

Exam  
Name \_\_\_\_\_

**MULTIPLE CHOICE.** Choose the one alternative that best completes the statement or answers the question.

1) Which of the following is NOT part of an organisation's operations system?

- A) Strategy.
- B) Materials.
- C) Technology.
- D) Information.

AACSB: Analytical thinking

Learning Outcome: 1.1 Tell who managers are and where they work

The Busy Day (Scenario): Don Sakaguchi, manager at Control Systems, Inc., sighs as he sips his coffee at 5 a.m. and reads his agenda for the day. Don's first duty is to preside over a retirement party for a beloved employee and say a few words on her behalf. Next, he will give a tour to a news reporter who is writing a story on the new factory expansion. Don then has a meeting with the unit coordinator, Phil Johnson, to discuss Phil's recent performance drop (a task Don always hates). Finally, in the late afternoon, Don will be reviewing the recent equipment malfunction and deciding whether to deploy extra people to get the equipment running as soon as possible. What a day!

2) What kind of a manager is Don likely to be?

- A) First-line manager.
- B) Low-level middle manager.
- C) Department head.
- D) CEO of a major corporation.

AACSB: Analytical thinking

Learning Outcome: 1.1 Tell who managers are and where they work

3) Which of the following levels of management is associated with positions such as executive vice president, chief operating officer, chief executive officer and chairperson of the board?

- A) Top managers.
- B) First-line managers.
- C) Middle managers.
- D) Team leaders.

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

4) Which of the following types of managers is responsible for making organisation-wide decisions and establishing the plans and goals that affect the entire organisation?

- A) Project leader.
- B) Team supervisors.
- C) Department head.
- D) Top manager.

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

5) An organisation is \_\_\_\_\_.

- A) any collection of people who perform similar tasks
- B) a group of individuals focused on profit-making for their shareholders
- C) the physical location where people work
- D) a deliberate arrangement of people to accomplish some specific purpose

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

6) All organisations have \_\_\_\_\_ which define(s) the organisation's purpose and reason for existing.

- A) structure
- B) rules
- C) limits
- D) goals

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

7) One of the common characteristics of all organisations is \_\_\_\_\_ that defines rules, regulations and values of the organisation.

- A) an explicit goal
- B) a set of written bylaws
- C) a stated purpose
- D) a structure

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

8) A political party is an example of an organisation because it is comprised of people who \_\_\_\_\_.

- A) share the same goals but different values
- B) share goals and function within a common structure
- C) function under a different set of rules and regulations
- D) share the same values, traditions and customs

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

9) All levels of management between non-managerial employees and the top management of the organisation are termed \_\_\_\_\_.

- A) middle managers
- B) supervisors
- C) team leaders
- D) first-line managers

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

10) The work of a manager \_\_\_\_\_.

- A) is strictly limited to overseeing and monitoring the work of others
- B) involves only high-level tasks that require a sophisticated skill set
- C) may involve performing tasks that are not related to overseeing others
- D) does not involve interaction with non-managerial employees

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

11) A major contribution that Taylor made to the study of management was to \_\_\_\_\_.

- A) identify the three best ways to get a job done
- B) identify the one best way to get a job done
- C) measure efficiency on a four-star scale
- D) measure inefficiency on a four-star scale

AACSB: Analytical thinking

Learning Outcome: 1.1 Tell who managers are and where they work

12) Which of the following did Taylor NOT find 'appalling' in his study of workers in steel companies?

- A) Workers would only attempt to perform a job if they were shown to have aptitude for it.
- B) Workers employed different techniques for the same job.
- C) Work standards were few, if any.
- D) Worker output was only about one-third of what was possible.

AACSB: Analytical thinking

Learning Outcome: 1.1 Tell who managers are and where they work

13) The 'creator' of scientific management was \_\_\_\_\_.

- A) Henry Mintzberg
- B) Robert L. Katz
- C) Henri Fayol
- D) Frederick Winslow Taylor

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

14) Taylor began to develop his theory of \_\_\_\_\_ as a result of viewing workers in steel companies.

- A) management skills
- B) the functions of management
- C) ethics-based management
- D) scientific management

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

15) The transformation process of the organisational operations system is responsible for turning inputs into goods and services.

- A) True
- B) False

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

16) Middle managers are those individuals responsible for directing the day-to-day activities of non-managerial employees.

- A) True
- B) False

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

17) Part of what defines an organisation is its purpose.

- A) True
- B) False

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

18) In order to be considered a manager, an individual must direct or oversee the work of others.

- A) True
- B) False

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

19) A manager does not work directly on tasks for the organisation.

- A) True
- B) False

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

**ESSAY. Write your answer in the space provided or on a separate sheet of paper.**

20) Provide a short description of managers and non-managerial employees.

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

21) Provide a short description of top managers and their primary tasks.

AACSB: Reflective thinking

Learning Outcome: 1.1 Tell who managers are and where they work

**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

22) Another term for efficiency is \_\_\_\_\_.

- A) doing things at the right time
- B) doing the right things
- C) doing things right
- D) making sure things get done

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

23) Another term for effectiveness is \_\_\_\_\_.

- A) doing the right things
- B) doing things when necessary
- C) doing things intelligently
- D) doing things right

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

24) Effectiveness is synonymous with \_\_\_\_\_.

- A) goal attainment
- B) smart management
- C) cost minimisation
- D) efficiency

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

25) Good management strives for \_\_\_\_\_.

- A) high efficiency and high effectiveness
- B) low efficiency and high effectiveness
- C) moderate efficiency and moderate effectiveness
- D) high efficiency and low effectiveness

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

26) \_\_\_\_\_ means doing those work tasks that help the organisation reach its goal, whereas \_\_\_\_\_ is concerned with the means of getting things done.

- A) Vision; planning
- B) Efficiency; mission
- C) Effectiveness; efficiency
- D) Efficiency; effectiveness

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

The Perfect Manager (Scenario): Brenda Kraft has proven herself to be an able manager. Her unit has a high project completion rate with the highest-quality product and the lowest defects in her division. In addition, she accomplishes this with fewer full-time people than other managers. Co-workers say that the secret of her success is in her ability to delegate responsibility and her understanding of the basic 'management processes'.

27) If Brenda accomplished her projects on time with high-quality results, but she took more time than other managers in

the process, you could say that as a manager she was \_\_\_\_\_.

- A) a leader, but not a top manager
- B) effective, but not efficient
- C) efficient, but not effective
- D) project-oriented, but not effective

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

28) Brenda's high project completion rate indicates that she is \_\_\_\_\_.

- A) an effective manager
- B) an efficient manager
- C) a good resource allocator
- D) a good spokesperson

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

29) Which of the following might be an example of increased effectiveness in vehicle production?

- A) Cutting the amount of labour required to make the product.
- B) Cutting the price of the product.
- C) Increasing sales of the product.
- D) Increasing advertising for the product.

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

30) A candy manufacturer would increase both efficiency and effectiveness by making \_\_\_\_\_.

- A) the same candy at the same cost
- B) better candy at a lower cost
- C) the same candy at a lower cost
- D) better candy at the same cost

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

31) Effectiveness refers to the relationship between inputs and outputs.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

32) A goal of efficiency is to minimise output costs while maximising input costs.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

33) Effectiveness refers to the attainment of the organisation's goals.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

34) Managers who are effective at meeting organisational goals always act efficiently.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

**ESSAY. Write your answer in the space provided or on a separate sheet of paper.**

35) In a short essay, discuss the difference between efficiency and effectiveness.

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

36) In a short essay, explain through examples how a process can be: (a) efficient but not effective, and (b) effective but not efficient.

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

37) A finance manager who reads the Financial Review on a regular basis would be performing which role?

- A) Disseminator.
- B) Leader.
- C) Monitor.
- D) Liaison.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

38) The managerial role that changes the LEAST between middle and top managers is \_\_\_\_\_.

- A) leading
- B) organising
- C) planning
- D) controlling

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Joe the Manager (Scenario): As a production supervisor, Joe determines the number of output units his department will produce each week. On Monday, he informs his team that the schedule is going to be difficult this week due to the increased number of output units. He goes on to tell them that he is confident that they can fulfil the schedule because they are tough, talented, and 'when the going gets tough, they are the ones who get going'. Each day during the week, Joe checks the amount of output that the employees have completed and the number of units that have been rejected.

39) When Joe tells the employees that he is sure they can fulfil the schedule because they are the ones 'who get going when the going is tough', he is performing which of the management processes?

- A) Leading.
- B) Controlling.
- C) Planning.
- D) Organising.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

40) When Joe checks the amount of output units that the team has completed and the number of units that have been rejected, he is performing which of the management processes?

- A) Planning.
- B) Leading.
- C) Controlling.
- D) Organising.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

41) Which of the management processes is Joe NOT performing?

- A) Planning.
- B) Leading.
- C) Organising.
- D) Controlling.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

The General Manager (Scenario): Michelle is the general manager of a power station. This morning she will meet with city officials to discuss environmental issues. After the meeting, she will confer with the station's department managers to address the concerns of the city representatives. This afternoon Michelle will meet with a team leader to go over a complaint filed by an employee. After the complaint meeting, Michelle plans to spend time in the library and on the Internet researching new technologies that can be used to improve the performance of the station.

42) When Michelle spends time searching for new technologies for the station, she is performing which management role?

- A) Spokesperson.
- B) Disturbance handler.
- C) Entrepreneur.
- D) Leader.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

43) When Michelle learns from city officials about how the station's operations may be affecting the environment, she is performing which management role?

- A) Leader.
- B) Entrepreneur.
- C) Resource allocator.
- D) Liaison.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

44) When Michelle meets with the department managers to brief them on the concerns of the city officials, which management role is she performing?

- A) Negotiator.
- B) Disturbance handler.
- C) Liaison.
- D) Disseminator.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

45) When Michelle addresses a complaint filed by an employee, she is performing which management role?

- A) Resource allocator.
- B) Disturbance handler.
- C) Liaison.
- D) Figurehead.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

The Perfect Manager (Scenario): Brenda Kraft has proven herself to be an able manager. Her unit has a high project completion rate with the highest-quality product and the lowest defects in her division. In addition, she accomplishes this with fewer full-time people than other managers. Co-workers say that the secret of her success is in her ability to delegate responsibility and her understanding of the basic 'management processes'.

46) Brenda's ability to delegate responsibility well is evidence that she excels at which management function?

- A) Controlling.
- B) Planning.
- C) Leading.
- D) Organising.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

The Busy Day (Scenario): Don Sakaguchi, manager at Control Systems, Inc., sighs as he sips his coffee at 5 a.m. and reads his agenda for the day. Don's first duty is to preside over a retirement party for a beloved employee and say a few words on her behalf. Next, he will give a tour to a news reporter who is writing a story on the new factory expansion. Don then has a meeting with the unit coordinator, Phil Johnson, to discuss Phil's recent performance drop (a task Don always hates). Finally, in the late afternoon, Don will be reviewing the recent equipment malfunction and deciding whether to deploy extra people to get the equipment running as soon as possible. What a day!

47) When Don meets with Phil to discuss Phil's output decline, in which management role will Don be operating?

- A) Spokesperson.
- B) Figurehead.
- C) Monitor.
- D) Disseminator.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

48) When Don attends the retirement party, he will be operating in which of the management roles?

- A) Figurehead.
- B) Liaison.
- C) Monitor.
- D) Leader.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

49) When Don reviews the equipment malfunction, what management role will he play in deciding whether to bring in extra people?

- A) Monitor.
- B) Disseminator.
- C) Disturbance handler.
- D) Resource allocator.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

50) What role will Don be performing when he gives the factory tour to the newspaper reporter?

- A) Entrepreneur.
- B) Spokesperson.
- C) Resource allocator.
- D) Monitor.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

51) Why might a manager for a non-profit organisation seem as concerned with her organisation's financial well-being as a for-profit manager?

- A) Many not-for-profit organisations have tight budgets and must be very efficient.
- B) Non-profit organisations have an obligation to turn a profit.
- C) Non-profit managers try to give the illusion that they care about the 'bottom line'.
- D) Non-profit managers are evaluated on financial performance only.



AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

52) How many management functions were originally proposed by Henri Fayol?

- A) Ten: three interpersonal, three informational, four decisional.
- B) Five: plan, organise, command, coordinate, control.
- C) Four: plan, organise, lead, control.
- D) Three: plan, organise, lead.

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

53) \_\_\_\_\_ are the skills managers use to analyse and diagnose complex situations.

- A) Conceptual skills
- B) Interpersonal skills
- C) Political skills
- D) Technical skills

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

54) Brad has recently been promoted to a managerial position in his company. Brad believes that to get 'ahead' he must compete with others for resources. Brad is keen on networking with the right people and influencing them. Which of the following skills is Brad using?

- A) Technical.
- B) Political.
- C) Interpersonal.
- D) Conceptual.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

55) Which of the following managerial skills emphasises the importance of specialised knowledge or expertise?

- A) Interpersonal skills.
- B) Technical skills.
- C) Political skills.
- D) Conceptual skills.

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

56) Which of the following is considered NOT to be a part of the planning function of a manager?

- A) Making decisions.
- B) Defining goals.
- C) Mapping out strategy.
- D) Motivating.

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

57) The controlling management function is largely a matter of \_\_\_\_\_.

- A) defining goals and establishing strategies
- B) resolving conflicts
- C) monitoring to see that tasks are accomplished
- D) determining what needs to be done

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

58) Organising includes \_\_\_\_\_.

- A) resolving conflicts
- B) determining who does what tasks
- C) motivating organisational members
- D) defining organisational goals

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

59) Understanding building codes would be considered a(n) \_\_\_\_\_ skill for a building contractor.

- A) interpersonal
- B) political
- C) technical
- D) conceptual

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

60) Which event is most appropriate for exercising political skills?

- A) A job interview.
- B) A formal information session about a new company product release.
- C) A corporate fun day for employees and management.
- D) A legal consultation with the company patent lawyer.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

61) According to the functions approach, first-level managers are most likely to perform which of the following activities?

- A) Organising.
- B) Leading.
- C) Controlling.
- D) Planning.

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

62) Mary is a manager at a small size business. According to Mintzberg's managerial roles, which of the following would be considered Mary's most important role?

- A) Resource allocator.
- B) Spokesperson.
- C) Entrepreneur.
- D) Figurehead.

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

63) In a small organisation, which of the following is NOT likely to be true?

- A) Relationships are more likely to be informal.
- B) Planning is not likely to be an orchestrated ritual.
- C) The design of the organisation is likely to be less structured and complex.
- D) Workers are likely to be observed by computerised monitoring systems.

AACSB: Information technology

Learning Outcome: 1.3 Describe what managers do

The General Manager (Scenario): Michelle is the general manager of a power station. This morning she will meet with city officials to discuss environmental issues. After the meeting, she will confer with the station's department managers to address the concerns of the city representatives. This afternoon Michelle will meet with a team leader to go over a complaint filed by an employee. After the complaint meeting, Michelle plans to spend time in the library and on the Internet researching new technologies that can be used to improve the performance of the station.

64) Michelle's evaluation of new technologies that can be used in the production processes of the power station is an example of which type of management skill?

- A) Interpersonal.
- B) Political.
- C) Conceptual.
- D) Communication.

AACSB: Information technology

Learning Outcome: 1.3 Describe what managers do

65) Technical skills might include \_\_\_\_\_.

- A) exceptional writing ability
- B) excellent verbal skills
- C) proficiency in computer programming
- D) decision-making ability

AACSB: Information technology

Learning Outcome: 1.3 Describe what managers do

66) According to Katz, the four critical managerial skills can be classified as \_\_\_\_\_.

- A) technical, political, interpersonal and conceptual
- B) technical, interpersonal, political and controlling
- C) technical, political, controlling and analytical
- D) interpersonal, political, empirical and technical

AACSB: Reflective thinking

Learning Outcome: 1.3 Describe what managers do

67) Today, the basic management functions are considered to be \_\_\_\_\_.

- A) planning, organising, leading and controlling
- B) commanding, organising, leading and decision making
- C) planning, coordinating, leading and monitoring
- D) coordinating, organising, leading and motivating

AACSB: Reflective thinking

Learning Outcome: 1.3 Describe what managers do

68) The emphasis that managers give to various activities is generally based on their \_\_\_\_\_.

- A) skill specialty
- B) organisational level
- C) tenure with the organisation
- D) gender

AACSB: Reflective thinking

Learning Outcome: 1.3 Describe what managers do

69) Which of the following proved to be a surprising result of Mintzberg's data?

- A) Managers spent only a short period of time on each activity.
- B) Executives were not efficient.
- C) Managers could spend hours on a single activity during a typical day.
- D) Managers were deliberate, reflective thinkers who methodically mapped out strategies.

AACSB: Reflective thinking

Learning Outcome: 1.3 Describe what managers do

70) The four managerial functions first described by Fayol are considered 'classical' because \_\_\_\_\_.

- A) they are no longer popular today
- B) many use them to categorise managers
- C) they were devised a long time ago
- D) they date back to ancient Greece and Rome

AACSB: Reflective thinking

Learning Outcome: 1.3 Describe what managers do

71) One managerial function that is identical in both Fayol's and Mintzberg's systems is \_\_\_\_\_.

- A) leader
- B) negotiator
- C) monitor
- D) resource allocator

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

72) Non-profit organisations are different from for-profit organisations primarily \_\_\_\_\_.

- A) in the way they motivate employees
- B) in the way they make decisions
- C) in the way they measure success
- D) in how they hire employees

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

73) The role of \_\_\_\_\_ is less important for managers of small organisations than for managers working in large corporations.

- A) entrepreneur
- B) spokesperson
- C) resource allocator
- D) disseminator

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

74) All managerial levels require \_\_\_\_\_.

- A) technical skills
- B) superb political and negotiating skills
- C) long-term planning and forecasting
- D) decision making

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

75) Which set of skills would you expect the Prime Minister of Australia to be LEAST in need of?

- A) Political.
- B) Technical.
- C) Interpersonal.
- D) Conceptual.

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

76) Under which category would you classify skill in motivating subordinates?

- A) Technical skills.
- B) Conceptual skills.
- C) Political skills.
- D) Interpersonal skills.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

77) According to Mintzberg, managers' informational roles include which of the following roles?

- A) Monitor and spokesperson.

- B) Leader and disseminator.
- C) Figurehead and liaison.
- D) Resource allocator and negotiator.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

78) A pharmaceutical company manager attending a meeting of academic scientists would be functioning in which role?

- A) Liaison.
- B) Informational.
- C) Leader.
- D) Decisional.

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

79) All of the following are examples of informational roles according to Mintzberg EXCEPT \_\_\_\_\_.

- A) spokesperson
- B) disseminator
- C) entrepreneur
- D) monitor

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

80) Which of the following is NOT an example of a decisional role according to Mintzberg?

- A) Negotiator.
- B) Disturbance handler.
- C) Spokesperson.
- D) Resource allocator.

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

81) Which of the following would networking be most likely to help a manager accomplish?

- A) Increasing efficiency.
- B) Increasing effectiveness.
- C) Building a power base.
- D) Defining goals.

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

82) Designing a series of interview questions to provide information about possible customers for a company would primarily require \_\_\_\_\_.

- A) technical skills
- B) political skills
- C) conceptual skills
- D) interpersonal skills

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

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83) Which type of management skill does Michelle use most during the day?

- A) Conceptual.
- B) Interpersonal.
- C) Political.
- D) Informational.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

Application of Skills: Harris, a budding stand-up comedian, spent months hanging out at Laugh Town, a local club, meeting other stand-ups, doing a lot of listening and finding out how they learned their trade. It got to the point where several of the star acts were trying out their new material on Harris. If Harris laughed, the material must be good, they said. Finally, Harris got to the point where he wanted to try out his own act. Bobby G, a successful comic, agreed to listen to Harris. Bobby laughed a few times, but as he performed his material Harris couldn't help but wonder about the odd, pained expression on Bobby's face. When it was over, Bobby told him, 'Very funny, Harris. Keep working on it'. It was at that point that Harris decided he would become an agent for other comedians. Somehow, he knew that that was what he was truly suited for.

84) Spending time with comedians and learning about their trade is an example of which political skill?

- A) Networking.
- B) Interpersonal influence.
- C) Social astuteness.
- D) Apparent sincerity.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

85) Why is a negotiator a decisional role according to Mintzberg?

- A) Negotiation requires taking a position and deciding how and when to compromise.
- B) Negotiation requires a manager to be able to deal with money.
- C) The task of negotiation is taken on only by the decision-makers who are always top managers.
- D) Negotiation requires no interpersonal or informational skill.

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

86) The four contemporary management processes are planning, organising, leading and commanding.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

87) A key difference between Fayol's and Mintzberg's view of management is that Fayol's view was based on empirical observations of managers in action.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

88) Because profit, or the 'bottom line', is not the measure of success for not-for-profit organisations, managers of charitable organisations do not have to concern themselves with the financial aspects of their organisations.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

89) Defining goals is a key part of the organising function of management.

- A) True

B) False

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

90) Providing motivation is part of the planning function of management.

A) True

B) False

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

91) Determining who reports to whom is part of the controlling function of management.

A) True

B) False

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

92) According to Mintzberg, monitoring forms part of the manager's interpersonal role.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

93) A person may have strong technical, interpersonal and conceptual skills, but a weak motivation to manage would make them unsuited to a managerial role.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

94) Deciding who will be assigned to which job is a part of the leading function of management.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

95) Henri Fayol's four management functions framework continues to be popular due to its clarity and simplicity.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

96) In Mintzberg's view, the roles of figurehead, leader and liaison are all interpersonal roles.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

97) Disturbance handler is one of Mintzberg's interpersonal roles.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

98) A typical first-level manager spends more of his or her time leading than planning.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

99) All managers devote at least some of their time to planning.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

100) A manager in a large business generally will spend more of her time as a spokesperson and entrepreneur than her counterpart in a small business.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

101) A manager's role as a monitor is identical in Fayol's management processes and in Mintzberg's management roles.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

**ESSAY. Write your answer in the space provided or on a separate sheet of paper.**

102) In a short essay, list and explain the four basic functions of management.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

103) In a short essay, list and discuss the decisional managerial roles developed by Mintzberg. Include specific examples of each role.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

104) In a short essay, describe how each of the four managerial skills can support innovation in managers' work.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

105) What are the main responsibilities of managers in large organisations likely to be?

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

106) Provide a short description of political skills and their value to managers.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

107) In a short essay, list and discuss the interpersonal managerial roles developed by Mintzberg. Include specific examples of each role.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

108) In a short essay, list and discuss the informational managerial roles developed by Mintzberg. Include specific examples of each role.

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do



**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

109) Which of the following is NOT typically influenced by managers' behaviour?

- A) Employee's loyalty
- B) Employee's priorities.
- C) Employee's experience at work.
- D) Employee productivity.

AACSB: Analytical thinking

Learning Outcome: 1.4 Explain why it's important to study management

110) In a Gallup Organisation survey, workplace environment was found as the most important variable in employee productivity and loyalty.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.4 Explain why it's important to study management

111) Studying management is beneficial for identifying poorly managed organisations.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.4 Explain why it's important to study management

**ESSAY. Write your answer in the space provided or on a separate sheet of paper.**

112) In a short essay, briefly discuss the importance of formally studying management.

AACSB: Written and oral communication

Learning Outcome: 1.4 Explain why it's important to study management

**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

113) Which of the following is a factor in today's tough economic climate that managers do NOT need to deal with?

- A) Ethical and trust issues.
- B) Economic uncertainty.
- C) Unresponsive media.
- D) Changing technology.

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

114) Which of the following is NOT a potential benefit of social media?

- A) It can be used to manage employee complaints.
- B) It can be used to manage company resources.
- C) It enables connection with customers.
- D) It can tap into employee's innovation and talent.

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

115) Which of the following is NOT a potential risk for companies resulting from social media?

- A) Managers identifying employees with a strong interest in environmental causes.
- B) Employees bragging about their accomplishments hurts company image.
- C) Employees using social media platform to engage in bullying or harassment.
- D) Managers publishing one-way messages to employees reduces employees' perception of organisational responsiveness.

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

116) Managing for sustainability requires doing the \_\_\_\_\_ things in \_\_\_\_\_ ways.

- A) right; old
- B) right; new
- C) old; new
- D) new; old

AACSB: Ethical understanding and reasoning

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

117) Which of the following is NOT an argument against the idea that companies should be socially responsible?

- A) Too much power.
- B) Costs.
- C) Public expectations.
- D) Violation of profit maximisation.

AACSB: Ethical understanding and reasoning

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

118) Which of the following defines the organisation's social responsibilities?

- A) The organisation's marketing team
- B) The organisation
- C) The law and government
- D) The organisation's customers

AACSB: Ethical understanding and reasoning

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

119) Which of the following is NOT a reason why organisations today need to manage for sustainability?

- A) Depletion of natural resources.
- B) Global climate change.
- C) Global financial crisis and economic downturn.
- D) Increasing political uncertainty in third world economies.

AACSB: Ethical understanding and reasoning

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

120) An organisation's intention to go beyond its legal and economic obligation to act in favour of the society is the organisation's \_\_\_\_\_.

- A) social obligation
- B) social responsiveness
- C) social responsibility
- D) ethical conduct

AACSB: Ethical understanding and reasoning

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

121) Sustainability has been defined by the World Business Council for Sustainable Development in 2005 as meeting the needs of people today while \_\_\_\_\_.

- A) not compromising the ability of future generations to meet their needs
- B) reducing the impact on depleting natural resources
- C) pre-empting and responding to the needs of future generations
- D) adhering to legislation and public expectations

AACSB: Ethical understanding and reasoning

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

122) Which of the following would NOT be an example of sustainable management?

- A) A company rewarding workers for carpooling.
- B) A company shipping in expensive all-natural fruits for employees all-year round.
- C) A company using reusable rather than disposable containers.
- D) A company using wind energy for electricity.

AACSB: Ethical understanding and reasoning

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

123) Customer satisfaction depends \_\_\_\_\_.

- A) on the work of nurses and teachers, but not financial planners
- B) on employees' attitudes and behaviours
- C) mainly on the attitudes of managers
- D) only on the work of marketing people

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

124) Two main changes that today's managers must deal with are \_\_\_\_\_.

- A) changes in employees' attitudes due to Generation Y education
- B) increasing importance of customers and social media
- C) increasing need for customer service and legal demands
- D) political skills and decision-making skills

AACSB: Reflective thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

125) John Chambers, CEO of Cisco Systems, listens to voice mails forwarded to him from dissatisfied customers because he wants to \_\_\_\_\_.

- A) gauge the way the company's strategy is perceived by customers
- B) segment customers according to their demographics
- C) identify non-responsive customer care staff
- D) argue with dissatisfied customers and try to convince them that they are wrong

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

126) What does a company's prompt, courteous and helpful answering of a telephone with a human operator signal to the customer who is calling?

- A) The company has high prices.
- B) The company is responsive to the customer's needs.
- C) The company has low prices.
- D) The company is wasting resources on telephone operators.

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

127) Managers are concerned with social media because of its great potential for company benefit, as well as risk.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

128) Focusing on the customers is mostly the responsibility of the organisation's marketing people.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

129) Managing for sustainability may require complete revision of organisational practices.

- A) True
- B) False

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

130) The main focus of managing for sustainability is addressing the needs of tomorrow.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

131) The global economic and financial crisis is part of the evidence that sustainability is important for organisations to consider.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

132) Employee engagement depends mostly on the company's financial performance.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

133) Managers affect employees' stress and well-being, but not their emotional or mental health.

A) True

B) False

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

- 1) A
- 2) C
- 3) A
- 4) D
- 5) D
- 6) D
- 7) D
- 8) B
- 9) A
- 10) C
- 11) B
- 12) A
- 13) D
- 14) D
- 15) A
- 16) B
- 17) A
- 18) A
- 19) B
- 20) Managers are individuals in an organisation who direct and oversee the activities of other people in the organisation so organisational goals can be accomplished. A manager's job isn't about personal achievement—it's about helping others do their work. That may mean coordinating the work of a departmental group, or it might mean supervising a single person. It could involve coordinating the work activities of a team with people from different departments or even people outside the organisation, such as temporary employees or individuals who work for the organisation's suppliers. However, managers may also work directly on tasks. Some managers do have work duties not directly related to overseeing the activities of others. For example, an insurance claims supervisor might process claims in addition to coordinating the work activities of other claims employees.
- 21) Top managers are those at or near the top of an organisation. They are responsible for making decisions about the direction of the organisation. They also establish policies and philosophies that affect all organisational members. Top managers typically have titles such as vice president, president, chancellor, managing director, chief operating officer, chief executive officer or chairperson of the board.
- 22) C
- 23) A
- 24) A
- 25) A
- 26) C
- 27) B
- 28) A
- 29) C
- 30) B
- 31) B
- 32) B
- 33) A
- 34) B
- 35) Efficiency refers to getting the most output from the least amount of input. Efficiency is often referred to as 'doing things right'; that is, performing a task with a minimum of wasted time, energy, labour and resources and a maximum of the product being created. A mathematical measure of efficiency is given by the ratio of input-to-output. The smaller the input-to-output ratio, the greater the efficiency of the process.

Effectiveness is often described as 'doing the right things'; that is, those work activities that will help the organisation reach its goals. Where efficiency is concerned with the means of getting things done, effectiveness is concerned with the ends, or attainment of organisational goals.

36) (a) Efficient but not effective: A craftsman building a wooden table may be highly efficient in the way he uses his time, energy and wood in producing his product. However, despite this efficiency, the craftsman may still end up with a rickety table, thereby not fulfilling his goal of building a strong, sturdy table and failing to be effective.

(b) Effective but not efficient: A craftsman may be inefficient and waste a great deal of time, energy and wood in building a table. However, the table itself can turn out to be strong, sturdy and beautiful, thereby fulfilling the goal of the process and qualifying the craftsman as effective.

- 37) C
- 38) D
- 39) A
- 40) C
- 41) C
- 42) C
- 43) D
- 44) D
- 45) B
- 46) D
- 47) C
- 48) A
- 49) D
- 50) B
- 51) A
- 52) B
- 53) A
- 54) B
- 55) B
- 56) D
- 57) C
- 58) B
- 59) C
- 60) C
- 61) B
- 62) B
- 63) D
- 64) C
- 65) C
- 66) A
- 67) A
- 68) B
- 69) A
- 70) B
- 71) A
- 72) C
- 73) C
- 74) D
- 75) B
- 76) D
- 77) A
- 78) A
- 79) C
- 80) C
- 81) C

- 82) C
- 83) B
- 84) A
- 85) A
- 86) B
- 87) B
- 88) B
- 89) B
- 90) B
- 91) B
- 92) B
- 93) A
- 94) B
- 95) A
- 96) A
- 97) B
- 98) A
- 99) A
- 100) B
- 101) B

102) Planning involves the process of defining goals, establishing strategies for achieving those goals, and developing plans to integrate and coordinate activities so the organisation can achieve its goals. Planning ensures that the work to be done is kept in proper focus and that organisational members keep their attention on what is most important.

Organising involves the process of determining what tasks need to be done, who should do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made.

Leading involves directing and coordinating the work activities of others. It is primarily concerned with motivating subordinates and getting them to work in the most effective and efficient ways possible. Leading also involves instructing subordinates, using effective communication channels to inform them and resolving any conflicts that arise between them.

Controlling is largely a function of monitoring subordinates to ensure that work is proceeding as it should and goals will be met. Evaluation is a key part of controlling. Managers must compare actual performance to plans and correct inefficiencies and flaws in the process that is being carried out.

103) Decisional roles

The decisional roles revolve around making choices. The four decisional roles include entrepreneur, disturbance handler, resource allocator and negotiator.

An entrepreneur searches the organisation and its environment for opportunities and initiates 'improvement projects' to bring about changes. The entrepreneur's primary task is to develop new products and opportunities for the organisation. An entrepreneur may choose to organise strategy and review sessions to develop new programs. Another example is a fashion company manager may depart from the company's original mission and develop a line of furniture under the company umbrella. With older, more established organisations the entrepreneur would be more likely to develop new methods of production rather than new products themselves. For example, a Health Maintenance Organisation manager may develop a new system in which to keep medical records.

A disturbance handler is responsible for solving problems and 'fixing' difficult situations when they arise. Examples could include anything from two employees who don't get along to a major complaint of job discrimination from an employee that threatens a lawsuit. In either case, the manager must mediate between the parties and try to resolve the situation in a manner that is fair and is minimally harmful to the organisation.

A resource allocator must figure out how to distribute and divide all of an organisation's resources. Resources may include

assets of all types—people, funds, buildings, land, equipment, time, energy, and so on. Allocation of resources often boils down to making decisions about priorities. For example, where should a baseball executive invest his money, on two relief pitchers or one shortstop? Deciding how to divide up budgets of all types is the resource allocator's job.

A negotiator is also a kind of resource allocator, but the resources are allocated between the organisation and external entities. Negotiators are responsible for making deals—between an organisation and its union, a company and its suppliers, a school district and its teachers, a building contractor and her client. In each case, decisions must be made about where to draw the line—how much money, or other resources can one side afford to give up versus the amount the other side requires.

104) Managerial skills include conceptual skills, which enable managers to diagnose complex situations and identify innovation opportunities. Managers are also required to have interpersonal skills, to enable them to communicate the need for innovation, motivate employees to come up with innovative solutions, and mentor them in the development of innovation. Managers' technical skills enable them to assess innovative ideas in their area, or identify innovation opportunities. And finally, political skills enable managers to get the support necessary for an innovative idea, and thus attain the appropriate resources to enable its development.

105) In large organisations, planning is done in higher organisational levels. Only a few managers work in those levels, and thus a manager in a large organisation is likely to be of a lower level. Managers in lower levels in large organisations are more concerned with resource allocations, particularly internal resources.

106) Political skills are used to build a power base and establish the right connections. They represent the ability to change one's situation by influencing others at work, with the overall objective of attaining valued goals from the situation. Managers who have and know how to use political skills tend to be better at getting resources for their groups.

107) Interpersonal roles

The interpersonal roles are roles that involve people and other duties that are ceremonial and symbolic in nature. The three interpersonal roles include being a figurehead, leader and liaison.

A figurehead is a symbolic head of an organisation. A figurehead represents the organisation to the community at large in social and legal situations. The figurehead may be required to greet visitors, perform ceremonial duties, sign legal documents and make statements to the media. Typically, a figurehead's official statements would be of a general nature, while more substantive and technical statements would be provided by a spokesperson.

A leader is responsible for the motivation and activation of subordinates. A leader also has staffing and training duties. A leader needs to be able to inspire and excite, but she must also be able to deal out consequences when goals are not met. A significant amount of a leader's time might be taken up resolving disputes and solving problems that arise between team members. For these tasks, leaders strive to be seen as fair, open-minded and tough.

A liaison provides a link from the organisation to the outside world. A liaison maintains a self-developed network of outside contacts, such as individuals, members of the media or other organisations. A liaison informs the organisation on who provides favours and information and represents the organisation in these capacities. Thus, a liaison must be prudent in what he says and doesn't say. When a meeting between an outside entity and the organisation needs to take place, the liaison typically organises the meeting, provides introductions and generally smooths the way for both parties to feel comfortable. A liaison also acknowledges mail and does external board work.

108) Informational roles

The informational roles involve receiving, collecting and disseminating information. The three informational roles include a monitor, disseminator and spokesperson.

A monitor within Mintzberg's scheme seeks and receives a wide variety of internal and external information to develop a thorough understanding of the organisation and the cultural and business environment in which it functions. Examples include reading periodicals and reports, maintaining personal contacts, attending meetings and conferences, taking classes, going on fact-finding missions and participating in task forces. Note that a monitor in Fayol's system performs a very different function—that of keeping track of progress as a task moves toward completion.

A disseminator transmits information to members of the organisation. Examples include holding informational meetings,



writing memos and position papers, and making posters and presentations. The disseminator functions as an opposite counterpart to the monitor. The monitor takes in information; the disseminator distributes it. That being said, it is not surprising that frequently the monitor and disseminator are the same person: after studying a situation, the monitor dons his disseminator hat and disseminates the information that has been accumulated.

A spokesperson transmits information to outsiders on the organisation's plans, policies, actions, results, and so on. Examples include holding board meetings and giving information to the media. Note that a spokesperson role may overlap with other Mintzberg categories such as figurehead, leader, liaison and negotiator. All of these categories may 'speak for the organisation' from time to time. What distinguishes the spokesperson is that her presentation is strictly informational in content.

109) B

110) B

111) A

112) Understanding management helps to gain insight into the behaviour of bosses and colleagues. It also helps to develop one's own management skills. These are important because managers critically influence an employee's experience of working in their organisation. The employee's relationship with their direct supervisor was also found, in a Gallup Organisation survey of millions of employees, to be the most important variable in employee productivity and loyalty. In addition, understanding management enables the differentiation between organisations that are well managed or poorly managed, when deciding who to deal with and who to work for.

113) C

114) A

115) A

116) C

117) C

118) B

119) D

120) C

121) A

122) B

123) B

124) B

125) A

126) B

127) A

128) B

129) A

130) B

131) A

132) B

133) B