Test Bank

**to accompany**

###### Management

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# Chapter 1

# The contemporary workplace

**Multiple Choice Questions**

1. \_\_\_\_\_\_\_\_\_\_ are successful because they are better than their competitors at gaining extraordinary results from the people working for them.

a. High-technology companies

b. Australasian companies

c. Japanese companies

d. Companies that embrace diversity

\*e. High-performing companies

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? After studying high-performing companies, management scholars Charles O'Reilly and Jeffrey Pfeffer conclude that those companies achieve success because they are better than their competitors at getting extraordinary results from the people working for them.

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

a. they have high performance expectations.

\*b. they excel at exploiting the natural environment.

c. they provide employees with both valued rewards and respect for work-life balance.

d. they excel at fully utilising employees' talents and valuing their contributions.

e. they are extremely good at attracting and retaining talented employees.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? The best employers share an important commitment to people. Amid high performance expectations, they offer supportive work environments that allow people's talents to be fully used while providing them with both valued rewards and respect for work-life balance.

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

a. The new economy is a global economy.

b. The new economy is knowledge-driven.

c. Only alternatives A and C describe attributes of the new economy.

d. The new economy is performance-driven.

\*e. All of these are attributes of the new economy.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? The new economy is a global economy whose scope increases daily. The new economy is knowledge-driven. Undoubtedly, too, the new economy is performance driven.

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

\*a. The study of management

b. The study of workforce diversity

c. The study of the global economy

d. The study of great leaders

e. The study of decision-making

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? The study of management introduces you to the concepts, themes and directions that are consistent with career success and organisational leadership in today's high-performance work settings.

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

a. Managerial expertise

b. A learning organisation

c. Knowledge management

\*d. Intellectual capital

e. Managerial competency

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? Intellectual capital is the collective brain power or shared knowledge of a workforce.

6. \_\_\_\_\_\_\_\_\_ is the worldwide interdependence of resource flows, product markets, and business competition that characterises the new economy.

a. International management

b. Economic internationalisation

c. World interdependence

d. Cross-cultural business

\*e. Globalisation

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? Globalisation is the worldwide interdependence of resource flows, product markets and business competition.

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

a. administrator.

\*b. knowledge worker.

c. top-level manager.

d. information competent manager.

e. functional manager.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? A knowledge worker is someone whose knowledge is an important asset to employers.

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

a. The lessons of e-business are being Applied. to e-government.

b. Technology is an indispensable part of everyday operations in all types of businesses.

c. The demand for knowledge workers with the skills to utilise technology to full advantage is increasing.

\*d. Work will still be the same, even with computers and high technology.

e. In virtual space, people in remote locations can hold meetings, share information and files, make plans, and solve problems together.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? We now live in a technology-driven world dominated by interactive technologies that are compact, visually appealing and versatile - offering the user conveniences such as remote internet access at the click of a button.

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

a. ethical world

b. ethnocentric world

c. socially responsible world

d. ethnically diverse world

\*e. globalised world

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? In a globalised world, countries and peoples are increasingly interconnected through the news, in travel and lifestyles, in labour markets and employment patterns, and in business dealings.

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

a. organisational gaps.

b. cultural similarities.

c. economic barriers for workforce development.

\*d. workforce diversity.

e. management challenges.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? Workforce diversity describes differences among workers in gender, race, age, ethnic culture, able-bodiedness, religious affiliation and sexual orientation.

11. Several technological trends are occurring in the new economy. Which of the following is not one of these trends?  
Learning objective 1.1: What are the challenges in the contemporary workplace? The shift to an information-based economy is dramatically changing employment. The fastest growing occupations are computer-related. Skilled help is in demand - low-skill workers displaced from declining industries find it difficult to find new jobs offering adequate pay. In a world where technological change is occurring at an accelerating rate, computer literacy must be mastered and continuously developed as a foundation for career success.

a. The demand for knowledge workers with the skills to utilise technology to full advantage is increasing.

b. The rate of technological change will continue to accelerate.

c. Computer competency must be mastered and continuously developed as a foundation for career success.

d. The Internet, World Wide Web, computers and information technology have transformed and continue to transform the modern workplace.

\*e. Low-skill workers who are displaced from declining industries will not need to re-tool their skills to find adequate alternative employment.

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

\*a. discrimination.

b. prejudice.

c. poor quality of work life.

d. the glass ceiling effect.

e. selective human resource management.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? Discrimination occurs when someone is denied a job or a job assignment for reasons not job-relevant.

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

a. unholy.

b. an injustice.

\*c. prejudice.

d. illegal.

e. holding power within your own hands.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? Prejudice is the display of negative, irrational attitudes towards members of diverse populations.

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

a. Changing needs of an increasingly global economy

b. Concerns for the natural environment

c. Employees' behaviour

\*d. All of the options listed

e. None of the options listed

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? There has been an increase in casual work, temporary work, outsourcing and the use of agencies and other labour-market intermediaries. Given the continuing need for organisations to respond quickly in the marketplace, we could expect these forms of flexible employment to increase; but differences in approaches to pay, conditions of employment and opportunities for development are ready examples of the inequality this can involve.

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

a. mirrored wall effect.

b. harassment effect.

c. promotion barrier.

d. sticky floor effect.

\*e. glass ceiling effect.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? The glass ceiling effect is an invisible barrier limiting the advancement of women and minority groups.

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

a. Occupational safety and health

b. Job security

c. Equal employment opportunities

\*d. Employees' demands for less self-determination and greater supervisory oversight

e. Equity of compensation and benefits

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? The expectations characteristic of this new century include sustainable development and protection of the natural environment; protection of consumers through product safety and fair practices; and the protection of human rights in all aspects of society, including employment.

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

a. the expectation of protecting consumers through product safety and fair practices.

b. the expectation of treating customers right and acting in ways consistent with society's values.

c. the expectation of sustainable development and protection of the natural environment.

d. the expectation of protecting human rights, including employment policies and practices.

\*e. the expectation that stockholders' interests should be the primary consideration when organisations make decisions affecting the environment.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? The expectations characteristic of this new century include sustainable development and protection of the natural environment; protection of consumers through product safety and fair practices; and the protection of human rights in all aspects of society, including employment.

18. According to Charles Handy, a \_\_\_\_\_\_\_\_\_\_ is a person who pursues career paths with a traditional character.

a. part-time worker

b. temporary skilled worker

\*c. core worker

d. service worker

e. contract worker

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? Core workers are full-time employees who pursue traditional career paths.

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

a. part-time worker.

b. service worker.

\*c. contract worker.

d. holiday worker.

e. licensed worker.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? Contract workers perform specific tasks as needed by the organisation and are compensated on a contract or fee-for- services basis rather than by a continuing wage or salary.

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

a. Marketing

b. Entrepreneurship

c. Love of technology

\*d. Finance

e. Passion for renewal

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? See Manager's notepad 1.1.

21. The typical career in the 21st century:

a. will require skills to be carefully maintained and upgraded over time.

b. won't be uniformly full-time and limited to a single organisation.

c. will require skills to be portable and of value to more than one employer.

\*d. all of the options listed.

e. none of the options listed.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? The typical career is not uniformly full-time and limited to a single large employer. It is more likely to unfold opportunistically and involve several employment options over time.

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

a. be able to communicate personal and work group successes and progress.

b. be able to contribute something of value to their employers.

c. have links with peers and others inside and outside the organisation in order to get things done.

d. act as if they are running their own businesses.

\*e. have an extensive knowledge of computer languages and their applications.

General Feedback:

Learning objective 1.1: What are the challenges in the contemporary workplace? See Manager's notepad 1.1.

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

a. The environment consumes product outputs including people, money, materials, technology and information.

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

\*c. The organisation creates a transformation process for turning resources into outputs.

d. Workflows are part of the resource inputs.

e. Resource inputs affect product outputs through a feedback loop.

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? Open systems transform resource inputs from the environment into product or service outputs.

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

a. An open system is permissive in observing the rules of management science.

b. An open system is a collection of subsystems that do not relate to one another.

\*c. An open system interacts with the external environment in a continual process of transforming resource inputs into product outputs in the form of finished goods and/or services.

d. An open system treats its employees as responsible adults.

e. An open system is consistent with the Theory Y system of management.

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? Open systems transform resource inputs from the environment into product or service outputs.

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

a. the bottom line.

b. performance efficiency.

c. productivity.

\*d. performance effectiveness.

e. organisational competency.

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? Performance effectiveness is an output measure of task or goal accomplishment.

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

a. making a profit and providing a high return to stockholders

b. producing goods and services for worldwide consumption

c. making the highest return on investment and having the greatest profitability

d. expanding through mergers and acquisitions

\*e. producing quality products and providing customer satisfaction

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? Having a clear sense of purpose that is tied to 'quality products' and 'customer satisfaction' is increasingly viewed as a source of organisational strength and performance advantage.

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

a. Feedback from the environment tells an organisation how well it is doing.

b. The environment is a critical element of the open systems model.

c. The environment is a supplier of resources and a source of customers.

\*d. All of these are true statements regarding an organisation's environment.

e. All of these are false statements regarding an organisation's environment.

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? See figure 1.1.

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

a. the bottom line.

\*b. performance efficiency.

c. productivity.

d. organisational competency.

e. performance effectiveness.

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? Performance efficiency is a measure of resource cost associated with goal accomplishment.

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

\*a. Organisational performance is unaffected by poor versus good resource utilisation and low versus high goal attainment.

b. When resource utilisation is good and goal attainment is low, organisational performance is efficient but not effective.

c. When resource utilisation is poor and goal attainment is high, organisational performance is effective but not efficient.

d. When resource utilisation is poor and goal attainment is low, organisational performance is neither effective nor efficient.

e. When resource utilisation is good and goal attainment is high, organisational performance is both effective and efficient.

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? See figure 1.2.

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

a. Focus on speed

b. New workforce expectations

c. Embrace of networking

d. Concern for work-life balance

\*e. Focus on profitability

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? Among the many forces and trends in the new workplace,  
the following organisational transitions set an important context for the study of management: Pre-eminence of technology; Demise of 'command-and-control'; Focus on speed; Embrace of networking; Belief in empowerment; Emphasis on teamwork; New workforce expectations; Concern for work-life balance.

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

a. productivity; performance effectiveness

\*b. performance efficiency; performance effectiveness

c. performance effectiveness; performance efficiency

d. productivity; performance efficiency

e. productivity; quality of work life

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? Performance efficiency is a measure of the resource cost associated with goal accomplishment. Cost of labour is a common measure of efficiency.

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

a. competition.

b. globalisation.

c. emerging technologies.

d. customers' demands for quality products and services.

\*e. diminished skill capacity of the workforce.

General Feedback:

Learning objective 1.2: What are organisations like in the contemporary workplace? Along with the pressures of competition, globalisation and emerging technologies, there also has been a revolution of sorts among modern-day consumers.

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

a. good leadership.

b. systems theory.

c. organisational behaviour.

d. Theory Z.

\*e. Total Quality Management.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Total quality management (TQM) is managing with commitment to continuous improvement, product quality and customer satisfaction.

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

a. administrative and general.

b. headquarters and branch.

c. experienced and inexperienced.

\*d. top, middle and team leaders or supervisors.

e. functional, staff and line.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? The different levels of management are top, middle, and team leaders or supervisors.

35. Which of the following statements accurately describes managers?

a. Managers help others to achieve high performance.

b. Managers are responsible for their own work as well as the overall performance accomplishments of a team, work group, department or entire organisation.

c. Managers have the most vital job in society.

\*d. All of the options listed

e. None of the options listed

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Managers are responsible for and support the work of others.

36. \_\_\_\_\_\_\_\_\_\_ are in charge of relatively large departments or divisions consisting of several smaller work units.

a. Top managers

\*b. Middle managers

c. Team leaders or supervisors

d. Functional managers

e. General managers

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Middle managers oversee the work of large departments or divisions.

37. \_\_\_\_\_\_\_\_\_\_ are responsible for the performance of the organisation as a whole or of one of its major parts.

\*a. Top managers

b. General managers

c. Middle managers

d. Functional managers

e. Team leaders or supervisors

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Top managers guide the performance of the organisation as a whole, or of one of its major parts.

38. Which statement about middle management is true?

\*a. Middle managers work with peers to help coordinate activities across the organisation.

b. Middle management includes executives and vice presidents.

c. Middle managers develop high-level action plans for implementation by persons working below them.

d. Middle managers constitute the first level of an organisation's hierarchy of authority.

e. Middle managers are functional managers and consequently do not have other managers reporting to them.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Middle managers work with top managers and coordinate with peers to develop and implement action plans consistent with organisational objectives.

39. A \_\_\_\_\_\_\_\_\_\_ is a person who is in charge of a small work group composed of non-managerial workers.

a. staff manager

b. line manager

c. middle manager

d. functional manager

\*e. team leader

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Team leaders or supervisors report to middle managers and directly supervise non-managerial workers.

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

a. staff manager.

b. team leader.

\*c. project manager.

d. labour leader.

e. group supervisor.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Project managers coordinate complex projects with task deadlines and people with many areas of expertise.

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

a. a staff manager.

b. a general manager.

c. an administrator.

d. an executive.

\*e. a line manager.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Line managers directly contribute to the production of the organisation's basic goods or services.

42. \_\_\_\_\_\_\_\_\_\_ pursue work unit performance objectives that are consistent with higher-level organisational goals.

\*a. Functional managers

b. Top managers

c. Middle managers

d. Team leaders or supervisors

e. General managers

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Functional managers are responsible for one area of activity, such as finance, marketing, production, human resources, accounting or sales.

43. \_\_\_\_\_\_\_\_ managers use their special technical expertise to support the efforts of \_\_\_\_\_\_\_\_\_\_ managers.

\*a. Staff; line.

b. General; functional.

c. Administrative; general.

d. Higher; lower

e. Line; staff.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Staff managers use special technical expertise to advise and support line workers.

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

\*a. line managers.

b. middle managers.

c. staff managers.

d. general managers.

e. administrators.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Line managers directly contribute to the production of the organisation's basic goods or services.

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

\*a. a general manager.

b. an administrator.

c. a multifunctional manager.

d. a technocrat.

e. a team captain.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? General managers are responsible for complex organisational units that include many areas of functional activity.

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

\*a. a functional manager.

b. a staff manager.

c. a line manager.

d. a general manager.

e. an administrator.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Functional managers are responsible for one area of activity, such as finance, marketing, production, human resources, accounting or sales.

47. Managers who work in public or non-profit organisations are called:

\*a. administrators.

b. staff managers.

c. line managers.

d. functional managers.

e. general managers.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Administrators are managers who work in public or not-for-profit organisations.

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

a. an administrator.

b. a functional manager.

\*c. a general manager.  
c. a staff manager.

d. a controller.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? General managers are responsible for complex organisational units that include many areas of functional activity.

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

\*a. paying attention to long-run problems and opportunities in the external environment.

b. planning meetings and work schedules.

c. clarifying goals and tasks and gathering ideas for improvement.

d. recommending pay increases and new assignments.

e. recruiting, training and developing team members.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? See Manager's notepad 1.2.

50. Which statement concerning managers and administrators is true?

\*a. Administrators are managers who work in public or non-profit organisations.

b. Administrators deal with material resources, while managers deal with human resources.

c. Administrators deal with human resources, while managers deal with material resources.

d. Administrators cannot be managers and managers cannot be administrators.

e. Non-profit organisations do not have managers; business enterprises do not have administrators.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Administrators are managers who work in public or not-for-profit organisations.

51. Truly effective managers utilise organisational resources in ways that result in both \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.

a. high-performance outcomes; high returns to the stockholders

b. high-quality products or services; high returns to the stockholders

c. high profit margins; large market shares

d. high returns to the stockholders; high levels of satisfaction for the workers

\*e. high-performance outcomes; high levels of satisfaction for the workers

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Effective managers help others both to achieve high-performance outcomes and to experience satisfaction in their work.

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

\*a. developing and implementing action plans for large departments or divisions

b. encouraging high performance and teamwork.

c. informing team members about organisational goals and expectations.

d. informing higher levels of team needs and accomplishments.

e. coordinating with other teams and supporting their work efforts.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? See Manager's notepad 1.2.

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

\*a. QWL changes very little during tough economic times.

b. QWL expresses true respect for people at work.

c. QWL is part of any manager's accountability.

d. QWL provides for protection of individual rights.

e. QWL deals with human resource utilisation in the performance process.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? A 'high-QWL' workplace expresses a true respect for people at work by offering such things as fair pay, safe working conditions, opportunities to learn and use new skills, room to grow and progress in a career, protection of individual rights, and pride in the work itself and in the organisation.

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

a. human conditions analysis.

b. standards for workplace experiences.

c. total quality management.

\*d. quality of work life.

e. quality assurance.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? Quality of work life (QWL) is the overall quality of human experiences in the workplace.

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

a. The best managers are often known for 'helping' and 'supporting' rather than 'directing' and 'order-giving'.

b. Each individual is a value-added worker who creates eventual value for the organisation's customers or clients.

c. A manager's job is to support workers' efforts to add value to the organisation's goods or services.

\*d. All of the options listed are practical implications of the upside-down pyramid.

e. None of the options listed is practical implications of the upside-down pyramid.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? The implications of this notion are dramatic, and they are consistent with the adage that people are an organisation's most important asset.

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

a. an ineffective management concept.

\*b. an upside-down pyramid.

c. a wrong-sided pyramid.

d. an out-dated organisational chart.

e. an upside-down organisational chart.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? The operating workers are at the top of the upside-down pyramid, just below the customers and clients they serve. They are supported in their work efforts by managers located at the bottom.

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

a. the best managers are known more for 'helping' and 'supporting' rather than for 'directing' and 'order-giving'.

b. more emphasis is placed on teamwork.

c. the title of manager is often replaced with 'coordinator', 'coach' or 'team leader'.

\*d. symbolically, managers remain at the top of the organisational pyramid.

e. the role of managers is to help workers serve customer needs.

General Feedback:

Learning objective 1.3: Who are managers and what do they do? We are in a time when the best managers are known more for 'helping' and 'supporting' than for 'directing' and 'order-giving'.

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

a. organising.

b. leading.

\*c. planning.

d. controlling.

e. decision-making.

General Feedback:

Learning objective 1.4: What is the management process? Planning: Setting performance objectives and deciding how to achieve them.

59. The four basic functions of management are:

\*a. planning, organising, leading and controlling.

b. delegating, planning, organising and order giving.

c. organising, leading, controlling and order giving.

d. delegating, leading, controlling and decision-making.

e. planning, leading, controlling and decision-making.

General Feedback:

Learning objective 1.4: What is the management process? Management is the process of planning, organising, leading and controlling the use of resources to accomplish performance goals.

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

a. organising.

b. leading.

\*c. planning.

d. controlling.

e. decision-making.

General Feedback:

Learning objective 1.4: What is the management process? Planning: Setting performance objectives and deciding how to achieve them.

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

a. planning.

b. leading.

\*c. organising.

d. controlling.

e. delegating.

General Feedback:

Learning objective 1.4: What is the management process? Organising: Arranging tasks, people and other resources to accomplish the work.

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

a. Planning

b. Motivating

c. Leading

\*d. Organising

e. Controlling

General Feedback:

Learning objective 1.4: What is the management process? Organising: Arranging tasks, people and other resources to accomplish the work.

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

a. Planning

b. Organising

c. Motivating

\*d. Leading

e. Controlling

General Feedback:

Learning objective 1.4: What is the management process? Leading: Inspiring people to work hard to achieve high performance.

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

a. planning.

b. organising.

c. controlling.

\*d. leading.

e. order giving.

General Feedback:

Learning objective 1.4: What is the management process? Leading: Inspiring people to work hard to achieve high performance.

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

a. leading.

b. planning.

c. organising.

\*d. controlling.

e. delegating.

General Feedback:

Learning objective 1.4: What is the management process? Controlling: Measuring performance and taking action to ensure desired results.

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

\*a. controlling.

b. planning.

c. organising.

d. leading.

e. delegating.

General Feedback:

Learning objective 1.4: What is the management process? Controlling: Measuring performance and taking action to ensure desired results.

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

\*a. Interpersonal, informational and decisional

b. Interpersonal, strategic and decisional

c. Strategic, informational and authoritarian

d. Supervisory, authoritarian and decisional

e. Supervisory, informational and strategic

General Feedback:

Learning objective 1.4: What is the management process? See figure 1.5. The categories are interpersonal roles, informational roles and decisional roles.

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

\*a. interpersonal roles.

b. informational roles.

c. decisional roles.

d. technical roles.

e. human roles.

General Feedback:

Learning objective 1.4: What is the management process? The interpersonal roles involve interactions with people inside and outside the work unit.

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

a. informational roles.

b. interpersonal roles.

c. technical roles.

d. conceptual roles.

\*e. decisional roles.

General Feedback:

Learning objective 1.4: What is the management process? The decisional roles involve using information to make decisions to solve problems or tackle opportunities.

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

a. interpersonal roles.

b. decisional roles.

\*c. informational roles.

d. technical roles.

e. conceptual roles.

General Feedback:

Learning objective 1.4: What is the management process? Informational roles involve the giving, receiving and analysing of information.

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

a. leading.

b. motivating.

\*c. agenda setting.

d. controlling.

e. information processing.

General Feedback:

Learning objective 1.4: What is the management process? Through agenda setting, good managers develop action priorities for their jobs that include goals and plans that span long and short time frames.

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

a. Managers work at fragmented and varied tasks.

b. Managers work at an intense pace.

c. Managers work long hours.

d. Managers work with many communication media.

\*e. Managers spend much time working alone.

General Feedback:

Learning objective 1.4: What is the management process? A summary of research on the nature of managerial work offers this important reminder - managers work long hours. They work at an intense pace, at fragmented and varied tasks, with many communication media, and they accomplish their work largely through interpersonal relationships.

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

a. building organisation structures that enforce discipline.

\*b. establishing good interpersonal relationships at work.

c. motivating workers through incentive pay and reward plans.

d. developing technical knowledge regarding the tasks at hand.

e. serving as a figurehead in office ceremonies.

General Feedback:

Learning objective 1.4: What is the management process? Networking is the process of building and maintaining positive relationships with people whose help may be needed to implement your work agendas.

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

\*a. a technical skill.

b. a procedural skill.

c. an administrative skill.

d. a conceptual skill.

e. a supervisory skill.

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? Technical skills - the ability to apply expertise and perform a special task with proficiency.

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

a. communicative, procedural and strategic.

\*b. technical, human and conceptual.

c. communicative, technical and human.

d. human, supervisory and conceptual.

e. procedural, supervisory and strategic.

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? Harvard scholar Robert L. Katz has classified the essential skills of managers into three categories: technical, human and conceptual.

76. \_\_\_\_\_\_\_\_\_\_ skills are most important at lower levels of managerial responsibility.

a. Supervisory

\*b. Technical

c. Human

d. Administrative

e. Conceptual

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? Figure 1.6 shows that technical skills are very important at career entry levels.

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

a. supervisory

\*b. technical

c. conceptual

d. creative

e. strategic

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? Technical skills - the ability to apply expertise and perform a special task with proficiency.

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

a. Workers are expected to become involved, fully participate, demonstrate creativity, and find self-fulfilment in their work.

\*b. Only managers must be concerned about the demanding quest for high performance.

c. Workers are expected to use new technologies to their full advantage.

d. Change is a way of life that demands new individual and organisational responses.

e. Workers are expected to be team players who understand the needs and goals of the total organisation.

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? Lifelong learning is continuous learning from daily experiences and opportunities.

79. A manager with a high degree of self and a capacity to understand and empathise with the feelings of others is exhibiting effective \_\_\_\_\_\_\_\_\_\_ skills.

a. technical

\*b. human

c. strategic

d. conceptual

e. learning

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? A human skill is the ability to work well in cooperation with other people.

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

a. a technical skill.

b. a communicative skill.

\*c. a human skill.

d. an administrative skill.

e. a conceptual skill.

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? A human skill is the ability to work well in cooperation with other people.

81. \_\_\_\_\_\_\_\_\_\_ skills remain relatively consistent in importance across all levels of management.

\*a. Human

b. Technical

c. Diagnostic

d. Conceptual

e. Analytical

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? Figure 1.6 shows that they are consistently important across all the managerial levels.

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

a. human skills; self-management

b. informational roles; self-management

\*c. human skills; emotional intelligence

d. emotional intelligence; human skills

e. emotional intelligence; interactional skills

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? An important component of the essential human skills is emotional intelligence. Emotional intelligence is the ability to manage ourselves and our relationships effectively.

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

a. technical

b. strategic

c. learning

d. human

\*e. conceptual

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? A conceptual skill is the ability to think analytically and solve complex problems.

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

a. Strategic

b. Administrative

c. Supervisory

d. Holistic

\*e. Conceptual

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? A conceptual skill is the ability to think analytically and solve complex problems.

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

a. The information, interpersonal and decision-making demands of managerial roles.

b. The management processes of planning, organising, leading and controlling.

c. The managerial activities of agenda setting and networking.

\*d. All of the options listed reflect managerial competencies.

e. None of the options listed reflects managerial competencies.

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? A managerial competency is a skill-based capability that contributes to high performance in a management job. A number of these competencies have been implied in the previous discussion of the management process, including those related to planning, organising, leading and controlling. Competencies are also implicit in the information, interpersonal and decision-making demands of managerial roles, as well as agenda setting and networking as managerial activities.

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

\*a. Conceptual skills are most important for top managers.

b. Their relative importance tends to be about the same at each managerial level.

c. Technical skills are of greatest importance for middle managers.

d. Human skills are of greatest importance for lower-level managers.

e. Technical skills are not needed at all by top managers.

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? Figure 1.6 shows that conceptual skills gain in relative importance for top managers.

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

a. Teamwork

b. Self-management

\*c. Perceptual acuity

d. Leadership

e. Critical thinking

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? Manager's notepad 1.3 further highlights some of the skills and personal characteristics business schools emphasise in helping students develop the foundations for continued professional development and career success.

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

\*a. The ability to initiate change in ambiguous situations.

b. The ability to share ideas and findings clearly in written and oral expression.

c. The ability to work effectively as a team member and team leader.

d. The ability to gather and analyse information for creative problem-solving.

e. The ability to sustain a positive impression, instil confidence, and maintain career advancement.

General Feedback:

Learning objective 1.5: How do you learn essential managerial skills and competencies? Manager's notepad 1.3 further highlights some of the skills and personal characteristics business schools emphasise in helping students develop the foundations for continued professional development and career success.

**Short Answer Questions**

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

Correct Answer:

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

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

Correct Answer:

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

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

Correct Answer:

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

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

Correct Answer:

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

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

Correct Answer:

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