the threat, Kimmel failed to inquire of Army headquarters exactly what was being done. As a result, he did not discover until after the disaster on December 7 that the Army, too, was on only limited alert, designed exclusively to protect military installations against local sabotage.

On December 3, 1941, Kimmel engaged in intensive discussion with two members of his staff upon receiving a fresh warning from naval headquarters in Washington stating that U.S. cryptographers had decoded a secret message from Tokyo to all diplomatic missions in the United States and other countries, ordering them to destroy their secret codes. Kimmel realized that this type of order could mean that Japan was making last-minute preparations before launching an attack against the United States. Again, he and his advisors devoted considerable attention to the exact wording of this new, worrisome warning. They made much of the fact that the dispatch said "most" of the codes but not "all." They concluded that the destruction of the codes should be interpreted as a routine precautionary measure and not as a sign that Japan was planning to attack an American possession. Again, no effort was made to find out from Washington how the intelligence units there interpreted the message. But the lengthy discussions and the close attention paid to the wording of these messages imply that they did succeed in at least temporarily inducing decisional conflict.
By December 6, 1941, the day before the attack, Kimmel was aware of a large accumulation of extremely ominous signs. In addition to receiving the official war warnings during the preceding week, he had received a private letter three days earlier from Admiral Stark in Washington stating that both President Roosevelt and Secretary of State Hull now thought that the Japanese were getting ready to launch a surprise attack. Then, on December 6, Kimmel received another message from Admiral Stark containing emergency war orders pertaining to the destruction of secret and confidential documents in American bases on outlying Pacific islands. On that same day, the FBI in Hawaii informed Kimmel that the local Japanese consulate had been burning its papers for the last two days. Furthermore, Kimmel's chief naval intelligence officer had reported to him that day, as he had on the preceding days, that despite fresh efforts to pick up Japanese naval signal calls, the whereabouts of all six of Japan's aircraft carriers still remained a mystery. (U.S. Naval Combat Intelligence had lost track of the Japanese aircraft carriers in mid-November, when they started to move toward Hawaii for the planned attack on Pearl Harbor.)

Although the various warning signs, taken together, clearly indicated that Japan was getting ready to launch an attack against the United States, they remained ambiguous as to exactly where the attack was likely to be. There was also considerable "noise" mixed in with the warning signals, including intelligence reports that huge Japanese naval forces were moving toward Malaya. But, inexplicably, there was a poverty of imagination on the part of Kimmel and his staff with regard to considering the possibility that Pearl Harbor itself might be one of the targets of a Japanese attack.

The accumulated warnings, however, were sufficiently impressive to Kimmel to generate considerable concern. On the afternoon of December 6, as he was pondering alternative courses of action, he openly expressed his anxiety to two of his staff officers. He told them he was worried about the safety of the fleet at Pearl Harbor in view of all the disturbing indications that Japan was getting ready for a massive attack somewhere. One member of the staff immediately reassured him that "the Japanese could not possibly be able to proceed in force against Pearl Harbor when they had so much strength concentrated in their Asiatic operations." Another told him that the limited-alert condition he had ordered many weeks earlier would certainly be sufficient and nothing more was needed. "We finally decided," Kimmel subsequently recalled, "that what we had [already] done was still good and we would stick to it." At the end of the discussion, Kimmel "put his worries aside" and went off to a dinner party.

93) Identify the conceptual blocks that are illustrated in this case.
Answer: This case shows the rigidity that develops as a result of violating several principles of creative problem solving. A class discussion uses the questions at the end of the case as a focus. The following are brief answers to the questions.

At least the following five conceptual blocks are present:
- Vertical thinking (not considering other alternatives to past strategies)
- Artificially constraining problems ("The Japanese . . . would not launch an attack against any American possession.")
- Past experiences causing stereotyping (Kimmel continually received "assurances from the members of his in-group" that confirmed past decisions)
- Lack of inquisitiveness ("Kimmel failed to inquire" about several messages he received)
- Not separating figure from ground ("He and his advisors devoted considerable attention to the exact wording [of the memo]."

Kimmel clearly used a participative decision style, but he also generated limited alternatives and selected the easiest satisfactory solution. His inclination was to logically analyze memos in detail, but to maintain the status quo.

Almost any of the principles listed in the text could aid information gathering and alternative generation.

Often managers in organizations surround themselves with at least some individuals who take a confrontational, challenging role. This helps guard against "groupthink," stimulates information gathering from a wider variety of sources, and avoids the tendency to make overly restrictive assumptions. Another structure Kimmel could have used was a formal information gathering and checking unit. When unclear memos were received, that unit would obtain additional information.

Difficulty: 2
Learning Objective 3.2
Topic: Conceptual Blocks
Skill: Application
AACSB: Reflective Thinking
94) Outline the problem-solving steps followed by Kimmel and his advisors. What steps in analytical problem solving were skipped or short-circuited?
Answer: This case shows the rigidity that develops as a result of violating several principles of creative problem solving. A class discussion uses the questions at the end of the case as a focus. The following are brief answers to the questions.

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Difficulty: 3
Learning Objective 3.1
Topic: Steps in Analytical Problem Solving
Skill: Analytical
AACSB: Reflective Thinking
95) If you were Admiral Kimmel's advisor, knowing what you know about problem solving, what would you have suggested to help his problem-solving processes? What kinds of conceptual blockbusters could have been useful to Kimmel? Answer: This case shows the rigidity that develops as a result of violating several principles of creative problem solving. A class discussion uses the questions at the end of the case as a focus. The following are brief answers to the questions.

At least the following five conceptual blocks are present:

- Vertical thinking (not considering other alternatives to past strategies)
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Difficulty: 3
Learning Objective 3.3
Topic: Conceptual Blockbusting
Skill: Analytical
AACSB: Reflective Thinking
96) What do you learn from this case that would help you advise Microsoft in its anticompetitive case with the federal government, or advise Barnes & Noble.com to displace Amazon.com, or advise American Greetings to become the dominant player in the greeting card business? What practical hints, in other words, do you derive from this classic case of analytical problem solving gone awry?
Answer: This case shows the rigidity that develops as a result of violating several principles of creative problem solving. A class discussion uses the questions at the end of the case as a focus. The following are brief answers to the questions.

At least the following five conceptual blocks are present:
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Difficulty: 3
Learning Objective 3.3
Topic: Conceptual Blockbusting
Skill: Application
AACSB: Reflective Thinking
97) If you had to define the problem that caused Pearl Harbor to be unprepared for attack, how would you define the problem? What characteristics do you want in your problem definition? 

Answer: This case shows the rigidity that develops as a result of violating several principles of creative problem solving. A class discussion uses the questions at the end of the case as a focus. The following are brief answers to the questions.

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Difficulty: 1
Learning Objective 3.1
Topic: Defining the Problem
Skill: Application
AACSB: Reflective Thinking
98) How could Kimmel and his advisors better evaluate and select alternative solutions to the problem of uncertainty about possible attack? 
Answer: This case shows the rigidity that develops as a result of violating several principles of creative problem solving. A class discussion uses the questions at the end of the case as a focus. The following are brief answers to the questions.

At least the following five conceptual blocks are present:

- Vertical thinking (not considering other alternatives to past strategies)
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Difficulty: 2
Learning Objective 3.1
Topic: Evaluating Alternatives
Skill: Application
AACSB: Reflective Thinking
99) In the information given to Kimmel about possible attack, what themes and commonalities did Kimmel and his advisors miss? What block does ignoring commonalities relate to? How can this block be overcome?

Answer: This case shows the rigidity that develops as a result of violating several principles of creative problem solving. A class discussion uses the questions at the end of the case as a focus. The following are brief answers to the questions.

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Difficulty: 2
Learning Objective 3.1
Topic: Commitment
Skill: Analytical
AACSB: Reflective Thinking

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