



Chapter 1

Managers in the workplace

Write 'True' if the statement is correct and 'False' if the statement is incorrect.

1) If there were no organisations, there would be no need for managers.

Answer: True

Difficulty: Moderate

Learning Objective: 1.1 Explain why managers are important to organisations.

Topic: Why are managers important?

AACSB: Application of knowledge

2) Identifying critical issues is an important task that managers need to play in today's business world.

Answer: True

Difficulty: Complex

Learning Objective: 1.1 Explain why managers are important to organisations.

Topic: Why are managers important?

AACSB: Application of knowledge

3) According to the Gallup Organization survey, the relationship between employees and their colleagues is more important to their success than any other factor.

Answer: False

Difficulty: Complex

Learning Objective: 1.1 Explain why managers are important to organisations.

Topic: Why are managers important?

AACSB: Application of knowledge

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

4) Which of the following is NOT a challenge in today's business world that requires managers to be able to craft responses?

A) the worldwide economic climate

B) changing workforce dynamics

C) scientific developments in medicine

D) changing technology

E) ever-increasing globalisation

Answer: C

Difficulty: Moderate

Learning Objective: 1.1 Explain why managers are important to organisations.



Topic: Why are managers important?

AACSB: Application of knowledge

5) How can managers assist organisations in handling complex and critical issues within the organisation?

A) by increasing organisational efficiency based on financial performance

B) by restricting employee unsupervised activities thereby limited potential errors

C) by creating a workplace environment so others can perform various tasks

D) by mentoring a better line-management force so the manager will not have to follow-up

E) by increasing collaboration across units based on skills and abilities

Answer: C

Difficulty: Moderate

Learning Objective: 1.1 Explain why managers are important to organisations.

Topic: Why are managers important?

AACSB: Application of knowledge

Write 'True' if the statement is correct and 'False' if the statement is incorrect.

6) A distinct purpose is important in defining an organisation.

Answer: True

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

7) The term 'operative' refers to an entity that has a distinct purpose, includes people and has a deliberate structure.

Answer: False

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

8) As organisations have changed, the distinction between managers and non-managerial employees has blurred.

Answer: True

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge



9) Supervisors and forepersons may both be considered first-line managers.

Answer: True

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

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

10) An organisation is _____.

A) a collection of individuals working for the same company

B) a deliberate arrangement of people to accomplish some specific purpose

C) the physical location where people work

D) a group of individuals focused on profit making for their shareholders

E) different from a 'company' because of legal definitions

Answer: B

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

11) Which of the following is NOT a characteristic of an organisation?

A) developing a deliberate structure

B) setting a goal or goals

C) having a distinct purpose

D) being composed of people

E) encouraging employee free-time activities

Answer: E

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

12) One of the common characteristics of all organisations, _____, clarifies members' work relationships.

A) its goals

B) its deliberate structure

C) its purpose

D) norms

E) its people

Answer: B



Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Interpersonal relations and teamwork

13) One of the common characteristics of all organisations, _____, is typically expressed in terms of its goals.

- A) its people
- B) norms
- C) its goals
- D) its purpose
- E) its systematic structure

Answer: D

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

14) Which of the following is NOT a characteristic of contemporary organisations?

- A) employee participation in decision making
- B) team orientation
- C) workforce diversity
- D) flexible work arrangements
- E) clearly identifiable work units

Answer: E

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Analytical thinking

15) Traditionally, _____ were individuals in an organisation who worked directly on a job or task but had no subordinates.

- A) line managers
- B) non-managerial employees
- C) top-level managers
- D) managers
- E) team leaders

Answer: B

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.



Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

16) _____ are organisational members who coordinate and oversee the work of others.

- A) Operatives
- B) Subordinates
- C) Employees
- D) Managers
- E) Agents

Answer: D

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

17) Which of the following is the lowest level of management?

- A) top managers
- B) team leaders
- C) middle managers
- D) first-line managers
- E) subordinates

Answer: D

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

18) 'Supervisor' is another name for whom?

- A) first-line managers
- B) team leaders
- C) middle managers
- D) subordinates
- E) top managers

Answer: A

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

19) All levels of management between the supervisor level and the top level of the organisation are



termed _____.

- A) first-line managers
- B) middle managers
- C) foremen
- D) supervisors
- E) coaches

Answer: B

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

20) 'Department head' or 'store manager' is most likely associated with which of the following?

- A) middle managers
- B) top managers
- C) team leaders
- D) subordinates
- E) first-line managers

Answer: A

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

21) 'Division manager' is associated with which of the following levels of management?

- A) first-line managers
- B) top managers
- C) middle managers
- D) team leaders
- E) subordinates

Answer: C

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

22) Typically, in organisations it is the _____ who are responsible for making organisation-wide decisions and establishing goals and plans that affect the entire organisation.

- A) top managers
- B) team leaders



- C) subordinates
- D) middle managers
- E) first-line managers

Answer: A

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

23) Executive vice president, president, managing director, chief operating officer, chief executive officer or chairman of the board are positions associated with which of the following levels of management?

- A) middle managers
- B) subordinates
- C) top managers
- D) first-line managers
- E) team leaders

Answer: C

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

Scenario-based questions: Managerial Basic Training

Imagine that your marketing company has just merged with a manufacturing organisation. You have been asked to help provide some 'basic' managerial training to the engineers in the research and development unit of the new sister company. Your boss has asked to see an overview of materials that you will be providing the engineers, to make sure you are covering the necessary materials.

24) Refer to Managerial Basic Training (Scenario). Now that both companies are merged and are a systematic arrangement of people set to accomplish a specific purpose, they could be described as a(n)

_____.

- A) business unit
- B) multinational company
- C) cross-functional work group
- D) organisation
- E) holding company

Answer: D

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.



Topic: Who are managers, and where do they work?

AACSB: Reflective thinking

25) Refer to Managerial Basic Training (Scenario). People in the newly merged company who work on direct tasks but do not supervise people are referred to as _____.

- A) managers
- B) non-managerial employees
- C) project-oriented employees
- D) entrepreneurs
- E) first-line supervisors

Answer: B

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

26) Refer to Managerial Basic Training (Scenario). One of the first things the engineers need to learn is that _____ are the people who direct the activities of others in an organisation.

- A) directors
- B) staff
- C) subordinates
- D) line workers
- E) managers

Answer: E

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

27) Refer to Managerial Basic Training (Scenario). Another fact about managing that engineers need to learn is that supervisors may frequently be referred to as _____.

- A) middle managers
- B) unit chiefs
- C) top managers
- D) project leaders
- E) first-line managers

Answer: E

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?



AACSB: Application of knowledge

28) Refer to Managerial Basic Training (Scenario). The engineers need to learn that department head, project leader and plant manager are all potential titles for _____.

- A) agency heads
- B) middle managers
- C) CEOs
- D) deans
- E) division managers

Answer: B

Difficulty: Basic

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

Write your answer on a separate sheet of paper.

29) In a short essay, describe and provide examples of first-line, middle and top management positions.

Answer:

- a. First-line managers are the lowest level of management and manage the work of non-managerial individuals who are directly involved with the production or creation of the organisation's products. They are often called supervisors, but may also be called line managers, office managers, or even foremen.
- b. Middle managers include all levels of management between the first-line level and the top level of the organisation. These managers manage the work of first-line managers and may have titles such as department head, project leader, plant manager or division manager.
- c. Top managers are responsible for making organisation-wide decisions and establishing the plans and goals that affect the entire organisation. These individuals typically have titles such as executive vice president, president, managing director, chief operating officer, chief executive officer or chairman of the board.

Difficulty: Moderate

Learning Objective: 1.2 Identify managers and the organisations where they work.

Topic: Who are managers, and where do they work?

AACSB: Application of knowledge

Write 'True' if the statement is correct and 'False' if the statement is incorrect.

30) 'Effectiveness' refers to the relationship between inputs and outputs.

Answer: False

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?



AACSB: Application of knowledge

31) 'Efficiency' is often referred to as 'doing things right'.

Answer: True

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

32) Whereas *effectiveness* is concerned with the means of getting things done, *efficiency* is concerned with the ends, or attainment of organisational goals.

Answer: False

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

33) According to the textbook, the goal of efficiency is to minimise resource costs.

Answer: True

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

34) When managers meet organisational goals, they are efficient and effective.

Answer: False

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

35) In order to be considered a manager, an individual must integrate and coordinate the work of others.

Answer: True

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

36) The four contemporary functions of management are: planning, organising, leading and controlling.

Answer: True



Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

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

Answer: False

Difficulty: Basic

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

38) Directing and motivating are part of the controlling function.

Answer: False

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

39) Fayol's (1916) management functions and Mintzberg's (1983) management roles are basically the same.

Answer: False

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

40) Mintzberg's study held that not all managers were required to perform duties that involved people.

Answer: False

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

41) The roles of figurehead, leader and liaison are all interpersonal roles.

Answer: True

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge



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

Answer: False

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

43) According to Mintzberg's management roles, the informational role involves: receiving, collecting and disseminating information.

Answer: True

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

44) Mintzberg's resource allocation role is part of Fayol's planning function.

Answer: True

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

45) Resource allocation and disturbance handling are both considered decisional roles.

Answer: True

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

46) A finance manager who reads *The Financial Review* on a regular basis would be performing the figurehead role.

Answer: False

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

47) Katz (1974) found managers needed three essential skills: technical, human and informational.

Answer: False



Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

48) Technical skills become less important as a manager moves into higher levels of management.

Answer: True

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

49) Conceptual skills become less important as a manager moves into top management.

Answer: False

Difficulty: Basic

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

50) According to the textbook, human skills are more important to top managers than to middle- and first-level managers.

Answer: False

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

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

51) _____ is the process of getting activities completed efficiently and effectively with and through other people.

A) Management

B) Supervision

C) Leading

D) Controlling

E) Manipulating

Answer: A

Difficulty: Basic

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge



52) _____ distinguishes a managerial position from a non-managerial one.

- A) Coordinating and integrating others' work
- B) Manipulating others
- C) Concern for the law
- D) Increasing efficiency
- E) Defining market share

Answer: A

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

53) Management is concerned that activities should be completed _____.

- A) at the lowest possible cost
- B) efficiently
- C) efficiently and effectively
- D) by the lowest-level employee who can accomplish the task
- E) effectively

Answer: C

Difficulty: Basic

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

54) Efficiency refers to _____.

- A) lowering cost to save money and lowering outputs
- B) the exponential nature of cost and outputs
- C) increasing outputs regardless of cost
- D) the additive relationship between cost and benefits
- E) the relationship between inputs and outputs

Answer: E

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

55) The goal of _____ is to minimise resource costs.

- A) budgeting
- B) coordinating



C) effectiveness

D) efficiency

E) planning

Answer: D

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

56) An automobile manufacturer that increased the total number of cars produced at the same cost, but with many defects, would be _____.

A) concerned with inputs

B) concerned with outputs

C) efficient and effective

D) increasing efficiency

E) increasing effectiveness

Answer: D

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

57) 'Effectiveness' is synonymous with _____.

A) cost minimisation

B) efficiency

C) goal attainment

D) leading

E) resource control

Answer: C

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

58) Whereas _____ is concerned with the means of getting things done, _____ is concerned with the ends, or attainment of goals.

A) efficiency; effectiveness

B) effectiveness; goal attainment

C) goal attainment; efficiency

D) effectiveness; efficiency



Answer: A

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

59) _____ was a French industrialist who identified basic management functions.

A) Herzberg

B) Fayol

C) Taylor

D) Weber

E) Koontz

Answer: B

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

60) Writing an organisational strategic plan is an example of which of the management functions?

A) coordinating

B) controlling

C) leading

D) planning

E) organising

Answer: D

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

61) Organising includes _____.

A) hiring organisational members

B) motivating organisational members

C) determining who does what tasks

D) monitoring organisational member behaviour

E) defining organisational goals

Answer: C

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?



AACSB: Reflective thinking

62) A manager resolving conflict among organisational members is performing what function?

- A) controlling
- B) leading
- C) directing
- D) commanding
- E) coordinating

Answer: B

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

63) Mentoring is primarily associated with the management function of _____.

- A) organising
- B) systems analysis
- C) controlling
- D) leading
- E) planning

Answer: D

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

64) The process of monitoring, comparing, and correcting is called _____.

- A) controlling
- B) leading
- C) directing
- D) coordinating
- E) organising

Answer: A

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

65) Which of the following would NOT be considered as part of the controlling function?

- A) monitoring performance



- B) arranging people's work
- C) comparing standards
- D) taking corrective action
- E) evaluating performance

Answer: B

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

66) Mintzberg's 10 management roles can be grouped into _____.

- A) interpersonal, leadership and decisional
- B) informational, decisional and resource allocation
- C) interpersonal, informational and decisional
- D) resource allocation, leadership and planning
- E) leadership, decisional and planning

Answer: C

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

67) According to Mintzberg's management roles, the _____ are roles that involve people in other duties that are ceremonial and symbolic in nature.

- A) decisional
- B) interpersonal
- C) informational
- D) technical
- E) economical

Answer: B

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

68) Which of the following is NOT an example of an interpersonal role according to Mintzberg?

- A) figurehead
- B) spokesperson
- C) liaison
- D) leader



E) manager

Answer: B

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

69) According to Mintzberg's management roles, the _____ role involves receiving, collecting and disseminating information.

A) technical

B) interpersonal

C) intrapersonal

D) decisional

E) informational

Answer: E

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

70) All of the following are examples of informational roles according to Mintzberg, EXCEPT _____.

A) disseminator

B) spokesperson

C) liaison

D) monitor

E) assessor

Answer: C

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

71) All of the following are examples of decisional roles according to Mintzberg, EXCEPT _____.

A) entrepreneur

B) resource allocator

C) spokesperson

D) negotiator

E) disturbance handler

Answer: C

Difficulty: Moderate



Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

72) A human resource manager attending a local Society for Human Resource Management meeting would be functioning in which role?

- A) informational
- B) associational
- C) liaison
- D) disseminator
- E) leader

Answer: C

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

73) A finance manager who reads *The Financial Review* on a regular basis would be performing which role?

- A) monitor
- B) disseminator
- C) interpersonal
- D) figurehead
- E) evaluator

Answer: A

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

74) Which of the following best describes a manager performing in the negotiator role?

- A) participating in collective bargaining negotiations
- B) hiring and motivating employees
- C) taking corrective action to unforeseen problems
- D) transmitting information to organisational members
- E) allocating human resources

Answer: A

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?



AACSB: Reflective thinking

75) The emphasis that managers give to various roles seems to be based on their _____.

- A) tenure with the organisation
- B) organisational level
- C) experience in their field
- D) interpersonal skill level
- E) personality

Answer: B

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

76) Many of Mintzberg's roles align with the basic functions of management. For example, the _____ role is a part of planning.

- A) liaison
- B) resource allocation
- C) spokesperson
- D) leader
- E) figurehead

Answer: B

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

77) Many of Mintzberg's roles align with the basic functions of management. For example, all three interpersonal roles are part of the _____ function.

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

Answer: A

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking



78) The three essential managerial skills put forth by Katz include _____.

- A) technical, human, and empirical
- B) human, empirical, and conceptual
- C) technical, human, and conceptual
- D) interpersonal, technical, and functional
- E) technical, interpersonal, and controlling

Answer: C

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

79) According to the textbook, _____ include knowledge of the proficiency in a certain field, such as engineering, computers, accounting or manufacturing.

- A) human skills
- B) technical skills
- C) conceptual skills
- D) empirical skills
- E) learning skills

Answer: B

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

80) Which of the following skills are more important at lower levels of management, as these managers are dealing directly with employees doing organisational work?

- A) conceptual skills
- B) technical skills
- C) human skills
- D) empirical skills
- E) functional skills

Answer: B

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

81) Understanding building codes would be considered a(n) _____ skill for a building contractor.

- A) empirical



- B) functional
- C) technical
- D) human
- E) conceptual

Answer: C

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

82) Which of the following is true concerning technical and managerial skills?

- A) Both human-skill and technical-skill needs increase as managers move to higher levels.
- B) Technical-skill needs remain necessary and human skills decrease as managers move to higher levels.
- C) Both human-skill and technical-skill needs decrease as managers move to higher levels.
- D) Human skills and technical skills remain equally important as managers move to higher levels.
- E) Human skills remain necessary and technical-skill needs decrease as managers move to higher levels.

Answer: E

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

83) According to the textbook, _____ skills involve the ability to work well with other people, both individuals and in a group.

- A) conceptual
- B) human
- C) empirical
- D) technical
- E) functional

Answer: B

Difficulty: Basic

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

84) Which of the following skills are mentioned in the textbook as being equally important at all levels of management?

- A) technical
- B) conceptual
- C) human



D) empirical

E) functional

Answer: C

Difficulty: Basic

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

85) Which of the following phrases is best associated with managerial conceptual skills?

A) decision-making

B) communicating with customers

C) technical skills

D) product knowledge

E) motivating subordinates

Answer: A

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

86) Which of the following types of skills is described with terms such as 'abstract situations' and 'visualisation'?

A) strategic

B) human

C) conceptual

D) interpersonal

E) technical

Answer: C

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

87) Which of the following is NOT associated with managerial human skills?

A) build cooperative effort within a team

B) to motivate and to manage conflict

C) ability to work well with and understand others

D) being sensitive to their subordinates perceptions, needs and motivation

E) techniques to perform specific tasks proficiently

Answer: E



Difficulty: Basic

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

88) As managers move up in organisations, they tend to need more _____.

- A) technical skills
- B) supervision
- C) budgeting skills
- D) conceptual skills
- E) human skills

Answer: D

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

Scenario-based questions: The Perfect Manager

Elaine Truegood has proven herself to be an able manager. Her section has a high project completion rate with the highest quality product and the lowest defects in her division. In addition, she does it with fewer full-time people than other managers. Some say that the secret of her success is in her ability to delegate responsibility and her understanding of the basic 'management functions'.

89) Refer to The Perfect Manager (Scenario). The 'management functions' exemplified by Elaine include ALL BUT which of the following?

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

Answer: E

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

90) Refer to The Perfect Manager (Scenario). Elaine's ability to get activities completed efficiently and effectively with and through other people is known as _____.

- A) delegation



- B) supervision
- C) management
- D) top-down communication
- E) coercion

Answer: C

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

91) Refer to The Perfect Manager (Scenario). Elaine's ability to get the same amount of product completed with fewer people is a reflection of her _____.

- A) process skills
- B) management
- C) leadership
- D) effectiveness
- E) efficiency

Answer: E

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

92) Refer to The Perfect Manager (Scenario). Getting her projects completed is an indication of Elaine's _____ as a manager.

- A) efficiency
- B) attention to detail
- C) effectiveness
- D) total quality management style
- E) leadership

Answer: C

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

93) Refer to The Perfect Manager (Scenario). If Elaine accomplished her project on time with high-quality results, but she took more time than other managers to complete it, you could say that as a manager she was _____.

- A) effective, but not efficient



- B) efficient, but not effective
- C) project oriented, but not effective
- D) profitable, but not quality driven
- E) a leader, but not a top manager

Answer: A

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

Scenario-based questions: The Busy Day

Don Askey, plant manager at All Packaging Ltd, sighed as he sipped his first cup of coffee at 5 am and read his agenda for the day. He is giving two company tours in the morning; the first to a newspaper journalist who is writing a story on the new plant expansion and has several questions, and the second to a group of All Packaging Ltd managers from the head office. He then has a meeting with unit manager, Phil Johnson, to discuss Phil's recent drop in performance (a task he always hates). Next, he is spending a couple of hours reviewing the trade journals he receives from his packaging and logistics association and writing up a brief synopsis for his presentation next week to the Division President. Finally, in late afternoon, he will be reviewing the new equipment malfunction and deciding whether to bring in extra people to get the equipment running as soon as possible. Whew! Just another day in the glamorous life of a manager.

94) Refer to The Busy Day (Scenario). Together, all of these behaviours performed by Don during his busy day correspond to the management roles discovered in the late 1960s by which of the following management scientists?

- A) Skinner
- B) Maslow
- C) Fayol
- D) Herzberg
- E) Mintzberg

Answer: E

Difficulty: Basic

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

95) Refer to The Busy Day (Scenario). When Don was conducting the tour for the head office managers, he was operating in which of the management roles?

- A) evaluator



- B) leader
- C) liaison
- D) figurehead
- E) monitor

Answer: D

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

96) Refer to The Busy Day (Scenario). When Don was meeting with Phil to discuss his performance concerns, he was operating in which management role?

- A) disturbance handler
- B) figurehead
- C) spokesperson
- D) leader
- E) monitor

Answer: D

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

97) Refer to The Busy Day (Scenario). What role was Don performing when he gave the plant tour to the newspaper journalist?

- A) figurehead
- B) resource allocator
- C) disseminator
- D) spokesperson
- E) monitor

Answer: D

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

98) Refer to The Busy Day (Scenario). When Don was reviewing the new equipment malfunction, what management role was he playing when deciding whether to bring in extra people?

- A) disseminator
- B) resource allocator



- C) monitor
- D) figurehead
- E) disturbance handler

Answer: B

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

Scenario-based questions: A Trucking Dilemma

Natalie Hunter, General Manager of New Product Development for Mainline Trucking, has some decisions to make. The company, which manufactures long-haul trucking platforms and accessories, is trying to decide if it should proceed in designing a new accessory which increases the efficiency of truck loading and unloading. She knows the new accessory fits well with the corporate strategy, will position them competitively within the industry, and she feels she has done a good job of selling it to other management. With her engineering training and experience, she also knows the product is reasonably easy to lay-out and probably cost-effective. However, a major problem lies with the line workers, who are Unionist. The new product will reduce manpower needs and is unpopular. She has always had a good relationship with her workers, but she knows they are highly suspicious. She also knows the new project will not work without their cooperation. She gazed out her window and struggled with how to best handle this situation.

99) Refer to A Trucking Dilemma (Scenario). Based on Katz's managerial skills, when Natalie knew that the new product fitted within their corporate strategy, she was utilising what type of skill?

- A) technical
- B) human
- C) conceptual
- D) leadership
- E) planning

Answer: C

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

100) Refer to A Trucking Dilemma (Scenario). Natalie's reliance on her engineering background to estimate the project's potential refers to what type of managerial skill?

- A) planning
- B) technical



- C) conceptual
- D) leadership
- E) human

Answer: B

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

101) Refer to A Trucking Dilemma (Scenario). If Natalie were a first-line supervisor, instead of a general manager, which of the skills would she use to deal with this situation?

- A) leadership
- B) technical
- C) conceptual
- D) human
- E) planning

Answer: D

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

102) Refer to A Trucking Dilemma (Scenario). If Natalie decides to hold forums and talk with the Unionists to try and lower their resistance to the project, she would be using what skill?

- A) planning
- B) leadership
- C) technical
- D) conceptual
- E) human

Answer: E

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

103) Refer to A Trucking Dilemma (Scenario). Natalie's ability to sell the project to other managers was a function of which of her managerial skills?

- A) planning
- B) conceptual
- C) leadership



D) human

E) technical

Answer: D

Difficulty: Complex

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Analytical thinking

Write your answer on a separate sheet of paper.

104) In a short essay, discuss the difference between 'efficiency' and 'effectiveness' and include a specific example to support each concept.

Answer:

a. Efficiency refers to getting the most output from the least amount of inputs. Because managers deal with scarce inputs, including resources such as people, money and equipment, they are concerned with the efficient use of resources. For instance, at the Siemens AG Factory in Forchheim, Germany, where employees made X-ray equipment, efficient manufacturing techniques were implemented by doing things such as cutting inventory levels, decreasing the amount of time to manufacture products and lowering product reject rates. The plant consequently was named one of *Industry Week's* best plants in the world. From this perspective, efficiency is often referred to as 'doing things right'; that is, not wasting resources.

b. Effectiveness is often described as 'doing the right things'; that is, those work activities that will help the organisation reach its goals. For instance, at the Siemens factory goals included reducing equipment installation time for customers and cutting costs. Through various work programs, these goals were pursued and achieved. Whereas efficiency is concerned with the means of getting things done, effectiveness is concerned with the ends, or attainment of organisational goals.

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

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

Answer:

1. Planning – involves the process of defining goals, establishing strategies for achieving those goals and developing plans to integrate and coordinate activities.
2. Organising – involves the process of determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made.
3. Leading – when managers motivate subordinates, influence individuals or teams as they work, select the most effective communication channel or deal in any way with employee behaviour issues, they are leading.
4. Controlling – to ensure that work is going as it should, managers must monitor and evaluate



performance. The process of monitoring, comparing and correcting is what is meant by the controlling function.

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Reflective thinking

106) In a short essay, list and discuss seven of the 10 managerial roles according to Mintzberg. Include specific examples of each role and group each according to interpersonal, informational and decisional roles.

Answer:

Interpersonal Roles

1. Figurehead – symbolic head; obliged to perform a number of routine duties of a legal or social nature. Examples include greeting visitors and signing legal documents.
2. Leader – responsible for the motivation and activation of subordinates; responsible for staffing, training and associated duties. Examples include performing virtually all activities that involve subordinates.
3. Liaison – maintains self-developed network of outside contacts and informers who provide favours and information. Examples include acknowledging mail, doing external board work, performing other activities that involve outsiders.

Informational Roles

4. Monitor – seeks and receives wide variety of internal and external information to develop thorough understanding of organisation and environment. Examples include reading periodicals and reports, and maintaining personal contacts.
5. Disseminator – transmits information received from outsiders or from subordinates to members of the organisation. Examples include holding informational meetings, and making phone calls to relay information.
6. Spokesperson – transmits information received from outsiders or from subordinates to members of the organisation. Examples include holding board meetings and giving information to the media.

Decisional Roles

7. Entrepreneur – searches organisation and its environment for opportunities and initiates 'improvement projects' to bring about changes. Examples include organising strategy and review sessions to develop new programs.
8. Disturbance handler – responsible for corrective action when organisation faces important, unexpected disturbances. Examples include organising strategy and review sessions that involve disturbances and crises.
9. Resource allocator – responsible for the allocation of organisational resources of all kinds making or approving all significant organisational decisions. Examples include scheduling, requesting



authorisation, performing any activity that involves budgeting and the programming of subordinates' work.

10. Negotiator – responsible for representing the organisation at major negotiations. Examples include participating in union contract negotiations.

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. The informational roles involve receiving, collecting and disseminating information. The three informational roles include a monitor, disseminator and spokesperson. Finally, the decisional roles revolve around making choices. The four decisional roles include entrepreneur, disturbance handler, resource allocator and negotiator.

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

107) In a short essay, list and discuss the three essential skills, according to Katz, that managers need to perform the duties and activities associated with being a manager.

Answer:

1. Technical skills – includes knowledge of and proficiency in a certain specialised field, such as engineering, computers, accounting or manufacturing. These skills are more important at lower levels of management, as these managers are dealing directly with employees doing the organisation's work.
2. Human skills – involves the ability to work well with other people, both individually and in a group. Managers with good human skills are able to get the best out of their people. They know how to communicate, motivate, lead, and inspire enthusiasm and trust. These skills are equally important at all levels of management.
3. Conceptual skills – skills that managers must have to think and to conceptualise about abstract and complex situations. Using these skills, managers must be able to see the organisation as a whole, understand the relationships among various subunits and visualise how the organisation fits into its broader environment. These skills are most important at the top-management levels.

Difficulty: Moderate

Learning Objective: 1.3 Describe the functions, roles and skills of managers.

Topic: What do managers do?

AACSB: Application of knowledge

Write 'True' if the statement is correct and 'False' if the statement is incorrect.

108) A not-for-profit organisation, such as a public library, cannot be considered an organisation.

Answer: False

Difficulty: Moderate

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?



AACSB: Application of knowledge

109) Not-for-profit organisations are not concerned with efficiency.

Answer: False

Difficulty: Moderate

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge

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

110) According to the textbook, all of the following managerial roles increase in importance at the higher levels of the organisation EXCEPT _____.

A) figurehead

B) liaison

C) disseminator

D) leader

E) negotiator

Answer: D

Difficulty: Complex

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Analytical thinking

111) The _____ role is more important for lower-level managers than it is for either middle- or top-level managers.

A) disseminator

B) negotiator

C) leader

D) spokesperson

E) entrepreneur

Answer: C

Difficulty: Complex

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Analytical thinking

112) Which of the following would best describe the managerial work of a supervisor in a reservations section at Singapore Airlines, compared with the work of the CEO of the airline?

A) The supervisor is basically an organiser, whereas the CEO would mainly be a decision-maker.

B) The differences are of degree and emphasis, not of function.



- C) It is unlikely that the CEO would be involved in organising activities.
- D) The supervisor's work rarely involves technical skills.
- E) The supervisor would be heavily involved in motivating others, whereas this would not be part of the CEO's work.

Answer: B

Difficulty: Complex

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge

113) When the textbook compared the roles of managers in small business compared to those in large organisations, it found that _____.

- A) the most important concerns of a manager in a large organisation are directed externally
- B) the entrepreneurial role is most important to managers in large firms
- C) managers in large organisations are more likely to be generalists than small business managers
- D) the small business manager's most important role is that of spokesperson
- E) both are equally concerned about the structure of their organisations

Answer: D

Difficulty: Complex

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Analytical thinking

114) According to the textbook, studies that have compared preferred managerial practices between countries have found that _____.

- A) there is support for the universality of management concepts internationally
- B) the management concepts of this book would need to be modified if you wished to apply them to India or China
- C) economic, political, social and cultural environment do not alter the basic fundamentals of management
- D) increasing globalisation of world business will do little to diminish the difference in management practices between countries
- E) Australia, New Zealand, the United States, Canada and Britain all have very different concepts of management practice

Answer: B

Difficulty: Moderate

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge



115) In considering the importance of managerial roles in large firms, four of the following are of moderate importance to managers in large firms. Which out of the following is most important to managers of large firms?

- A) liaison
- B) monitor
- C) disturbance handler
- D) negotiator
- E) resource allocator

Answer: E

Difficulty: Complex

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge

116) When comparing profit business managers to not-for-profit managers, which of the following statements is true?

- A) Not-for-profit managers don't care about costs.
- B) Not-for-profit managers are more constrained by administrative procedures.
- C) Profit managers are more motivated.
- D) They differ in the measure of performance.
- E) Profit managers are more rational and apolitical.

Answer: D

Difficulty: Moderate

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Reflective thinking

117) In discussing small business, your textbook used the following definition, 'a small business will be any independently owned and operated, profit-seeking enterprise that has fewer than _____ employees'.

- A) 20
- B) 10
- C) 100
- D) 75
- E) 5

Answer: A

Difficulty: Basic

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge



118) A study found that the most important role of a small business manager is _____.

- A) as specialist
- B) as spokesperson
- C) in resource allocation
- D) in controlling
- E) in human resources

Answer: B

Difficulty: Moderate

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge

119) In small firms, the management role of _____ is of low importance.

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

Answer: D

Difficulty: Complex

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge

120) In large firms, the management role of _____ is of low importance.

- A) disseminator
- B) spokesperson
- C) leader
- D) entrepreneur
- E) figurehead

Answer: D

Difficulty: Moderate

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge

121) In large firms, the management role of _____ is most important.

- A) liaison
- B) resource allocator
- C) monitor



- D) entrepreneur
- E) disturbance handler

Answer: B

Difficulty: Moderate

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge

122) Which of the following is NOT true about how small-business managers spend their time?

- A) looking for business opportunities
- B) meeting customers
- C) operating as a specialist
- D) directly observing their business system
- E) stimulating change

Answer: C

Difficulty: Complex

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Analytical thinking

123) Culturally, management practices _____.

- A) vary according to the economic wealth of countries
- B) are similar in the United States and Korea
- C) are similar in the United States and Canada, but would be different in Australia
- D) are universal
- E) tend to be similar across free-market democracies

Answer: E

Difficulty: Complex

Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Reflective thinking

124) In general, studies _____ the idea that management concepts are universal.

- A) have not supported
- B) have strongly supported
- C) have supported
- D) have found neutral evidence for
- E) have not looked at

Answer: A

Difficulty: Basic



Learning Objective: 1.4 Discuss whether the manager's job is universal.

Topic: Is the manager's job universal?

AACSB: Application of knowledge

Write 'True' if the statement is correct and 'False' if the statement is incorrect.

125) According to the textbook, the changes impacting on the manager's job in the area of 'increased environmental concern' are flexible work arrangements, restructured workplaces, globalisation and redefined values.

Answer: False

Difficulty: Complex

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Analytical thinking

126) According to the textbook, risk management, restructured workplaces and discrimination concerns are three of the 'impacts of changes' associated with the workplace change 'increased threats to security'.

Answer: True

Difficulty: Moderate

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Application of knowledge

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

127) Which of the following would include a shifting of organisational boundaries?

- A) changing security threats
- B) increased demand for openness in corporate governance
- C) increased emphasis on organisational and managerial ethics
- D) increased competitiveness
- E) Changing technology

Answer: E

Difficulty: Moderate

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Application of knowledge

128) According to the textbook, the pressure 'increased threats to security' impacts on a manager's job in all the following EXCEPT _____.

- A) more mobile workforce
- B) restructured workplace
- C) discrimination concerns



- D) risk management
- E) work life-personal life balance

Answer: A

Difficulty: Moderate

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Application of knowledge

129) According to the textbook, which of the following would NOT be considered an impact of change brought about by increased competitiveness?

- A) customer service
- B) innovation
- C) efficiency/productivity
- D) redefined values
- E) globalisation

Answer: D

Difficulty: Moderate

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Application of knowledge

130) In considering changes impacting on the manager's job, the textbook lists only one of the following as an impact of the change 'increased emphasis on organisational and managerial ethics'. Which is it?

- A) empowered employees
- B) more mobile workforce
- C) increased accountability
- D) rebuilding trust
- E) customer service

Answer: C

Difficulty: Moderate

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Application of knowledge

131) The concept of eco-effectiveness is defined as _____.

- A) the concept of creating more goods and services while using fewer resources and creating less waste and pollution
- B) a strategy for business growth and prosperity that generates ecological, social and economic value
- C) the ability to respond strategically to a wide range of environmental and societal challenges
- D) an ability to achieve business goals and increase long-term shareholder value by integrating economic,



environmental and national opportunities

E) the operation of a firm or organisation in a way that does not compromise or hinder future generations' need for resources

Answer: B

Difficulty: Moderate

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Application of knowledge

Write your answer on a separate sheet of paper.

132) In a short essay, discuss the importance of innovation to the manager's job. Give an example of a non-technological innovation and the role manager's play in innovation.

Answer:

It is said that nothing is more risky than not innovating, because innovation means doing things differently, exploring new territory and taking risks. Innovation is not just for high-tech and technologically advanced organisations. An organisation that does not innovate will soon find themselves overtaken by their competitors or obsolete in terms of the services they supply or activities they engage in. In today's world, organisational managers – at all levels and in all areas – need to encourage their employees to be on the lookout for new ideas and new approaches, not just in the products or services the organisation provides but in everything that is done. Establishing an innovative 'culture' within organisations is an important driver of innovation. Examples of successful innovation can be found in all organisations. McDonald's Australia has been recognised as a leader in innovation within the global empire. Its new initiatives, such as McCafes and nutritional labelling, have now been copied by McDonald's chains around the world.

Difficulty: Complex

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Application of knowledge

133) In a short essay, discuss how the manager's job has been changing over time.

Answer:

Because organisations are changing, doing things differently reacting to the changing expectations of their customers and society at large and embracing new technologies, we can expect that managers will need to change also. Managers have always had to deal with changes taking place inside and outside their organisation. In today's world, where managers everywhere are dealing with global economic and political uncertainties, changing workplaces, environmental concerns in relation to global warming and climate change, security threats, corporate ethics scandals, and technological advancements, change is a constant. For example, managers in all organisations are under increased pressure to adhere to new regulations and increased openness when it comes to the issue of corporate governance. The same goes for balancing the work life and personal life of employees. Changing technology is also putting pressures



on how a company deals with its impact. As the demand for a company's products or services varies, managers have to find new ways to cope with the uncertainty this creates. For example, a manager of a welding company had to find ways to keep his welders employed as customer demand declined during the GFC in 2007-10. His solution: form special crews of welders who are sent out of state when local demand falls. Or, if you were a manager for Care Australia, how would you deal with a situation like that which occurred when one of its humanitarian aid officials in Iraq was kidnapped, held hostage for weeks and later killed by a terrorist group? Or consider the challenges faced by managers in the Queensland government and local city and shire councils during and after the devastating flooding of south-eastern Queensland in December 2010 and January 2011, which saw three-quarters of the state declared a disaster zone. They not only had to organise the evacuations of local people affected by the floods, but also had to deal with the clean-up, recovery and rebuilding efforts that followed. Similarly, the flooding event provided many managers in a wide range of businesses – including mining, tourism and agriculture – as well as small and medium-sized local business owners with one of the toughest challenges they had ever faced: getting their stricken businesses up and running again after the floodwaters had receded. As you can see from these examples, management is becoming an increasingly complex and demanding activity. It is likely that more managers WILL have to manage under such demanding circumstances, and the fact is that HOW managers manage is changing.

Difficulty: complex

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Application of knowledge

134) Write a short essay to explain the importance of managing in a sustainable way and make specific reference to the concepts of eco-efficiency and eco-effectiveness.

Answer:

What has emerged in the 21st century is the concept of managing in a sustainable way, which has had the effect of widening corporate responsibility not only to managing in an efficient and effective way, but also to respond strategically to a wide range of environmental and societal challenges. This extension in management responsibility has been termed *corporate sustainability*. Although 'sustainability' means different things to different people, in essence, according to the World Business Council for Sustainable Development, it is concerned with 'meeting the needs of people today without compromising the ability of future generations to meet their own needs'. From a business perspective, sustainability has been defined as a company's ability to achieve its business goals and increase long-term shareholder value by integrating *economic, environmental and social* opportunities into its business strategies.

Eco-efficiency is a concept closely associated with managing in a sustainable way. It is based on the concept of creating more goods and services while using fewer resources and creating less waste and pollution. The term has become synonymous with a management philosophy geared towards sustainability. The concept of eco-efficiency is now starting to spread throughout the business community as organisations and managers realise that waste reduction, energy efficiency and recycling make economic sense. However, becoming eco-efficient may not be sufficient to solve the escalating problems



of climate change, depletion and pollution of natural resources, and extensive loss of biodiversity and habitat through the destruction of rainforests and overfishing. Although minimising waste and pollution, as well as better management of the natural resources, are seen as improvements on the current situation, some leaders in the sustainability field suggest that business should go beyond simply being eco-efficient and also embrace the concept of eco-effectiveness. They argue that the limitation of eco-efficiency is that companies will still produce waste and toxic air and water pollution, and deplete resources, although in smaller quantities.

Eco-effectiveness is being defined as a strategy for business growth and prosperity that generates ecological, social and economic value. While eco-efficiency basically means doing more with less environmental impact, eco-effectiveness means doing it right; being effective with respect to economic as well as environmental considerations and desires. It simply means producing the right product, the right service or the right system – rather than making the wrong thing less waste or environmental harm. To achieve a higher degree of eco-effectiveness will require the development of innovative new industrial processes that do not generate toxic pollution and 'waste' in the first place.

Eco-effectiveness is focused on eliminating that waste and turning it into raw material for something else. Industry can save billions of dollars annually by recovering valuable materials from used products. Similarly, products designed to be made of natural, safely biodegradable materials can be returned to the soil to feed ecosystems instead of depleting them.

Difficulty: Complex

Learning Objective: 1.5 Outline the factors that are reshaping and redefining the manager's job.

Topic: How is the manager's job changing?

AACSB: Application of knowledge

Write 'True' if the statement is correct and 'False' if the statement is incorrect.

135) The primary reason to study management is to be well prepared for career advancement.

Answer: False

Difficulty: Moderate

Learning Objective: 1.6 Explain the value of studying management.

Topic: Why study management?

AACSB: Application of knowledge

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

136) According to the textbook, a major reason to study management is _____.

- A) all individuals have vested interest in improving organisational management
- B) managers control 90 per cent of organisational financial resources
- C) business students need awareness of the business environment
- D) the need to understand the two basic organisational environments: profit and not-for-profit
- E) it impacts the efficiency and effectiveness of personal career achievement

Answer: A

Difficulty: Moderate



Learning Objective: 1.6 Explain the value of studying management.

Topic: Why study management?

AACSB: Application of knowledge

137) Which of the following best describes the concept that management is needed in all types and sizes of organisations, at all organisational levels, in all organisational work areas and in all organisations, no matter the country in which they are located?

- A) the segmentation of management
- B) the cultures of management
- C) the universality of management
- D) the partiality of management
- E) the effectiveness of management

Answer: C

Difficulty: Moderate

Learning Objective: 1.6 Explain the value of studying management.

Topic: Why study management?

AACSB: Application of knowledge

Write your answer on a separate sheet of paper.

138) In a short essay, discuss the universality of management.

Answer:

Management is needed in all types and sizes of organisations, at all organisational levels, in all organisational work areas and in all organisations, no matter what country they're located in. This is known as the universality of management. Managers in all these settings will plan, organise, lead and control. However, this is not to say that management is done the same way in all these scenarios.

Difficulty: Basic

Learning Objective: 1.6 Explain the value of studying management.

Topic: Why study management?

AACSB: Application of knowledge

139) In a short essay, discuss the importance of studying management. Next, list at least five rewards and five challenges of being a manager.

Answer:

The value of studying management. can be explained by looking at four things: 1. the universality of management, 2. the reality of work, 3. the way we manage our own lives, and 4. the challenges and rewards of being a manager.

1. the universality of management – Management is needed in all types and sizes of organisations, at all organisational levels and in all organisational work areas, regardless of the country in which the organisation is located. This is known as the universality of management. Managers in all these settings



will plan, organise, lead and control. This is not to say that management is done in the same way in all these scenarios. But the differences between what a supervisor in software applications testing at Microsoft does and what the CEO of Microsoft does are a matter of degree and emphasis, rather than function. Because both are managers, both will plan, organise, lead and control, but how they do so will differ.

By studying management, you will be able to recognise poor management and work to correct it. In addition, you will be able to recognise good management and encourage it, whether it is in an organisation with which you are interacting or an organisation in which you are employed.

2. the reality of work – For those who plan careers in management, an understanding of the management process forms the foundation upon which to build your management skills. But even if you are not a manager or work for a manager, studying management can give you a great deal of insight into the way your boss behaves, and the internal workings of organisations, which will be valuable whatever your career choice.

3. managing our own lives – You have to plan, organise, lead and control your own life. In addition, recent changes in organisational life are placing increased emphasis on individual control and responsibility, and the rapidly developing ideas of working from home, self-managed work groups or teams, empowerment, quality circles and so forth will result in many of us having to take greater control of our own professional future.

4. the challenges and rewards of being a manager – There are many challenges. It can be a tough and often thankless job. In addition, a portion of a manager's job (especially at lower organisational levels) may entail duties that are often more clerical (such as compiling and filing reports, dealing with bureaucratic procedures, or doing paperwork) than managerial. Managers also spend significant amounts of time in meetings and dealing with interruptions, which can be time consuming and sometimes unproductive. Managers often have to deal with a variety of personalities and have to make do with limited resources. It can be a challenge to motivate workers in the face of uncertainty and chaos. Managers may find it difficult to effectively blend the knowledge, skills, ambitions and experiences of a diverse work group. Finally, as a manager, you are not in full control of your destiny. Your success typically depends on others' work performance. Being a manager in today's dynamic workplace presents many challenges.

Yet, despite these challenges, being a manager CAN be very rewarding. You are responsible for creating a work environment in which organisational members can do their work to the best of their ability and help the organisation achieve its goals. In addition, as a manager, you often have the opportunity to think creatively and use your imagination. You help others find meaning and fulfilment in their work. You support, coach and nurture others, and help them make good decisions. Also, you will meet and work with a variety of people – both inside and outside the organisation. Other rewards of being a manager may include receiving recognition and status in the organisation and in the community, playing a role in influencing organisational outcomes, and receiving attractive compensation in the form of salaries,



bonuses and share options. Finally, organisations need good managers. Nothing great ever happens by itself! It is through the combined efforts of motivated and passionate people working together that organisations accomplish their goals.

Difficulty: Complex

Learning Objective: 1.6 Explain the value of studying management.

Topic: Why study management?

AACSB: Reflective thinking