Testbank

to accompany

Management: Foundations & Applications
2nd Edition

by Schermerhorn et al.

Prepared by
Kim Rutter, University of Canterbury

WILEY

© John Wiley & Sons Australia, Ltd

Chapter 1
The contemporary workplace

Multiple choice questions

1. The best employers share all of the following characteristics EXCEPT:

a. they have high performance expectations.
b. they provide employees with both valued rewards and respect for work-life balance.
c. they are extremely good at attracting and retaining talented employees.
d. they excel at fully utilising employees' talents and valuing their contributions.
*e. they excel at exploiting the natural environment.

General Feedback:
Page 4. Factual. Learning objective 1. The best employers share an important commitment to people. Amid high performance expectations, they offer supportive work environments that allow people's talents to be fully used while providing them with both valued rewards and respect for work-life balance.

2. _____ are successful because they are better than their competitors at gaining extraordinary results from the people working for them.

a. Australasian companies
b. Japanese companies
c. High-technology companies
*d. High-performing companies
e. Companies that embrace diversity

General Feedback:
Page 4. Factual. Learning objective 1. After studying high-performing companies, management scholars Charles O'Reilly and Jeffrey Pfeffer conclude that those companies achieve success because they are better than their competitors at getting extraordinary results from the people working for them.

3. _____ introduces you to the concepts, themes and directions that are consistent with career success and organisational leadership in today's high performance work settings.

a. The study of workforce diversity
*b. The study of management
c. The study of the global economy
d. The study of decision-making
e. The study of great leaders

General Feedback:
Page 4. Factual. Learning objective 1. The study of management introduces you to the concepts, themes and directions that are consistent with career success and organisational leadership in today's high-performance work settings.

4. Which of the following attributes accurately describes the new economy?

a. The new economy is a global economy.
b. The new economy is knowledge-driven.
c. The new economy is performance-driven.
*d. All of these are attributes of the new economy.
e. Only alternatives A and C describe attributes of the new economy.

General Feedback:
Page 5. Factual. Learning objective 1. The new economy is a global economy whose scope increases daily. The new economy is knowledge-driven. Undoubtedly, too, the new economy is performance driven.

5. _____ is the collective brainpower or shared knowledge of a workforce that can be used to create value.

a. Managerial expertise
*b. Intellectual capital
c. A learning organisation
d. Knowledge management
e. Managerial competency

General Feedback:
Page 5. Factual. Learning objective 1. Intellectual capital is the collective brain power or shared knowledge of a workforce.

6. Someone whose mind is a critical asset to employers and who adds to the intellectual capital of the organisation is a(n):

a. administrator.
b. top-level manager.
c. functional manager.
d. information competent manager.
*e. knowledge worker.

General Feedback:
Page 5. Factual. Learning objective 1. A knowledge worker is someone whose knowledge is an important asset to employers.

7. _____ is the worldwide interdependence of resource flows, product markets, and business competition that characterises the new economy.

a. Economic internationalisation
b. International management
*c. Globalisation
d. World interdependence
e. Cross-cultural business

General Feedback:
Page 5. Factual. Learning objective 1. Globalisation is the worldwide interdependence of resource flows, product markets and business competition.

8. In a(n) _____, countries and people are increasingly interconnected with respect to labour markets and business dealings.

a. ethical world
*b. globalised world
c. ethnocentric world
d. socially responsible world
e. ethnically diverse world

General Feedback:
Page 5. Factual. Learning objective 1. In a globalised world, countries and peoples are increasingly interconnected through the news, in travel and lifestyles, in labour markets and employment patterns, and in business dealings.

9. Which of the following statements does NOT describe an implication of technology for the new economy?

a. Technology is an indispensable part of everyday operations in all types of businesses.
b. The lessons of e-business are being Applied. to e-government.
c. In virtual space, people in remote locations can hold meetings, share information and files, make plans, and solve problems together.
d. The demand for knowledge workers with the skills to utilise technology to full advantage is increasing.
*e. Work will still be the same, even with computers and high technology.

General Feedback:
Page 7. Factual. Learning objective 1. We now live in a technology-driven world dominated by interactive technologies that are compact, visually appealing and versatile - offering the user conveniences such as remote internet access at the click of a button.

10. Several technological trends are occurring in the new economy. Which of the following is not one of these trends?

a. The Internet, World Wide Web, computers and information technology have transformed and continue to transform the modern workplace.
b. The demand for knowledge workers with the skills to utilise technology to full advantage is increasing.
c. Computer competency must be mastered and continuously developed as a foundation for career success.
*d. Low-skill workers who are displaced from declining industries will not need to re-tool their skills to find adequate alternative employment.
e. The rate of technological change will continue to accelerate.

General Feedback:
Page 7. Factual. Learning objective 1. The shift to an information-based economy is dramatically changing employment. The fastest growing occupations are computer-related. Skilled help is in demand - low-skill workers displaced from declining industries find it difficult to find new jobs offering adequate pay. In a world where technological change is occurring at an accelerating rate, computer literacy must be mastered and continuously developed as a foundation for career success.

11. Differences among members of the workforce -- such as age, gender and national origin -- are characteristics of:

a. organisational gaps.
*b. workforce diversity.
c. cultural similarities.
d. economic barriers for workforce development.
e. management challenges.

General Feedback:
Page 7. Factual. Learning objective 1. Workforce diversity describes differences among workers in gender, race, age, ethnic culture, able-bodiedness, religious affiliation and sexual orientation.

12. Displaying negative, irrational opinions and attitudes toward members of diverse populations is considered to be:

a. unholy.
b. an injustice.
c. illegal.
*d. prejudice.
e. holding power within your own hands.

General Feedback:

Page 8. Factual. Learning objective 1. Prejudice is the display of negative, irrational attitudes towards members of diverse populations.

13. Treating certain people unfairly and denying them the full benefits of organisational membership is called:

a. prejudice.
*b. discrimination.
c. the glass ceiling effect.
d. poor quality of work life.
e. selective human resource management.

General Feedback:
Page 8. Factual. Learning objective 1. Discrimination occurs when someone is denied a job or a job assignment for reasons not job-relevant.

14. The existence of an invisible barrier that prevents women and minorities from rising above a certain level of organisational responsibility is called the:

a. harassment effect.
*b. glass ceiling effect.
c. mirrored wall effect.
d. promotion barrier.
e. sticky floor effect.

General Feedback:
Page 8. Factual. Learning objective 1. The glass ceiling effect is an invisible barrier limiting the advancement of women and minority groups.

15. Which of the following are appropriate targets for ethical and social responsibility issues?

a. Concerns for the natural environment
b. Employees' behaviour
c. Changing needs of an increasingly global economy
*d. All of the options listed
e. None of the options listed

General Feedback:
Page 8. Applied. Learning objective 1. There has been an increase in casual work, temporary work, outsourcing and the use of agencies and other labour-market intermediaries. Given the continuing need for organisations to respond quickly in the marketplace, we could expect these forms of flexible employment to increase; but differences in approaches to pay, conditions of

employment and opportunities for development are ready examples of the inequality this can involve.

16. In the 21st century, organisations and their members will encounter all of the following ethical expectations EXCEPT:

a. the expectation of treating customers right and acting in ways consistent with society's values.
b. the expectation of sustainable development and protection of the natural environment.
c. the expectation of protecting consumers through product safety and fair practices.
d. the expectation of protecting human rights, including employment policies and practices.
*e. the expectation that stockholders' interests should be the primary consideration when organisations make decisions affecting the environment.

General Feedback:
Page 9. Factual. Learning objective 1. The expectations characteristic of this new century include sustainable development and protection of the natural environment; protection of consumers through product safety and fair practices; and the protection of human rights in all aspects of society, including employment.

17. All but one of the following workplace pressures involving ethics and social responsibility toward human capital will affect organisations and their members in the future. Identify the pressure that will NOT affect organisations and their members.

a. Job security
b. Occupational safety and health
c. Equal employment opportunities
*d. Employees' demands for less self-determination and greater supervisory oversight
e. Equity of compensation and benefits

General Feedback:
Page 9. Factual. Learning objective 1. The expectations characteristic of this new century include sustainable development and protection of the natural environment; protection of consumers through product safety and fair practices; and the protection of human rights in all aspects of society, including employment.

18. In Charles Handy's description of changing careers, a person who performs specific tasks as needed and is compensated on a fee-for-services basis is a:

a. service worker.
b. holiday worker.
*c. contract worker.
d. licensed worker.
e. part-time worker.

General Feedback:
Page 10. Factual. Learning objective 1. Contract workers perform specific tasks as needed by the organisation and are compensated on a contract or fee-for- services basis rather than by a continuing wage or salary.

19. According to Charles Handy, a _____ is a person who pursues career paths with a traditional character.

a. temporary skilled worker
b. contract worker
c. part-time worker
*d. core worker
e. service worker

General Feedback:
Page 10. Factual. Learning objective 1. core workers are full-time employees who pursue traditional career paths.

20. The typical career in the 21st century:

a. won't be uniformly full-time and limited to a single organisation.
b. will require skills to be portable and of value to more than one employer.
c. will require skills to be carefully maintained and upgraded over time.
*d. all of the options listed.
e. none of the options listed.

General Feedback:
Page 10. Factual. Learning objective 1. The typical career is not uniformly full-time and limited to a single large employer. It is more likely to unfold opportunistically and involve several employment options over time.

21. Which of the following is NOT one of the critical survival skills for the new workplace?

a. Entrepreneurship
b. Love of technology
c. Marketing
*d. Finance
e. Passion for renewal

General Feedback:
Page 12. Factual. Learning objective 1. See Manager's notepad 1.1.

22. To survive in the new workplace, people must do all of the following EXCEPT:

a. be able to contribute something of value to their employers.
b. have links with peers and others inside and outside the organisation in order to get things done.
c. be able to communicate personal and work group successes and progress.
d. act as if they are running their own businesses.
*e. have an extensive knowledge of computer languages and their applications.

General Feedback:
Page 11. Factual. Learning objective 1. See Manager's notepad 1.1.

23. A clear sense of purpose that is tied to _____ is increasingly viewed as a source of organisational strength and performance advantage.

a. making a profit and providing a high return to stockholders
*b. producing quality products and providing customer satisfaction
c. producing goods and services for worldwide consumption
d. making the highest return on investment and having the greatest profitability
e. expanding through mergers and acquisitions

General Feedback:
Page 12. Factual. Learning objective 2. Having a clear sense of purpose that is tied to 'quality products' and 'customer satisfaction' is increasingly viewed as a source of organisational strength and performance advantage.

24. Which of the following accurately describes an open system?

a. An open system is permissive in observing the rules of management science.
b. An open system is a collection of subsystems that do not relate to one another.
c. An open system is consistent with the Theory Y system of management.
*d. An open system interacts with the external environment in a continual process of transforming resource inputs into product outputs in the form of finished goods and/or services.
e. An open system treats its employees as responsible adults.

General Feedback:
Page 12. Factual. Learning objective 2. Open systems transform resource inputs from the environment into product or service outputs.

25. Which of the following statements accurately describes the open systems model of organisations?

a. The environment provides resource inputs including finished goods and/or services.

*b. The organisation creates a transformation process for turning resources into outputs.
c. The environment consumes product outputs including people, money, materials, technology and information.
d. Resource inputs affect product outputs through a feedback loop.
e. Workflows are part of the resource inputs.

General Feedback:
Page 12. Factual. Learning objective 2. Open systems transform resource inputs from the environment into product or service outputs.

26. Which statement(s) regarding an organisation's environment is/are true?

a. The environment is a critical element of the open systems model.
b. The environment is a supplier of resources and a source of customers.
c. Feedback from the environment tells an organisation how well it is doing.
*d. All of these are true statements regarding an organisation's environment.
e. All of these are false statements regarding an organisation's environment.

General Feedback:
Page 13. Factual. Learning objective 2. See figure 1.1.

27. An output measure of task or goal accomplishment is called:

a. performance efficiency.
b. productivity.
c. the bottom line.
*d. performance effectiveness.
e. organisational competency.

General Feedback:
Page 13. Factual. Learning objective 2. Performance effectiveness is an output measure of task or goal accomplishment.

28. Which of the following statements does NOT accurately describe the impact of resource utilisation and goal attainment on organisational performance?

a. When resource utilisation is poor and goal attainment is low, organisational performance is neither effective nor efficient.
b. When resource utilisation is good and goal attainment is low, organisational performance is efficient but not effective.
c. When resource utilisation is poor and goal attainment is high, organisational performance is effective but not efficient.

d. When resource utilisation is good and goal attainment is high, organisational performance is both effective and efficient.
*e. Organisational performance is unaffected by poor versus good resource utilisation and low versus high goal attainment.

General Feedback:
Page 14. Factual. Learning objective 2. See figure 1.2.

29. A measure of the resource cost associated with goal accomplishment is called:

*a. performance efficiency.
b. productivity.
c. the bottom line.
d. performance effectiveness.
e. organisational competency.

General Feedback:
Page 13. Factual. Learning objective 2. Performance efficiency is a measure of resource cost associated with goal accomplishment.

30. A manager who emphasises cost containment, even at the expense of missing production targets, is more interested in _____ than in _____.

*a. performance efficiency; performance effectiveness
b. performance effectiveness; performance efficiency
c. productivity; performance efficiency
d. productivity; performance effectiveness
e. productivity; quality of work life

General Feedback:
Page 14. Applied. Learning objective 2. Performance efficiency is a measure of the resource cost associated with goal accomplishment. Cost of labour is a common measure of efficiency.

31. Organisations are changing in a variety of ways. Which of the following is NOT one of the ways mentioned in the text?

a. New workforce expectations
b. Focus on speed
c. Embrace of networking
*d. Focus on profitability
e. Concern for work-life balance

General Feedback:

Pages 15. Factual. Learning objective 2. Among the many forces and trends in the new workplace,
the following organisational transitions set an important context for the study of management:
Pre-eminence of technology; Demise of 'command-and-control'; Focus on speed; Embrace of networking; Belief in empowerment; Emphasis on teamwork; New workforce expectations; Concern for work-life balance.

32. The forces behind the changes that are occurring in organisations include all of the following EXCEPT:

a. competition.
*b. diminished skill capacity of the workforce.
c. globalisation.
d. emerging technologies.
e. customers' demands for quality products and services.

General Feedback:
Pages 15. Factual. Learning objective 2. Along with the pressures of competition, globalisation and emerging technologies, there also has been a revolution of sorts among modern-day consumers.

33. Managing with an organisation-wide commitment to continuous improvement and meeting customer needs completely is the concept of:

a. good leadership.
*b. Total Quality Management.
c. systems theory.
d. organisational behaviour.
e. Theory Z.

General Feedback:
Page 15. Factual. Learning objective 3. Total quality management (TQM) is managing with commitment to continuous improvement, product quality and customer satisfaction.

34. Which of the following statements accurately describes managers?

a. Managers are responsible for their own work as well as the overall performance accomplishments of a team, work group, department or entire organisation.
b. Managers help others to achieve high performance.
c. Managers have the most vital job in society.
*d. All of the options listed
e. None of the options listed

General Feedback:
Page 16. Factual. Learning objective 3. Managers are responsible for and support the work of others.

35. A hierarchical classification of managers identifies a manager by levels such as:

a. experienced and inexperienced.
b. headquarters and branch.
*c. top, middle and team leaders or supervisors.
d. functional, staff and line.
e. administrative and general.

General Feedback:
Page 16. Applied. Learning objective 3. The different levels of management are top, middle, and team leaders or supervisors.

36. _____ are responsible for the performance of the organisation as a whole or of one of its major parts.

*a. Top managers
b. Middle managers
c. Team leaders or supervisors
d. Functional managers
e. General managers

General Feedback:
Page 16. Factual. Learning objective 3. Top managers guide the performance of the organisation as a whole, or of one of its major parts.

37. _____ are in charge of relatively large departments or divisions consisting of several smaller work units.

a. Top managers
*b. Middle managers
c. Team leaders or supervisors
d. Functional managers
e. General managers

General Feedback:
Page 17. Factual. Learning objective 3. Middle managers oversee the work of large departments or divisions.

38. Which statement about middle management is true?

a. Middle management includes executives and vice presidents.
*b. Middle managers work with peers to help coordinate activities across the organisation.
c. Middle managers develop high-level action plans for implementation by persons working below them.
d. Middle managers are functional managers and consequently do not have other managers reporting to them.
e. Middle managers constitute the first level of an organisation's hierarchy of authority.

General Feedback:
Page 17. Applied. Learning objective 3. Middle managers work with top managers and coordinate with peers to develop and implement action plans consistent with organisational objectives.

39. A person who coordinates complex projects with task deadlines and does so while working with many persons of different expertise both inside and outside the organisation is called a:

a. group supervisor.
b. staff manager.
c. team leader.
*d. project manager.
e. labour leader.

General Feedback:
Page 17. Factual. Learning objective 3. Project managers coordinate complex projects with task deadlines and people with many areas of expertise.

40. A _____ is a person who is in charge of a small work group composed of non-managerial workers.

a. staff manager
b. line manager
*c. team leader
d. middle manager
e. functional manager

General Feedback:
Page 16. Factual. Learning objective 3. Team leaders or supervisors report to middle managers and directly supervise non-managerial workers.

41. _____ pursue work unit performance objectives that are consistent with higher-level organisational goals.

a. Top managers
b. Middle managers
c. Team leaders or supervisors
*d. Functional managers
e. General managers

General Feedback:
Page 17. Factual. Learning objective 3. Functional managers are responsible for one area of activity, such as finance, marketing, production, human resources, accounting or sales.

42. In a department store, a department supervisor would be considered to be:

*a. a line manager.
b. a staff manager.
c. a general manager.
d. an administrator.
e. an executive.

General Feedback:
Page 17. Applied. Learning objective 3. Line managers directly contribute to the production of the organisation's basic goods or services.

43. Managers who have responsibility for work activities that make a direct contribution to production of the organisation's product or service are called:

a. middle managers.
b. staff managers.
*c. line managers.
d. general managers.
e. administrators.

General Feedback:
Page 17. Factual. Learning objective 3. Line managers directly contribute to the production of the organisation's basic goods or services.

44. _____ managers use their special technical expertise to support the efforts of _____ managers.

a. General; functional.
b. Administrative; general.
c. Higher; lower
*d. Staff; line.
e. Line; staff.

General Feedback:
Page 17. Applied. Learning objective 3. Staff managers use special technical expertise to advise and support line workers.

45. A manager who has responsibility for a single area of activity in the organisation is:

a. a staff manager.
b. a line manager.
*c. a functional manager.
d. a general manager.
e. an administrator.

General Feedback:
Page 17. Factual. Learning objective 3. Functional managers are responsible for one area of activity, such as finance, marketing, production, human resources, accounting or sales.

46. A manager who is responsible for complex organisational units that include many functional areas of activity is:

a. an administrator.
b. a multifunctional manager.
c. a technocrat.
d. a team captain.
*e. a general manager.

General Feedback:
Page 17. Factual. Learning objective 3. General managers are responsible for complex organisational units that include many areas of functional activity.

47. A plant manager who oversees the purchasing, manufacturing, warehousing, sales and personnel functions may be described as:

*a. a general manager.
b. an administrator.
c. a functional manager.
d. a staff manager.
e. a controller.

General Feedback:
Page 17. Applied. Learning objective 3. General managers are responsible for complex organisational units that include many areas of functional activity.

48. Managers who work in public or nonprofit organisations are called:

a. staff managers.
b. line managers.
c. functional managers.
d. general managers.
*e. administrators.

General Feedback:
Page 17. Factual. Learning objective 3. Administrators are managers who work in public or not-for-profit organisations.

49. Which statement concerning managers and administrators is true?

a. Administrators deal with material resources, while managers deal with human resources.
b. Administrators deal with human resources, while managers deal with material resources.
c. Administrators cannot be managers and managers cannot be administrators.
d. Non-profit organisations do not have managers; business enterprises do not have administrators.
*e. Administrators are managers who work in public or nonprofit organisations.

General Feedback:
Page 17. Applied. Learning objective 3. Administrators are managers who work in public or not-for-profit organisations.

50. The responsibilities of team leaders and supervisors include all of the following EXCEPT:

a. planning meetings and work schedules.
b. clarifying goals and tasks and gathering ideas for improvement.
*c. paying attention to long-run problems and opportunities in the external environment.
d. recommending pay increases and new assignments.
e. recruiting, training and developing team members.

General Feedback:
Page 17. Factual. Learning objective 3. See Manager's notepad 1.2.

51. The responsibilities of team leaders and supervisors include all of the following EXCEPT:

a. encouraging high performance and teamwork.
b. informing team members about organisational goals and expectations.
c. informing higher levels of team needs and accomplishments.
d. coordinating with other teams and supporting their work efforts.
*e. developing and implementing action plans for large departments or divisions

General Feedback:
Page 17. Factual. Learning objective 3. See Manager's notepad 1.2.

52. Truly effective managers utilise organisational resources in ways that result in both _____ and _____.

*a. high-performance outcomes; high levels of satisfaction for the workers
b. high-performance outcomes; high returns to the stockholders
c. high-quality products or services; high returns to the stockholders
d. high profit margins; large market shares
e. high returns to the stockholders; high levels of satisfaction for the workers

General Feedback:
Page 18. Factual. Learning objective 3. Effective managers help others both to achieve high-performance outcomes and to experience satisfaction in their work.

53. The overall quality of human experiences in the workplace is known as:

a. human conditions analysis.
b. standards for workplace experiences.
*c. quality of work life.
d. total quality management.
e. quality assurance.

General Feedback:
Page 18. Factual. Learning objective 3. Quality of work life (QWL) is the overall quality of human experiences in the workplace.

54. Which statement about quality of work life (QWL) is false?

a. QWL expresses true respect for people at work.
b. QWL is part of any manager's accountability.
c. QWL provides for protection of individual rights.
d. QWL deals with human resource utilisation in the performance process.
*e. QWL changes very little during tough economic times.

General Feedback:
Page 18. Applied. Learning objective 3. A 'high-QWL' workplace expresses a true respect for people at work by offering such things as fair pay, safe working conditions, opportunities to learn and use new skills, room to grow and progress in a career, protection of individual rights, and pride in the work itself and in the organisation.

55. When the operating workers are at the top of the organisation's decision-making process and supported by the managers located at the bottom, the organisation is operating with:

a. an ineffective management concept.
b. a wrong-sided pyramid.
c. an out-dated organisational chart.
*d. an upside-down pyramid.
e. an upside-down organisational chart.

General Feedback:
Page 19. Factual. Learning objective 3. The operating workers are at the top of the upside-down pyramid, just below the customers and clients they serve. They are supported in their work efforts by managers located at the bottom.

56. An upside-down pyramid has several practical implications. Which of the following is/are included among these practical implications?

a. Each individual is a value-added worker who creates eventual value for the organisation's customers or clients.
b. A manager's job is to support workers' efforts to add value to the organisation's goods or services.
c. The best managers are often known for 'helping' and 'supporting' rather than 'directing' and 'order-giving'.
*d. All of the options listed are practical implications of the upside-down pyramid.
e. None of the options listed is practical implications of the upside-down pyramid.

General Feedback:
Page 19. Factual. Learning objective 3. The implications of this notion are dramatic, and they are consistent with the adage that people are an organisation's most important asset.

57. Managerial work is changing in all of the following ways except:

a. the best managers are known more for 'helping' and 'supporting' rather than for 'directing' and 'order-giving'.
b. more emphasis is placed on teamwork.
c. the title of manager is often replaced with 'coordinator', 'coach' or 'team leader'.
d. the role of managers is to help workers serve customer needs.
*e. symbolically, managers remain at the top of the organisational pyramid.

General Feedback:
Page 19. Factual. Learning objective 3. We are in a time when the best managers are known more for 'helping' and 'supporting' than for 'directing' and 'order-giving'.

58. The four basic functions of management are:

a. delegating, planning, organising and order giving.
b. organising, leading, controlling and order giving.
*c. planning, organising, leading and controlling.
d. delegating, leading, controlling and decision-making.
e. planning, leading, controlling and decision-making.

General Feedback:
Page 20. Factual. Learning objective 4. Management is the process of planning, organising, leading and controlling the use of resources to accomplish performance goals.

59. Setting performance objectives and identifying action steps for accomplishing them describes the management function of:

*a. planning.
b. organising.
c. leading.
d. controlling.
e. decision-making.

General Feedback:
Page 21. Factual. Learning objective 4. Planning: Setting performance objectives and deciding how to achieve them.

60. Suppose a company's president identifies a problem with the company's employee turnover rate and decides to develop a policy to increase the company's commitment to its employees. The president is practicing the management function of:

*a. planning.
b. organising.
c. leading.
d. controlling.
e. decision-making.

General Feedback:
Page 21. Applied. Learning objective 4. Planning: Setting performance objectives and deciding how to achieve them.

61. Suppose that a manager sets up a committee to develop procedures for dealing with companywide training needs and then assigns people to conduct specific training programs. This manager is performing which management function?

a. Planning
*b. Organising
c. Motivating
d. Leading
e. Controlling

General Feedback:
Page 21. Applied. Learning objective 4. Organising: Arranging tasks, people and other resources to accomplish the work.

62. Assigning tasks, allocating resources, and arranging the coordinated activities of individuals and groups to implement plans describes the management function of:

a. planning.
*b. organising.
c. leading.
d. controlling.
e. delegating.

General Feedback:
Page 21. Factual. Learning objective 4. Organising: Arranging tasks, people and other resources to accomplish the work.

63. Arousing the enthusiasm of employees to work hard and to direct their efforts toward fulfilling plans and accomplishing objectives describes the management function of:

a. planning.
b. organising.
*c. leading.
d. controlling.
e. order giving.

General Feedback:
Page 21. Factual. Learning objective 4. Leading: Inspiring people to work hard to achieve high performance.

64. Suppose a manager starts an affirmative action program to increase opportunities for minority advancement and then communicates the objectives of the program to all employees. By doing this the manager gains their support and participation. This manager is performing which management function?

a. Planning
b. Organising

*c. Leading
d. Motivating
e. Controlling

General Feedback:
Page 21. Applied. Learning objective 4. Leading: Inspiring people to work hard to achieve high performance.

65. Measuring work performance, comparing results to objectives, and taking corrective action as needed describes the management function of:

a. planning.
b. organising.
c. leading.
*d. controlling.
e. delegating.

General Feedback:
Page 21. Factual. Learning objective 4. Controlling: Measuring performance and taking action to ensure desired results.

66. When a manager monitors the progress of an affirmative action program to advance minorities within the corporation; reviews progress on changes in employee attitudes; calls a special meeting to discuss problems; and makes appropriate adjustments in the program, the manager is performing the function of:

a. planning.
b. organising.
c. leading.
*d. controlling.
e. delegating.

General Feedback:
Page 21. Applied. Learning objective 4. Controlling: Measuring performance and taking action to ensure desired results.

67. According to Henry Minztberg, managerial roles that involve interactions with people inside and outside the work unit are called:

a. informational roles.
*b. interpersonal roles.
c. decisional roles.
d. technical roles.

e. human roles.

General Feedback:
Page 22. Factual. Learning objective 4. The interpersonal roles involve interactions with people inside and outside the work unit.

68. Henry Mintzberg identified a set of roles that managers perform. These roles are grouped into which of the following three categories?

a. Interpersonal, strategic and decisional
b. Strategic, informational and authoritarian
*c. Interpersonal, informational and decisional
d. Supervisory, authoritarian and decisional
e. Supervisory, informational and strategic

General Feedback:
Page 22. Factual. Learning objective 4. See figure 1.5. The categories are interpersonal roles, informational roles and decisional roles.

69. According to Henry Minztberg, managerial roles that involve the giving, receiving and analysing of information are called:

*a. informational roles.
b. interpersonal roles.
c. decisional roles.
d. technical roles.
e. conceptual roles.

General Feedback:
Page 22. Factual. Learning objective 4. Informational roles involve the giving, receiving and analysing of information.

70. According to Henry Minztberg, managerial roles that involve using information to make decisions in order to solve problems or address opportunities are called:

a. informational roles.
b. interpersonal roles.
*c. decisional roles.
d. technical roles.
e. conceptual roles.

General Feedback:

Page 22. Factual. Learning objective 4. The decisional roles involve using information to make decisions to solve problems or tackle opportunities.

71. According to the research conducted on the nature of managerial work, which of the following is false?

a. Managers work at fragmented and varied tasks.
b. Managers work at an intense pace.
c. Managers work long hours.
*d. Managers spend much time working alone.
e. Managers work with many communication media.

General Feedback:
Page 22. Factual. Learning objective 4. A summary of research on the nature of managerial work offers this important reminder - managers work long hours. They work at an intense pace, at fragmented and varied tasks, with many communication media, and they accomplish their work largely through interpersonal relationships.

72. When general managers develop action priorities for their jobs that include goals and plans spanning long and short time frames, they are performing the important activity of:

*a. agenda setting.
b. leading.
c. motivating.
d. controlling.
e. information processing.

General Feedback:
Page 23. Factual. Learning objective 4. Through agenda setting, good managers develop action priorities for their jobs that include goals and plans that span long and short time frames.

73. One conclusion of John Kotter's research on effective general managers is that they must pay attention to the importance of:

a. building organisation structures that enforce discipline.
b. motivating workers through incentive pay and reward plans.
c. developing technical knowledge regarding the tasks at hand.
*d. establishing good interpersonal relationships at work.
e. serving as a figurehead in office ceremonies.

General Feedback:
Page 23. Factual. Learning objective 4. Networking is the process of building and maintaining positive relationships with people whose help may be needed to implement your work agendas.

74. Which of the following statements does NOT provide a correct description of the forces affecting lifelong learning?

a. Workers are expected to become involved, fully participate, demonstrate creativity, and find self-fulfilment in their work.
b. Change is a way of life that demands new individual and organisational responses.
c. Workers are expected to be team players who understand the needs and goals of the total organisation.
*d. Only managers must be concerned about the demanding quest for high performance.
e. Workers are expected to use new technologies to their full advantage.

General Feedback:
Page 25. Factual. Learning objective 5. Lifelong learning is continuous learning from daily experiences and opportunities.

75. According to Robert Katz, the essential skills of management can be grouped into three categories. These categories are:

a. communicative, procedural and strategic.
b. communicative, technical and human.
c. human, supervisory and conceptual.
*d. technical, human and conceptual.
e. procedural, supervisory and strategic.

General Feedback:
Page 25. Factual. Learning objective 5. Harvard scholar Robert L. Katz has classified the essential skills of managers into three categories: technical, human and conceptual.

76. The ability to apply a special proficiency or expertise to perform specific tasks is known as:

*a. a technical skill.
b. a procedural skill.
c. an administrative skill.
d. a conceptual skill.
e. a supervisory skill.

General Feedback:
Page 26. Factual. Learning objective 5. Technical skills - the ability to apply expertise and perform a special task with proficiency.

77. A manager who is using spreadsheet software to prepare a departmental budget is exercising a _____ skill.

a. supervisory
b. conceptual
c. creative
*d. technical
e. strategic

General Feedback:
Page 26. Applied. Learning objective 5. Technical skills - the ability to apply expertise and perform a special task with proficiency.

78. _____ skills are most important at lower levels of managerial responsibility.

a. Supervisory
b. Human
*c. Technical
d. Administrative
e. Conceptual

General Feedback:
Page 26. Factual. Learning objective 5. Figure 1.6 shows that technical skills are very important at career entry levels.

79. The ability to work well in cooperation with other persons is described as:

a. a technical skill.
*b. a human skill.
c. a communicative skill.
d. an administrative skill.
e. a conceptual skill.

General Feedback:
Page 26. Factual. Learning objective 5. A human skill is the ability to work well in cooperation with other people.

80. A manager with a high degree of selfawareness and a capacity to understand and empathise with the feelings of others is exhibiting effective _____ skills.

a. technical
b. strategic
c. conceptual
d. learning
*e. human

General Feedback:
Page 26. Factual. Learning objective 5. A human skill is the ability to work well in cooperation with other people.

81. An important component of _____ is the ability to manage ourselves and our relationships effectively, which is also known as _____.

*a. human skills; emotional intelligence
b. human skills; self-management
c. informational roles; self-management
d. emotional intelligence; human skills
e. emotional intelligence; interactional skills

General Feedback:
Page 26. Factual. Learning objective 5. An important component of the essential human skills is emotional intelligence. Emotional intelligence is the ability to manage ourselves and our relationships effectively.

82. _____ skills remain relatively consistent in importance across all levels of management.

a. Technical
*b. Human
c. Diagnostic
d. Conceptual
e. Analytical

General Feedback:
Page 26. Factual. Learning objective 5. Figure 1.6 shows that they are consistently important across all the managerial levels.

83. _____ skills include the ability to break down problems into smaller parts, to see the relationships among the parts, and to recognise the implications of any one problem for others.

a. Strategic
b. Administrative
*c. Conceptual
d. Supervisory
e. Holistic

General Feedback:
Page 26. Factual. Learning objective 5. A conceptual skill is the ability to think analytically and solve complex problems.

84. A management team that is thinking critically and analytically in developing an organisational strategy for dealing with a highly competitive global environment is using _____ skills.

a. technical
b. strategic
*c. conceptual
d. learning
e. human

General Feedback:
Page 26. Applied. Learning objective 5. A conceptual skill is the ability to think analytically and solve complex problems.

85. Which statement concerning the relative importance of technical, human and conceptual skills at different management levels is TRUE?

a. Their relative importance tends to be about the same at each managerial level.
b. Technical skills are of greatest importance for middle managers.
*c. Conceptual skills are most important for top managers.
d. Human skills are of greatest importance for lower-level managers.
e. Technical skills are not needed at all by top managers.

General Feedback:
Page 26. Factual. Learning objective 5. Figure 1.6 shows that conceptual skills gain in relative importance for top managers.

86. Managerial competencies are implied in which of the following managerial elements?

a. The management processes of planning, organising, leading and controlling.
b. The information, interpersonal and decision-making demands of managerial roles.
c. The managerial activities of agenda setting and networking.
*d. All of the options listed reflect managerial competencies.
e. None of the options listed reflects managerial competencies.

General Feedback:
Page 26. Factual. Learning objective 5. A managerial competency is a skill-based capability that contributes to high performance in a management job. A number of these competencies have been implied in the previous discussion of the management process, including those related to planning, organising, leading and controlling. Competencies are also implicit in the information, interpersonal and decision-making demands of managerial roles, as well as agenda setting and networking as managerial activities.

87. Which of the following is NOT among the skills and personal characteristics that the text describes as providing a foundation for continued professional development and career success?

a. The ability to share ideas and findings clearly in written and oral expression.
b. The ability to work effectively as a team member and team leader.
*c. The ability to initiate change in ambiguous situations.
d. The ability to gather and analyse information for creative problem-solving.
e. The ability to sustain a positive impression, instil confidence, and maintain career advancement.

General Feedback:
Page 27. Factual. Learning objective 5. Manager's notepad 1.3 further highlights some of the skills and personal characteristics business schools emphasise in helping students develop the foundations for continued professional development and career success.

88. The text describes skills and personal characteristics that provide a foundation for continued professional development and career success. Which of the following is NOT one of these skills or personal characteristics?

a. Teamwork
b. Self-management
c. Leadership
d. Critical thinking
*e. Perceptual acuity

General Feedback:
Page 27. Factual. Learning objective 5. Manager's notepad 1.3 further highlights some of the skills and personal characteristics business schools emphasise in helping students develop the foundations for continued professional development and career success.

Essay questions

89. Page 4-11. Describe the various challenges that managers must face in the new economy. To what extent are you, as a future manager, prepared to meet each of these challenges? Explain your answer.

Correct Answer:
The challenges of working in the new economy include intellectual capital, globalisation, technology, diversity, ethics and careers. Students should give a brief description on each of these challenges and give examples of how s/he as a future manager will face these challenges.

90. What is an organisation? What is a manager? Why do organisations need managers?

Correct Answer:

Page 11-19. An organisation is a collection of people working together to achieve a common purpose. It is a unique social phenomenon that enables its members to perform tasks far beyond the reach of individual accomplishment. A manager is a person in an organisation who supports and is responsible for the work performance of other people. Students should identify the key levels of managers (top managers, middle managers, and team leaders or supervisors) and types of managers (line managers, staff managers, general managers and administrators) and how each of these managers helps to achieve organisational goals.

91. Describe the interrelationships among productivity, performance effectiveness and performance efficiency.

Correct Answer:

Page 13-14. Productivity is a summary measure of the quantity and quality of work performance with resource utilisation taken into account. Performance effectiveness is a measure of the resource cost associated with goal accomplishment, whereas performance efficiency is an output measure of task or goal accomplishment. Students should take examples to explain the interrelationship among these concepts.

92. Define the three levels of management and explain the major responsibilities of managers at each level.

Correct Answer:

Page 16-17. A hierarchical classification of managers identifies a manager by levels such as top, middle and team leaders or supervisors. Top managers pay special attention to the external environment and are alert to potential long-run problems and opportunities and develop appropriate ways of dealing with them. Top managers are responsible for the performance of the organisation as a whole or of one of its major parts. Middle managers are in charge of relatively large departments or divisions, consisting of several smaller work units and work with peers to help coordinate activities across the organisation. Team leaders or supervisors report to middle managers and directly supervise non-managerial workers. The responsibilities of a team leader or supervisor will include planning meetings and work schedules; recruiting, training, and developing team members to meet performance standards; and recommending pay increases for subordinates.

93. Define and give an example of each of the four functions of management. Explain how Mintzberg's ten managerial roles and Katz's three essential managerial skills are helpful in performing the four functions of management.

Correct Answer:

Page 20-25. Management is the process of planning, organising, leading and controlling the use of resources to accomplish performance goals. Planning is the process of setting objectives and determining what should be done to accomplish them. Organising is the process of assigning

tasks, allocating resources, and arranging the coordinated activities of individuals and groups to implement plans. Leading is the process of arousing people's enthusiasm to work hard and direct their efforts to fulfil plans and accomplish objectives. Controlling is the process of measuring work performance, comparing results to objectives, and taking corrective action as needed. Mintzberg's ten managerial roles can be grouped into the categories: interpersonal roles, informational roles and decisional roles. Interpersonal roles involve interactions with people inside and outside of work unit. Informational roles involve the giving receiving and analysing of information. The decisional roles involve using information to make decisions to solve problems or address opportunities. Katz classified the essential skills of managers into three categories: technical, human and conceptual. Students will need to relate these managerial roles and skills into the four functions of management by using relevant examples.