Chapter 01: Managers and Management

1. In order to be considered a manager, an individual must direct, oversee, or work with others.
   a. true
   b. false

   Difficulty: 2
   QuestionID: 1-1
   Skill: Recall
   Objective: 1.1 What makes someone a manager?
   Miscellaneous: AACSB - Analytic Skills

   Answer: a. true

2. Supervisors and team leaders may both be considered first-line managers.
   a. true
   b. false

   Difficulty: 1
   QuestionID: 1-2
   Skill: Recall
   Objective: 1.1 What makes someone a manager?
   Miscellaneous:

   Answer: a. true

3. The changing nature of work means that members of an organization who do not have people reporting directly to them are still considered managers.
   a. true
   b. false

   Difficulty: 1
   QuestionID: 1-3
   Skill: Recall
   Objective: 1.1 What makes someone a manager?
   Miscellaneous: AACSB - Analytic Skills

   Answer: a. true

4. All organizations use a traditional pyramidal form, with the three levels of managers at the top of the pyramid.
   a. true
   b. false

   Difficulty: 1
   QuestionID: 1-4
   Skill: Recall
   Objective: 1.1 What makes someone a manager?
   Miscellaneous:

   Answer: b. false
5. A manager does not work directly on tasks for the organization.
   a  true
   b  false

   Difficulty: 2
   QuestionID: 1-5
   Skill: Recall
   Objective: 1.2 What is management and what do managers do?
   Miscellaneous:

   Answer: b. false

6. Effectiveness refers to the relationship between inputs and outputs.
   a  true
   b  false

   Difficulty: 2
   QuestionID: 1-6
   Skill: Recall
   Objective: 1.2 What is management and what do managers do?
   Miscellaneous: AACSB - Analytic Skills

   Answer: b. false

7. A goal of efficiency is to minimize output costs while maximizing input costs.
   a  true
   b  false

   Difficulty: 2
   QuestionID: 1-7
   Skill: Recall
   Objective: 1.2 What is management and what do managers do?
   Miscellaneous:

   Answer: b. false

8. Effectiveness refers to the attainment of the organization's goals.
   a  true
   b  false

   Difficulty: 2
   QuestionID: 1-8
   Skill: Recall
   Objective: 1.2 What is management and what do managers do?
   Miscellaneous:

   Answer: a. true
9. Managers who are effective at meeting organizational goals always act efficiently.
   a. true
   b. false

   Difficulty: 3  
   QuestionID: 1-9  
   Skill: Applied  
   Objective: 1.2 What is management and what do managers do?  
   Miscellaneous: AACSB - Analytic Skills

   Answer: b. false

10. The four contemporary management processes are planning, organizing, leading, and commanding.
   a. true
   b. false

   Difficulty: 1  
   QuestionID: 1-10  
   Skill: Recall  
   Objective: 1.2 What is management and what do managers do?  
   Miscellaneous:

   Answer: b. false

11. Determining who reports to whom is part of the controlling function of management.
   a. true
   b. false

   Difficulty: 1  
   QuestionID: 1-11  
   Skill: Applied  
   Objective: 1.2 What is management and what do managers do?  
   Miscellaneous: AACSB - Analytic Skills

   Answer: b. false

12. Providing motivation is part of the controlling function of management.
   a. true
   b. false

   Difficulty: 2  
   QuestionID: 1-12  
   Skill: Applied  
   Objective: 1.2 What is management and what do managers do?  
   Miscellaneous: AACSB - Analytic Skills

   Answer: b. false
13. Defining goals is a key part of the organizing function of management.
   
a true
b false

Difficulty: 1
QuestionID: 1-13
Skill: Applied
Objective: 1.2 What is management and what do managers do?
Miscellaneous: AACSB - Analytic Skills

Answer: b. false

14. Deciding who will be assigned to which job is a part of the leading function of management.
   
a true
b false

Difficulty: 1
QuestionID: 1-14
Skill: Applied
Objective: 1.2 What is management and what do managers do?
Miscellaneous: AACSB - Analytic Skills

Answer: b. false

15. Fayol's management processes are completely equivalent to Mintzberg's management roles.
   
a true
b false

Difficulty: 3
QuestionID: 1-15
Skill: Recall
Objective: 1.2 What is management and what do managers do?
Miscellaneous: AACSB - Reflective Thinking

Answer: b. false

16. In Mintzberg's view, the roles of figurehead, leader, and liaison are all interpersonal roles.
   
a true
b false

Difficulty: 2
QuestionID: 1-16
Skill: Recall
Objective: 1.2 What is management and what do managers do?
Miscellaneous:

Answer: a. true
17. Disturbance handler is one of Mintzberg's interpersonal roles.

    a  true
    b  false

Difficulty: 2
QuestionID: 1-17
Skill: Recall
Objective: 1.2 What is management and what do managers do?

Miscellaneous: 

Answer: b. false

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

    a  true
    b  false

Difficulty: 2
QuestionID: 1-18
Skill: Recall
Objective: 1.2 What is management and what do managers do?

Miscellaneous: AACSB - Analytic Skills

Answer: b. false

19. Most people who study management think that Fayol's categories are more useful than Mintzberg's.

    a  true
    b  false

Difficulty: 2
QuestionID: 1-19
Skill: Recall
Objective: 1.2 What is management and what do managers do?

Miscellaneous: 

Answer: a. true

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

    a  true
    b  false

Difficulty: 2
QuestionID: 1-20
Skill: Applied
Objective: 1.2 What is management and what do managers do?

Miscellaneous: AACSB - Reflective Thinking

Answer: a. true
21. Because profit, or the "bottom line," is not the measure of success for not-for-profit organizations, managers of charitable organizations do not have to concern themselves with the financial aspects of their organizations.
   a true
   b false

   Difficulty: 2
   QuestionID: 1-21
   Skill: Applied
   Objective: 1.2 What is management and what do managers do?
   Miscellaneous: AACSB - Reflective Thinking

   Answer: b. false

22. All managers devote at least some of their time to planning.
   a true
   b false

   Difficulty: 2
   QuestionID: 1-22
   Skill: Recall
   Objective: 1.2 What is management and what do managers do?
   Miscellaneous: AACSB - Reflective Thinking

   Answer: a. true

23. A manager in a large business generally will spend more of her time as a spokesperson and entrepreneur than her counterpart in a small business.
   a true
   b false

   Difficulty: 2
   QuestionID: 1-23
   Skill: Applied
   Objective: 1.2 What is management and what do managers do?
   Miscellaneous: AACSB - Reflective Thinking

   Answer: b. false

24. Technical skills involve a manager's ability to think logically and effectively about abstract situations.
   a true
   b false

   Difficulty: 2
   QuestionID: 1-24
   Skill: Recall
   Objective: 1.2 What is management and what do managers do?
   Miscellaneous: 

   Answer: b. false
25. A small business manager in many ways combines the roles of top manager and first-line manager in a large business.
   a true
   b false
   
   **Difficulty:** 2
   **QuestionID:** 1-25
   **Skill:** Applied
   **Objective:** 1.2 What is management and what do managers do?
   **Miscellaneous:** AACSB - Reflective Thinking

   **Answer:** a. true

26. Part of what defines an organization is its purpose.
   a true
   b false
   
   **Difficulty:** 2
   **QuestionID:** 1-26
   **Skill:** Recall
   **Objective:** 1.3 What characteristics define an organization?
   **Miscellaneous:**

   **Answer:** a. true

27. All organizations have a structure that in some ways serves to define and limit the behaviour of members of the organization.
   a true
   b false
   
   **Difficulty:** 2
   **QuestionID:** 1-27
   **Skill:** Recall
   **Objective:** 1.3 What characteristics define an organization?
   **Miscellaneous:** AACSB - Analytic Skills

   **Answer:** a. true

28. You have recently started your own business. You are the owner and sole employee. Your business is an organization.
   a true
   b false
   
   **Difficulty:** 2
   **QuestionID:** 1-28
   **Skill:** Applied
   **Objective:** 1.3 What characteristics define an organization?
   **Miscellaneous:** AACSB - Analytic Skills

   **Answer:** b. false
29. In an effort to respond to the increasing societal, economic, political, global, and technological changes of the current environment, organizations are becoming more rigid and closed.
   a true
   b false

   Difficulty: 2
   QuestionID: 1-29
   Skill: Recall
   Objective: 1.3 What characteristics define an organization?
   Miscellaneous: AACSB - Globalizations

   Answer: b. false

30. Small businesses contribute significantly to the Canadian economy, employing almost half of all Canadian workers.
   a true
   b false

   Difficulty: 2
   QuestionID: 1-30
   Skill: Recall
   Objective: 1.3 What characteristics define an organization?
   Miscellaneous: AACSB - Globalizations

   Answer: a. true

31. If you are working in a Canadian organization, the odds are you work for a manufacturing organization.
   a true
   b false

   Difficulty: 2
   QuestionID: 1-31
   Skill: Applied
   Objective: 1.3 What characteristics define an organization?
   Miscellaneous: AACSB - Analytic Skills

   Answer: b. false

32. Managers in American companies cannot legally manage personnel working in Canadian subsidiaries.
   a true
   b false

   Difficulty: 2
   QuestionID: 1-32
   Skill: Recall
   Objective: 1.3 What characteristics define an organization?
   Miscellaneous: AACSB - Analytic Skills

   Answer: b. false
33. **Canada Post is a Crown corporation, which is structured like a private sector corporation and has a board of directors, but it is owned by the Canadian government.**

   a. true
   b. false

   **Difficulty:** 2  
   **QuestionID:** 1-33  
   **Skill:** Recall  
   **Objective:** 1.3 What characteristics define an organization?  
   **Miscellaneous:**

   **Answer:** a. true

34. **Managers working in privately held organizations are accountable to shareholders and report to a board of directors.**

   a. true
   b. false

   **Difficulty:** 2  
   **QuestionID:** 1-34  
   **Skill:** Recall  
   **Objective:** 1.3 What characteristics define an organization?  
   **Miscellaneous:** AACSB - Analytic Skills

   **Answer:** b. false

35. **The universality of management holds that managers across all organizations, in all types and sizes, and in all countries of the world manage in the same ways.**

   a. true
   b. false

   **Difficulty:** 2  
   **QuestionID:** 1-35  
   **Skill:** Recall  
   **Objective:** 1.4 Does studying management make a difference?  
   **Miscellaneous:** AACSB - Analytic Skills

   **Answer:** b. false

36. **The study of management is of value only to those in management positions.**

   a. true
   b. false

   **Difficulty:** 2  
   **QuestionID:** 1-36  
   **Skill:** Recall  
   **Objective:** 1.4 Does studying management make a difference?  
   **Miscellaneous:** AACSB - Reflective Thinking

   **Answer:** b. false
37. Which of the following is the most accurate statement regarding managers in today’s world?

There is greater variety of managers with respect to age, ethnicity, and gender than ever before.
Managers are found almost exclusively in large corporations that have more than 500 employees.
Managers are found almost exclusively in for-profit organizations.
More than half of today’s managers are women.

**Difficulty:** 2  
**QuestionID:** 1-37  
**Skill:** Recall  
**Objective:** 1.1 What makes someone a manager?  
**Miscellaneous:** AACSB - Diversity

**Answer:** There is greater variety of managers with respect to age, ethnicity, and gender than ever before.

38. Which of the following is a key difference between managerial and nonmanagerial employees?

Managerial employees receive higher pay compensation.  
Nonmanagerial employees have less formal education.  
Nonmanagerial employees do not oversee the work of others.  
Managerial employees work longer hours.

**Difficulty:** 1  
**QuestionID:** 1-38  
**Skill:** Recall  
**Objective:** 1.1 What makes someone a manager?  
**Miscellaneous:**

**Answer:** Nonmanagerial employees do not oversee the work of others.

39. Which of the following did a poll find to be the most important variable in employee productivity?

pay level  
quality of the employee-supervisor relationship  
quality of the workplace environment  
the benefits that employees enjoyed

**Difficulty:** 2  
**QuestionID:** 1-39  
**Skill:** Recall  
**Objective:** 1.1 What makes someone a manager?  
**Miscellaneous:**

**Answer:** quality of the employee-supervisor relationship

40. The primary job of a manager is to ________.

make decisions that help an organization grow  
tackle tasks that are too difficult for nonmanagerial employees  
coordinate between organization leaders and ordinary employees  
direct and oversee the work of others

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1. **What makes someone a manager?**

**Answer:** Direct and oversee the work of others.

41. The work of a manager ________.

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

**Answer:** May involve performing tasks that are not related to overseeing others.

42. *Supervisor* is another name for which of the following?

- team leader
- middle manager
- first-line manager
- top manager

**Answer:** First-line manager.

43. Which of the following types of managers is responsible for making organization-wide decisions and establishing the plans and goals that affect the entire organization?

- team leader
- top manager
- department head
- project leader

**Answer:** Top manager.
44. Which is an important job responsibility for a middle manager?

- defining the organization's long-term goals
- translating goals defined by top managers into action
- helping top managers define goals
- performing tasks that are not related to long-term goals

**Difficulty: 2**  
**QuestionID: 1-44**  
**Skill: Recall**  
**Objective: 1.1 What makes someone a manager?**  
**Miscellaneous: AACSB - Analytic Skills**

**Answer:** translating goals defined by top managers into action

45. Which of the following identifies a manager who does NOT typically supervise other managers?

- unit chief  
- shift manager  
- vice-president  
- division manager

**Difficulty: 2**  
**QuestionID: 1-45**  
**Skill: Recall**  
**Objective: 1.1 What makes someone a manager?**  
**Miscellaneous: AACSB - Analytic Skills**

**Answer:** shift manager

46. Which of the following represents the lowest managerial position among the choices given?

- a nonmanagerial employee  
- an individual involved in defining the organization's philosophy  
- a vice-president  
- a middle manager

**Difficulty: 2**  
**QuestionID: 1-46**  
**Skill: Recall**  
**Objective: 1.1 What makes someone a manager?**  
**Miscellaneous: AACSB - Analytic Skills**

**Answer:** a middle manager

47. All levels of management between the supervisory level and the top level of the organization are termed ________.

- middle managers  
- first-line managers  
- supervisors  
- team leaders

**Difficulty: 2**  
**QuestionID: 1-47**  
**Skill: Recall**  
**Objective: 1.1 What makes someone a manager?**  
**Miscellaneous: AACSB - Analytic Skills**

**Answer:** middle managers
48. Which of the following levels of management is associated with positions such as executive vice-president, chief operating officer, chief executive officer, and chairperson of the board?
   - team leaders
   - middle managers
   - first-line managers
   - top managers

Answer: top managers

49. Another term for efficiency is ________.
   - doing the right things
   - doing things right
   - making sure things get done
   - doing things at the right time

Answer: doing things right

50. Which of the following might be an example of increased efficiency in manufacturing?
   - cutting the amount of labour required to make the product
   - cutting the price of the product
   - increasing sales of the product
   - increasing advertising for the product.

Answer: cutting the amount of labour required to make the product
51. **Another term for effectiveness is ________.**

   doing the right things  
   doing things right  
   doing things intelligently  
   doing things when necessary

   **Difficulty:** 2  
   **QuestionID:** 1-51  
   **Skill:** Recall  
   **Objective:** 1.2 What is management and what do managers do?  
   **Miscellaneous:** AACSB - Reflective Thinking

   **Answer:** doing the right things

52. **Effectiveness is synonymous with ________.**

   cost minimization  
   smart management  
   goal attainment  
   efficiency

   **Difficulty:** 2  
   **QuestionID:** 1-52  
   **Skill:** Recall  
   **Objective:** 1.2 What is management and what do managers do?  
   **Miscellaneous:** AACSB - Reflective Thinking

   **Answer:** goal attainment

53. **Efficiency refers to ________.**

   the relationship between inputs and outputs  
   the additive relationship between inputs and outputs  
   the inverse relationship between inputs and outputs  
   decreasing inputs only

   **Difficulty:** 2  
   **QuestionID:** 1-53  
   **Skill:** Recall  
   **Objective:** 1.2 What is management and what do managers do?  
   **Miscellaneous:**

   **Answer:** the relationship between inputs and outputs

54. **Good management strives for ________.**

   low efficiency and high effectiveness  
   high efficiency and low effectiveness  
   high efficiency and high effectiveness  
   moderate efficiency and moderate effectiveness

   **Difficulty:** 2  
   **QuestionID:** 1-54  
   **Skill:** Recall  
   **Objective:** 1.2 What is management and what do managers do?  
   **Miscellaneous:**

   **Answer:**
55. **A candy manufacturer would increase both efficiency and effectiveness by making ______.**

- better candy at the same cost
- better candy at a lower cost
- the same candy at a lower cost
- the same candy at the same cost

**Answer:** better candy at a lower cost

56. **A candy manufacturer that made candy at a lower cost without improving the quality of the candy could be said to ______.**

- increase effectiveness without increasing efficiency
- increase efficiency without increasing effectiveness
- increase both effectiveness and efficiency
- decrease both effectiveness and efficiency

**Answer:** increase efficiency without increasing effectiveness

57. **Today, the basic management functions are considered to be ______.**

- planning, coordinating, leading, and monitoring
- planning, organizing, leading, and motivating
- commanding, organizing, leading, and decision making
- planning, organizing, leading, and controlling

**Answer:** planning, organizing, leading, and controlling
58. How many management functions were originally proposed by Henri Fayol?

- three: plan, organize, lead
- four: plan, organize, lead, control
- five: plan, organize, command, coordinate, control
- ten: 3 interpersonal, 3 informational, 4 decisional

Difficulty: 1  
QuestionID: 1-58  
Skill: Recall  
Objective: 1.2 What is management and what do managers do?  
Miscellaneous:  
Answer: five: plan, organize, command, coordinate, control

59. Which of the following is NOT considered a part of the planning function of a manager?

- defining goals
- motivating
- mapping out strategy
- making decisions

Difficulty: 2  
QuestionID: 1-59  
Skill: Recall  
Objective: 1.2 What is management and what do managers do?  
Miscellaneous: AACSB - Analytic Skills  
Answer: motivating

60. The controlling management function is largely a matter of _______.

- resolving conflicts
- determining what needs to be done
- monitoring to see that tasks are accomplished
- enforcing rules for employees

Difficulty: 2  
QuestionID: 1-60  
Skill: Recall  
Objective: 1.2 What is management and what do managers do?  
Miscellaneous: AACSB - Analytic Skills  
Answer: monitoring to see that tasks are accomplished

61. Organizing includes _______.

- defining organizational goals
- resolving conflicts
- motivating organizational members
- determining who does what tasks

Difficulty:  
QuestionID:  
Skill:  
Objective:  
Miscellaneous:  
Answer:  

62. **Resolving a conflict would be considered to fall under which managerial function?**

- controlling
- planning
- directing
- leading

**Answer:** leading

63. **An important part of the controlling function is _______.**

- evaluating
- structuring
- coordinating
- punishing

**Answer:** evaluating

64. _______ developed a categorization scheme for defining what managers do consisting of 10 different but highly interrelated roles.

- Henri Fayol
- Robert L. Katz
- Henry Mintzberg
- Henry Ford

**Answer:** Henry Mintzberg
65. **Giving a speech at an organization banquet would fall into which Mintzberg category?**

- informational
- interpersonal
- decisional
- entrepreneurial

**Difficulty:** 2  
**QuestionID:** 1-65  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Communication

**Answer:** interpersonal

66. **Mintzberg developed his 10 managerial roles by ________.**

- sending out questionnaires to thousands of managers  
- observing hundreds of managers over several years  
- closely monitoring the work activities of five chief executives  
- using common sense to analyze the situation

**Difficulty:** 2  
**QuestionID:** 1-66  
**Skill:** Recall  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:**

**Answer:** closely monitoring the work activities of five chief executives

67. **Why is a negotiator a decisional role according to Mintzberg?**

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

**Difficulty:** 3  
**QuestionID:** 1-67  
**Skill:** Recall  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Communication

**Answer:** Negotiation requires a manager to be able to deal with money.

68. **A pharmaceutical company manager attending a meeting of academic scientists would be functioning in which role?**

- informational  
- figurehead  
- liaison  
- decisional

**Difficulty:** 2  
**QuestionID:** 1-68  
**Skill:** Recall  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:**


69. A finance manager who reads the *Wall Street Journal* on a regular basis would be performing which role?

- leader
- monitor
- disseminator
- liaison

**Answer:** monitor

70. The emphasis that managers give to various activities is generally based on their ________.

- organizational level
- tenure with the organization
- experience in their field
- skill specialty

**Answer:** organizational level

71. All of the following are examples of informational roles according to Mintzberg EXCEPT ________.

- entrepreneur
- monitor
- disseminator
- spokesperson

**Answer:** entrepreneur
72. Which of the following is NOT an example of a decisional role according to Mintzberg?

- spokesperson
- entrepreneur
- disturbance handler
- resource allocator

**Difficulty:** 2  
**QuestionID:** 1-72  
**Skill:** Recall  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Communication

**Answer:** spokesperson

73. The managerial role that changes the least between middle and top managers is ________.

- planning
- organizing
- controlling
- leading

**Difficulty:** 2  
**QuestionID:** 1-73  
**Skill:** Recall  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** controlling

74. The role of ________ is more important for managers of small organizations than for managers working in large corporations.

- disseminator
- spokesperson
- entrepreneur
- resource allocator

**Difficulty:** 2  
**QuestionID:** 1-74  
**Skill:** Recall  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** spokesperson

75. According to Katz, the three critical managerial skills can be classified as ________.

- technical, conceptual, and empirical
- interpersonal, political, and technical
- interpersonal, political, and controlling
- technical, human, and conceptual

**Answer:** technical, conceptual, and empirical
76. Understanding building codes would be considered a ________ skill for a building contractor.

human
technical
conceptual
political

Answer: technical, human, and conceptual

77. Under which category would you classify the skill of motivating subordinates?

human skills
conceptual skills
technical skills
political skills

Answer: human skills

78. Designing a series of interview questions to provide information about possible customers for a company would primarily require ________.

technical skills
human skills
conceptual skills
political skills

Answer: conceptual skills
79. Technical skills might include ________.

   excellent verbal skills
   proficiency in computer programming
   exceptional writing ability
   decision-making ability

Difficulty: 2  
QuestionID: 1-79  
Skill: Applied  
Objective: 1.2 What is management and what do managers do?  
Miscellaneous: AACSB - Technology

Answer: proficiency in computer programming

80. Which set of skills would you expect the prime minister of Canada to be least in need of?

   human  
   political  
   conceptual  
   technical

Difficulty: 2  
QuestionID: 1-80  
Skill: Applied  
Objective: 1.2 What is management and what do managers do?  
Miscellaneous: AACSB - Reflective Thinking

Answer: technical

81. An organization is ________.

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

Difficulty: 2  
QuestionID: 1-81  
Skill: Recall  
Objective: 1.3 What characteristics define an organization?  
Miscellaneous:  

Answer: a deliberate arrangement of people to accomplish some specific purpose

82. All organizations have ________, which define(s) the organization's purpose and reason for existing.

   limits  
   rules  
   structure  
   goals
83. **One of the common characteristics of all organizations is ____ that define(s) rules, regulations, and values of the organization.**
   - a set of written bylaws
   - an explicit goal
   - a deliberate structure
   - a stated purpose

   **Difficulty:** 2  
   **QuestionID:** 1-83  
   **Skill:** Recall  
   **Objective:** 1.3 What characteristics define an organization?  
   **Miscellaneous:**

   **Answer:** a deliberate structure

84. **A fraternity is an example of an organization because it is composed of people who _____.**
   - share the same values, traditions, and customs
   - share the same goals and values
   - share goals and function within a common structure
   - function under the same set of rules and regulations

   **Difficulty:** 2  
   **QuestionID:** 1-84  
   **Skill:** Applied  
   **Objective:** 1.3 What characteristics define an organization?  
   **Miscellaneous:** AACSB - Analytic Skills

   **Answer:** share goals and function within a common structure

85. **Not-for-profit organizations are different from for-profit organizations primarily ____.**
   - in the way they make decisions
   - in the way they measure success
   - in the way they motivate employees
   - in how they hire employees

   **Difficulty:** 2  
   **QuestionID:** 1-85  
   **Skill:** Recall  
   **Objective:** 1.3 What characteristics define an organization?  
   **Miscellaneous:**

   **Answer:** in the way they measure success
86. **In a small organization, which of the following is NOT likely to be true?**

   Planning is not likely to be an orchestrated ritual.
   Relationships are more likely to be informal.
   Workers are likely to be observed by computerized monitoring systems.
   The design of the organization is likely to be less structured and complex.

   **Difficulty:** 2  
   **QuestionID:** 1-86  
   **Skill:** Recall  
   **Objective:** 1.3 What characteristics define an organization?  
   **Miscellaneous:** AACSB - Analytic Skills

   **Answer:** Workers are likely to be observed by computerized monitoring systems.

87. **Which of the following is NOT a characteristic of a small business?**

   having cutting edge, innovative business practices  
   having fewer than 100 employees  
   not being a "player" with impact within its industry  
   having a relatively small market share of its product

   **Difficulty:** 2  
   **QuestionID:** 1-87  
   **Skill:** Recall  
   **Objective:** 1.3 What characteristics define an organization?  
   **Miscellaneous:**

   **Answer:** having cutting edge, innovative business practices

88. **Why might a manager for a not-for-profit organization seem as concerned with her organization's financial well-being as a for-profit manager?**

   Not-for-profit managers are evaluated on financial performance only.
   Not-for-profit managers try to give the illusion that they care about the "bottom line."
   Many not-for-profit organizations have tight budgets and must be very efficient.
   Not-for-profit organizations have an obligation to turn a profit.

   **Difficulty:** 2  
   **QuestionID:** 1-88  
   **Skill:** Applied  
   **Objective:** 1.3 What characteristics define an organization?  
   **Miscellaneous:** AACSB - Analytic Skills

   **Answer:** Many not-for-profit organizations have tight budgets and must be very efficient.

89. **Compared to the manager of a large organization, a small business manager is more likely to be a(n)_____.**

   specialist  
   figurehead  
   generalist  
   information monitor

   **Answer:**

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90. Managers working in one of Canada's public universities are managing in what type of organization?

- nonprofit sector
- publicly held
- privately held
- private sector

**Answer:** nonprofit sector

91. Who stands to benefit least from studying management?

- a pro football coach
- a pro football fan
- a pro football owner
- a pro football player

**Answer:** a pro football fan

92. We all have a vested interest in understanding the way organizations are managed because ________.

- we all stand to gain financially from organizational profits
- we interact with organizations every day of our lives
- we all depend on organizations for employment
- organizations dictate every facet of our lives

**Answer:** we interact with organizations every day of our lives
93. **Companies that are well managed can prosper during difficult economic times by depending on**

- government bailouts
- filing for bankruptcy
- raising prices
- a loyal customer base

**Difficulty:** 2  
**QuestionID:** 1-93  
**Skill:** Recall  
**Objective:** 1.4 Does studying management make a difference?  
**Miscellaneous:**  
**Answer:** a loyal customer base

94. **A common thread that runs through changes that all managers face in today’s world is the need to rely on**

- all members of an organization
- experts who specialize in productivity
- top managers only
- consultants who specialize in efficiency

**Difficulty:** 3  
**QuestionID:** 1-94  
**Skill:** Recall  
**Objective:** 1.4 Does studying management make a difference?  
**Miscellaneous:** AACSB - Reflective Thinking  
**Answer:** all members of an organization

95. **The Perfect Manager (Scenario)**

Brenda Kraft 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 accomplishes this with fewer full-time people than other managers. Co-workers say that the secret of her success is in her ability to delegate responsibility and her understanding of the basic “management processes.”

**Brenda’s high project completion rate indicates that she is**

- an efficient manager
- an effective manager
- a good spokesperson
- a good resource allocator

**Difficulty:** 2  
**QuestionID:** 1-95  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills  
**Answer:** an effective manager
96. **The Perfect Manager (Scenario)**

Brenda Kraft 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 accomplishes this with fewer full-time people than other managers. Co-workers say that the secret of her success is in her ability to delegate responsibility and her understanding of the basic "management processes."

If Brenda accomplished her projects on time with high-quality results, but she took more time than other managers in the process, you could say that as a manager she was ________.

- efficient, but not effective
- a leader, but not a top manager
- project oriented, but not effective
- effective, but not efficient

**Difficulty:** 2  
**QuestionID:** 1-96  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** effective, but not efficient

97. **The Perfect Manager (Scenario)**

Brenda Kraft 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 accomplishes this with fewer full-time people than other managers. Co-workers say that the secret of her success is in her ability to delegate responsibility and her understanding of the basic "management processes."

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

- planning
- controlling
- leading
- organizing

**Difficulty:** 2  
**QuestionID:** 1-97  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** organizing
Brenda Kraft 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 accomplishes this with fewer full-time people than other managers. Co-workers say that the secret of her success is in her ability to delegate responsibility and her understanding of the basic "management processes."

Consider Brenda's role and responsibilities. What type of manager is Brenda?

- lower-level manager
- middle-level manager
- top-level manager
- senior manager

Answer: lower-level manager

Brenda receives a bulletin from head office recognizing the exceptional performance of her section and her team and reporting that they have earned their bonuses for this quarter. At the beginning of the next shift Brenda shares this good news with the team. As she does this she is performing which management role?

- monitor
- personal
- decisional
- informational

Answer: informational
100. **Joe the Manager (Scenario)**

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

When Joe decides the number of output units his team will be able to produce this week, which of the management processes is he performing?

- controlling
- leading
- planning
- organizing

**Answer:** planning

101. **Joe the Manager (Scenario)**

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

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

- controlling
- leading
- planning
- organizing

**Answer:** controlling
102. **Joe the Manager (Scenario)**

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

Which of Katz's three essential management skills is NOT demonstrated in the description of Joe's job as production supervisor?

- human skills
- technical skills
- conceptual skills
- informational skills

**Difficulty:** 2  
**QuestionID:** 1-102  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** technical skills

103. **Joe the Manager (Scenario)**

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

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

- controlling
- leading
- planning
- organizing

**Difficulty:** 2  
**QuestionID:** 1-103  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Communication

**Answer:** leading
104. **The Busy Day (Scenario)**

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

What role will Don be performing when he gives the plant tour to the newspaper reporter?
- monitor
- entrepreneur
- spokesperson
- resource allocator

**Difficulty:** 2  
**QuestionID:** 1-104  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** spokesperson

105. **The Busy Day (Scenario)**

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

When Don attends the retirement party, he will be operating in which of the management roles?
- leader
- liaison
- monitor
- figurehead

**Difficulty:** 3  
**QuestionID:** 1-105  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** figurehead
106. **The Busy Day (Scenario)**

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

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

- leader
- figurehead
- disseminator
- spokesperson

**Answer:** leader

107. **The Busy Day (Scenario)**

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

What kind of a manager is Don likely to be?

- first-line manager
- CEO of a major corporation
- low-level middle manager
- plant manager

**Answer:** plant manager
108. **The Busy Day (Scenario)**

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

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

- monitor
- disseminator
- resource allocator
- disturbance handler

**Difficulty:** 2  
**QuestionID:** 1-108  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills  

**Answer:** resource allocator

109. **The Busy Day (Scenario)**

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

Which management function is Don fulfilling as he presides over the retirement party for a colleague?

- leading
- controlling
- organizing
- planning

**Difficulty:** 1  
**QuestionID:** 1-109  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills  

**Answer:** leading
110. **The Busy Day (Scenario)**

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

As Don conducts Phil’s performance review he is performing which managerial function?

- planning
- leading
- organizing
- controlling

**Difficulty:** 1  
**QuestionID:** 1-110  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** controlling

111. **The Busy Day (Scenario)**

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

Which management function is demonstrated as Don reviews the equipment malfunction and decides whether to deploy extra people to get the equipment running?

- planning
- leading
- organizing
- controlling

**Difficulty:** 1  
**QuestionID:** 1-111  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** organizing
112. **The General Manager (Scenario)**

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

When Michelle learns from city officials about how her plant’s operations may be affecting the environment, she is performing which management role?

- leader
- resource allocator
- entrepreneur
- liaison

**Difficulty:** 3  
**QuestionID:** 1-112  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** liaison

113. **The General Manager (Scenario)**

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

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

- resource allocator
- disturbance handler
- liaison
- figurehead

**Difficulty:** 2  
**QuestionID:** 1-113  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** disturbance handler
114. **The General Manager (Scenario)**

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

When Michelle meets with the section managers to brief them on the concerns of the city officials, which management role is she performing?
- disseminator
- liaison
- disturbance handler
- negotiator

**Difficulty:** 2  
**QuestionID:** 1-114  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** disseminator

115. **The General Manager (Scenario)**

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

When Michelle spends time searching for new technologies for her plant, she is performing which management role?
- leader
- entrepreneur
- spokesperson
- disturbance handler

**Difficulty:** 3  
**QuestionID:** 1-115  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** entrepreneur
116. **The General Manager (Scenario)**

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

Which type of management skill does Michelle use most during the day?
- conceptual
- technical
- human
- political

**Difficulty:** 2  
**QuestionID:** 1-116  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Communication

**Answer:** human

117. **The General Manager (Scenario)**

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

Michelle’s evaluation of new technologies that can be used in the production processes of her plant is an example of which type of management skill?
- conceptual
- communication
- political
- human

**Difficulty:** 2  
**QuestionID:** 1-117  
**Skill:** Applied  
**Objective:** 1.2 What is management and what do managers do?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** conceptual
118. **Everyday Management (Scenario)**

Rashad begins his work day at a local bicycle shop. He works in a team of four who share many tasks including repairing bicycles, serving customers, and tending to the store. All four report to the store’s owner. After work Rashad volunteers at the local community centre pool operated by his municipality. In the first hour of his shift he works as a lifeguard. In the second hour he leads a swimming lesson as the instructor. After volunteering he meets his teammates at the soccer field for their weekly league game. He then returns home to his bachelor apartment.

When in Rashad’s day is he NOT part of an organization?
- as an employee of the bicycle shop
- as a lifeguard
- as a member of the soccer team
- at home

**Difficulty:** 2  
**QuestionID:** 1-118  
**Skill:** Applied  
**Objective:** 1.3 What characteristics define an organization?  
**Miscellaneous:** AACSB - Reflective Thinking

**Answer:** at home

119. **Everyday Management (Scenario)**

Rashad begins his work day at a local bicycle shop. He works in a team of four who share many tasks including repairing bicycles, serving customers, and tending to the store. All four report to the store’s owner. After work Rashad volunteers at the local community centre pool operated by his municipality. In the first hour of his shift he works as a lifeguard. In the second hour he leads a swimming lesson as the instructor. After volunteering he meets his teammates at the soccer field for their weekly league game. He then returns home to his bachelor apartment.

The bicycle shop at which Rashad works is what type of organization?
- privately held
- public sector
- nonprofit sector
- nongovernmental

**Difficulty:** 2  
**QuestionID:** 1-119  
**Skill:** Applied  
**Objective:** 1.3 What characteristics define an organization?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** privately held
120. **Everyday Management (Scenario)**

Rashad begins his work day at a local bicycle shop. He works in a team of four who share many tasks including repairing bicycles, serving customers, and tending to the store. All four report to the store’s owner. After work Rashad volunteers at the local community centre pool operated by his municipality. In the first hour of his shift he works as a lifeguard. In the second hour he leads a swimming lesson as the instructor. After volunteering he meets his teammates at the soccer field for their weekly league game. He then returns home to his bachelor apartment.

**What type of organization is the community centre where Rashad volunteers?**
- public sector
- privately held
- private sector
- nongovernmental

**Answer:** public sector

121. **Everyday Management (Scenario)**

Rashad begins his work day at a local bicycle shop. He works in a team of four who share many tasks including repairing bicycles, serving customers, and tending to the store. All four report to the store’s owner. After work Rashad volunteers at the local community centre pool operated by his municipality. In the first hour of his shift he works as a lifeguard. In the second hour he leads a swimming lesson as the instructor. After volunteering he meets his teammates at the soccer field for their weekly league game. He then returns home to his bachelor apartment.

Rashad settles on the sofa at the end of his day. The management course he just finished has helped him many times today. When during Rashad’s day would the study of management have been LEAST helpful to him?
- working at the bicycle shop
- volunteering as a swimming instructor
- relaxing at home
- playing as a member of the soccer team

**Answer:** relaxing at home
Allyson Koteski loves her job as the manager of the Toys "R" Us store in Guelph, Ontario. She loves the chaos created by lots of kids, toys, and noise. She even loves the long and variable hours during hectic holiday seasons. Because employee turnover is a huge issue in the retail world, Allyson enjoys the challenge of keeping her employees motivated and engaged so they will not quit. The occasional disgruntled customer does not faze her either. She patiently listens to the problems and tries to resolve them satisfactorily. This is what Allyson’s life as a manager is like.

As a store manager who reports to a regional director, what type of manager is Allyson?

- lower-level manager
- middle-level manager
- top-level manager
- public manager

**Answer:** lower-level manager

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Allyson Koteski loves her job as the manager of the Toys "R" Us store in Guelph, Ontario. She loves the chaos created by lots of kids, toys, and noise. She even loves the long and variable hours during hectic holiday seasons. Because employee turnover is a huge issue in the retail world, Allyson enjoys the challenge of keeping her employees motivated and engaged so they will not quit. The occasional disgruntled customer does not faze her either. She patiently listens to the problems and tries to resolve them satisfactorily. This is what Allyson’s life as a manager is like.

Given Allyson’s preference for motivating employees and keeping them satisfied with their work, she seems to prefer which management function?

- planning
- leading
- organizing
- controlling

**Answer:** leading
124. **Toys "R" Us Management (Scenario)**

Allyson Koteski loves her job as the manager of the Toys "R" Us store in Guelph, Ontario. She loves the chaos created by lots of kids, toys, and noise. She even loves the long and variable hours during hectic holiday seasons. Because employee turnover is a huge issue in the retail world, Allyson enjoys the challenge of keeping her employees motivated and engaged so they will not quit. The occasional disgruntled customer does not faze her either. She patiently listens to the problems and tries to resolve them satisfactorily. This is what Allyson's life as a manager is like.

Allyson's concern for her employees, her positive attitude, and her dedication to her job are important to the success of the organization. Her effective management is likely to result in which of the following?

- customer attrition
- higher employee turnover for her store
- improved financial performance for her store
- reduced effectiveness

**Difficulty:** 3  
**QuestionID:** 1-124  
**Skill:** Applied  
**Objective:** 1.1 What makes someone a manager?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** improved financial performance for her store

125. **In a short essay, compare the tasks, priorities, and responsibilities of first-line, middle, and top managers.**

**Difficulty:** 2  
**QuestionID:** 1-125  
**Skill:** Recall  
**Objective:** 1.1 What makes someone a manager?  
**Miscellaneous:** AACSB - Analytic Skills

**Answer:** First-line managers are the lowest level of management and manage the work of nonmanagerial individuals who are directly involved with the production or creation of the organization's products. First-line managers are often called supervisors but may also be called line managers, office managers, or even forepersons. First-line managers spend more time leading than other managers and less time planning.

Middle managers include all levels of management between the first-line and the top level of the organization. These managers manage the work of first-line managers and may have titles such as department head, project leader, plant manager, or division manager. Middle managers spend considerably less time leading than first-line managers and considerably more time organizing.

Top managers are responsible for making organization-wide decisions and establishing the plans and goals that affect the entire organization. These individuals typically have titles such as executive vice-president, president, managing director, chief operating officer, chief executive officer, or chair of the board. Top managers spend more time planning and organizing than other managers and less time leading.

126. **In a short essay, discuss the difference between efficiency and effectiveness.**
Fundamentals of Management, 7ce
Chapter 1: Managers and Management

**Question 126.**
**Skill:** Recall
**Objective:** 1.2 What is management and what do managers do?

**Answer:** Efficiency refers to getting the most output from the least amount of input. Efficiency is often referred to as "doing things right"—that is, performing a task with a minimum of wasted time, energy, labour, and resources and a maximum of the product being created. A mathematical measure of efficiency is given by the ratio of input to output. The smaller the input-to-output ratio, the greater the efficiency of the process.

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

**Question 127.**
**Skill:** Recall
**Objective:** 1.2 What is management and what do managers do?

**Answer:** Planning involves the process of defining goals, establishing strategies for achieving those goals, and developing plans to integrate and coordinate activities so the organization can achieve its goals. Planning can be short term in scope (planning tomorrow's schedule) or long term (creating a five-year expansion plan).

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

Leading is primarily concerned with motivating subordinates and getting them to work in the most effective and efficient ways possible. Leading also involves directing and instructing subordinates as well as resolving any conflicts that arise between them. A leader is a role model who must always keep in mind that his or her example is being observed by subordinates. Typically, a leader who is fair, consistent, sets high standards, and lives up to those standards has the best results.

Controlling is largely a function of monitoring subordinates to ensure that work is proceeding as it should and goals will be met. Evaluation is a key part of controlling. Managers must correct inefficiencies and flaws in the process that is being carried out. Controlling also involves rewarding productive individuals and disciplining unproductive individuals to give incentive for them to meet organizational goals.

**Question 128.**
**Skill:** Applied
**Objective:** 1.2 What is management and what do managers do?

**Answer:** In a short essay, list and explain the four basic functions of management.

Planning involves the process of defining goals, establishing strategies for achieving those goals, and developing plans to integrate and coordinate activities so the organization can achieve its goals. Planning can be short term in scope (planning tomorrow's schedule) or long term (creating a five-year expansion plan).

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

Leading is primarily concerned with motivating subordinates and getting them to work in the most effective and efficient ways possible. Leading also involves directing and instructing subordinates as well as resolving any conflicts that arise between them. A leader is a role model who must always keep in mind that his or her example is being observed by subordinates. Typically, a leader who is fair, consistent, sets high standards, and lives up to those standards has the best results.

Controlling is largely a function of monitoring subordinates to ensure that work is proceeding as it should and goals will be met. Evaluation is a key part of controlling. Managers must correct inefficiencies and flaws in the process that is being carried out. Controlling also involves rewarding productive individuals and disciplining unproductive individuals to give incentive for them to meet organizational goals.

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

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

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

Difficult: 2  
QuestionID: 1-129  
Skill: Applied  
Objective: 1.3 What characteristics define an organization?  
Miscellaneous: AACSB - Communication

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

A figurehead is a symbolic head of an organization. A figurehead represents the organization to the community at large. The figurehead may be required to give speeches, perform ceremonial duties, sign contracts, and make statements to the media. Typically, a figurehead's official statements would be of a general nature, while more substantive and technical statements would be provided by a spokesperson.

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

A liaison provides a link from the organization to the outside world. A liaison may link to individuals, members of the media, or other organizations. A liaison represents the organization in these capacities and so must be prudent in what he says and doesn't say. When a meeting between an outside entity and the organization needs to take place, the liaison typically organizes the meeting, provides introductions, and generally smooths the way for both parties to feel comfortable.

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

Difficult: 2  
QuestionID: 1-130  
Skill: Applied  
Objective: 1.2 What is management and what do managers do?  
Miscellaneous: AACSB - Communication
Answer: The informational roles involve receiving, collecting, and disseminating information. The three informational roles include a monitor, disseminator, and spokesperson.

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

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

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

131. In a short essay, list and discuss the decisional managerial roles developed by Mintzberg. Include specific examples of each role.
The decisional roles revolve around making choices. The four decisional roles include entrepreneur, disturbance handler, resource allocator, and negotiator.

An entrepreneur searches the organization and its environment for opportunities and initiates “improvement projects” to bring about changes. The entrepreneur's primary task is to develop new products and opportunities for the organization. Within a growing organization an entrepreneur may be highly ambitious and innovative. For example, a fashion company manager may depart from the company's original mission and develop a line of furniture under the company umbrella. With older, more established organizations the entrepreneur would be more likely to develop new methods of production rather than new products themselves. For example, a health maintenance organization manager may develop a new system in which to keep medical records.

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

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

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

In a short essay, describe the three main types of managerial skills identified by Robert Katz.

Research by Robert L. Katz concluded that managers need three essential skills: technical skills, human skills, and conceptual skills. Technical skills are the job-specific knowledge and techniques needed to perform specific tasks proficiently. Human skills involve understanding, mentoring, and motivating individuals and groups of people. Conceptual skills are the skills managers use to think and to conceptualize about abstract and complex situations.

In a short essay, briefly discuss the importance of studying management.
**Answer:** For a future manager, studying management is a “no-brainer.” In general, the more you know about successful management practices the more likely you are to become a successful manager. Even if you are not going to become a manager, there are plenty of reasons to study management. If you become a nonmanagerial employee, for example, studying management can help you understand the manager you have to deal with.

If you end up working in a system that does not involve management—for example, as an artist or an actor—you are still highly likely to end up dealing with management in important ways. An artist, for example, may work on her own for the most part, but she still must be able to negotiate the tricky waters of dealing with galleries, dealers, museums, and so on, all of which involve managers and management.

Even if you can avoid managers of all types, you will undoubtedly earn and invest money in your life, and understanding management will help you invest that money wisely. As recent economic troubles have proved, good management is more important than ever. Those who try to invest well without knowing about good management practices invest at their peril.

A final reason for studying management is the reality that most students, once they graduate from college or university and begin their careers, will either manage or be managed.