**Chapter 01: Management and Its History**

**Test Bank**

**MULTIPLE CHOICE**

 1. The resources of a manager include all of the following, except \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | human resources |
| b. | financial resources |
| c. | time resources |
| d. | physical resources |

ANS: C PTS: 1 DIF: Easy

REF: Managers and the Organizational Resources They Manage

OBJ: 1-1. Describe a manager’s responsibility.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 2. \_\_\_\_\_\_\_\_ is/are based on how effectively and efficiently managers utilize resources to achieve objectives.

|  |  |
| --- | --- |
| a. | Human capital |
| b. | Performance |
| c. | Financial stability |
| d. | Organizational objectives |

ANS: B PTS: 1 DIF: Medium REF: Resources and Performance

OBJ: 1-1. Describe a manager’s responsibility.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 3. Connie is a manager at a local golf course. Though Connie sticks to her budget, some patrons have complained that the golf carts are not worth the rental price because many are not in working condition. With which type of resource is Connie struggling?

|  |  |
| --- | --- |
| a. | Human |
| b. | Financial |
| c. | Physical |
| d. | Informational |

ANS: C PTS: 1 DIF: Medium

REF: Managers and the Organizational Resources They Manage

OBJ: 1-1. Describe a manager’s responsibility.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 4. Which of the following is considered a manager’s most valuable resource?

|  |  |
| --- | --- |
| a. | Human |
| b. | Financial |
| c. | Physical |
| d. | Informational |

ANS: A PTS: 1 DIF: Medium REF: Human Resources

OBJ: 1-1. Describe a manager’s responsibility.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 5. Managers are primarily evaluated on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | educational level |
| b. | experience level |
| c. | sales numbers |
| d. | resource utilization |

ANS: D PTS: 1 DIF: Easy REF: Resources and Performance

OBJ: 1-1. Describe a manager’s responsibility.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 6. Interpersonal skills are sometimes referred to as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills

|  |  |
| --- | --- |
| a. | intuitive |
| b. | soft |
| c. | hard |
| d. | tangible |

ANS: B PTS: 1 DIF: Medium REF: Interpersonal Skills

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 7. Management skills include all of the following, except \_\_\_\_\_\_\_\_\_\_\_\_ skills.

|  |  |
| --- | --- |
| a. | technical |
| b. | time management |
| c. | interpersonal |
| d. | decision-making |

ANS: B PTS: 1 DIF: Medium REF: Management Skills

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Application

 8. Which type of skill involves the ability to conceptualize situations?

|  |  |
| --- | --- |
| a. | Technical |
| b. | Time management |
| c. | Decision-making |
| d. | Interpersonal |

ANS: C PTS: 1 DIF: Easy REF: Decision-Making Skills

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 9. Three friends, Saad, Shaheena, and Syddarth, all started at Plastico the same day. Saad was just promoted to the level of mid-manager because he was the first to master the inventory management system. Saad has been promoted due to his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills.

|  |  |
| --- | --- |
| a. | technical |
| b. | interpersonal |
| c. | decision-making |
| d. | supervisory |

ANS: A PTS: 1 DIF: Hard REF: Technical Skills

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 10. Which organization provides the standards for accreditation of business schools?

|  |  |
| --- | --- |
| a. | NCAA |
| b. | AACSB |
| c. | CBOA |
| d. | SHRM |

ANS: B PTS: 1 DIF: Easy REF: AACSB Competencies

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 11. The four management functions include the following, except \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | planning |
| b. | organizing |
| c. | leading |
| d. | directing |

ANS: D PTS: 1 DIF: Easy REF: Management Functions

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Application

 12. The staffing of an organization is considered part of which management function?

|  |  |
| --- | --- |
| a. | Organizing |
| b. | Controlling |
| c. | Planning |
| d. | Leading |

ANS: A PTS: 1 DIF: Easy REF: Organizing

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 13. Macksym is the shift manager at a local manufacturing plant. From 10:00 a.m. to 11:00 a.m. this morning, he was outside the plant, waiting on a shipment of a part needed for the next shift because he couldn’t spare any employees from the production line to do so. This would best be described as an example of a \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | planning function |
| b. | leading function |
| c. | controlling function |
| d. | nonmanagement function |

ANS: D PTS: 1 DIF: Medium REF: Nonmanagement Functions

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Application

 14. An important aspect of \_\_\_\_\_\_\_\_\_\_\_\_ is assigning people to various tasks and jobs.

|  |  |
| --- | --- |
| a. | organizing |
| b. | leading |
| c. | controlling |
| d. | planning |

ANS: A PTS: 1 DIF: Easy REF: Organizing

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 15. Dongfang has recently moved up to shift manager at Common Grounds, a popular local coffee shop. When she was a barista, she greatly enjoyed talking to the customers about different grounds of coffee and creating new drinks for her regular customers. When her replacement, Holly, started, Dongfang continued to talk to the customers about the different coffees rather than training Holly to take over that role. Dongfang is struggling with \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | leading the store |
| b. | managing people |
| c. | controlling Holly |
| d. | nonmanagement functions |

ANS: B PTS: 1 DIF: Hard

REF: The Transition to Management—Managing People

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Application

 16. Dongfang has recently moved up to shift manager at Common Grounds, a popular local coffee shop. When she was a barista, she greatly enjoyed talking to the customers about different grounds of coffee and creating new drinks for her regular customers. When her replacement, Holly, started, Dongfang continued to perform the same tasks she had enjoyed before Holly was hired. Dongfang is spending time on \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | leading the store |
| b. | managing people |
| c. | controlling Holly |
| d. | nonmanagement functions |

ANS: D PTS: 1 DIF: Hard REF: Nonmanagement Functions

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Application

 17. Which management function is focused on detecting when corrective action is needed in order to achieve objectives?

|  |  |
| --- | --- |
| a. | Leading |
| b. | Controlling |
| c. | Planning |
| d. | Organizing |

ANS: B PTS: 1 DIF: Easy REF: Controlling

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 18. Many managers are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because they perform both management and employee functions.

|  |  |
| --- | --- |
| a. | working managers |
| b. | employee managers |
| c. | team leaders |
| d. | functional managers |

ANS: A PTS: 1 DIF: Medium REF: Nonmanagement Functions

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 19. Management role theory was developed by \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | Henry Fayol |
| b. | Elton Mayo |
| c. | Frederick Winslow Taylor |
| d. | Henry Mintzberg |

ANS: D PTS: 1 DIF: Medium REF: Management Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 20. All of the following management roles fall under the decisional role category, except \_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | leader |
| b. | resource allocator |
| c. | negotiator |
| d. | entrepreneur |

ANS: A PTS: 1 DIF: Medium REF: Decisional Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 21. The leader, liaison, and disseminator managerial roles are most closely associated with which of the following management functions?

|  |  |
| --- | --- |
| a. | controlling |
| b. | leading |
| c. | planning |
| d. | organizing |

ANS: B PTS: 1 DIF: Easy

REF: The Systems Relationship among the Management Skills, Functions, and Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 22. Managers play the \_\_\_\_\_\_\_\_\_\_\_\_ role when they interact with people outside of their unit to gain information or favors.

|  |  |
| --- | --- |
| a. | disseminator |
| b. | negotiator |
| c. | figurehead |
| d. | liaison |

ANS: D PTS: 1 DIF: Easy REF: Interpersonal Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 23. During a normal day, Kristian makes a point to talk to others to be up to date on what is occurring as well as to make sure everyone else has the information they need to do their jobs. Kristian is exhibiting which two roles?

|  |  |
| --- | --- |
| a. | Leader; liaison |
| b. | Monitor; disseminator |
| c. | Monitor; liaison |
| d. | Liaison; spokesperson |

ANS: B PTS: 1 DIF: Medium REF: Informational Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 24. After a particularly difficult day at Common Grounds Coffee, manager Dongfang had to diffuse a fight between two baristas. According to the management role categories, Dongfang was acting as a \_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | liaison |
| b. | negotiator |
| c. | disturbance handler |
| d. | figurehead |

ANS: C PTS: 1 DIF: Medium REF: Decisional Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 25. After three people developed food poisoning after having coffee at Common Grounds, Dongfang gave an interview to the local news to discuss the shipment of tainted milk that had arrived as the store the previous day. Dongfang is acting as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | negotiator |
| b. | spokesperson |
| c. | liaison |
| d. | disseminator |

ANS: B PTS: 1 DIF: Medium REF: Informational Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Written and Oral Communication CD: Analysis

 26. Planning includes all of the following roles, except \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | entrepreneur |
| b. | negotiator |
| c. | spokesperson |
| d. | disseminator |

ANS: D PTS: 1 DIF: Medium

REF: The Systems Relationship among the Management Skills, Functions, and Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Application

 27. A manager who is particularly effective at organizing excels at the management role of \_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | resource allocation |
| b. | disturbance handling |
| c. | information dissemination |
| d. | entrepreneurial endeavors |

ANS: A PTS: 1 DIF: Medium

REF: The Systems Relationship among the Management Skills, Functions, and Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Application

 28. Someone in middle management might be called which of the following?

|  |  |
| --- | --- |
| a. | Department head |
| b. | Vice president |
| c. | Head nurse |
| d. | Crew leader |

ANS: A PTS: 1 DIF: Medium REF: Middle Managers

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 29. \_\_\_\_\_\_\_\_\_\_\_ is a newer management position needed in organizations that focus on team-based structures.

|  |  |
| --- | --- |
| a. | Top manager |
| b. | Middle manager |
| c. | First-line manager |
| d. | Team leader |

ANS: D PTS: 1 DIF: Easy REF: Team Leader

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 30. Arshdeep works at a local marketing consulting firm, where he has a good deal of responsibility and oversees an office of 10 employees, none of which are managers. Arshdeep is a \_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | team leader |
| b. | first-line manager |
| c. | middle manager |
| d. | top manager |

ANS: B PTS: 1 DIF: Medium REF: First-Line Managers

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 31. The following are responsibilities of top managers, except\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | managing major parts of an organization |
| b. | developing an organization’s purpose |
| c. | executing organization’s strategies |
| d. | developing an organization’s objectives |

ANS: C PTS: 1 DIF: Medium REF: Top Managers

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Application

 32. Another name for a team leader is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | program manager |
| b. | activities leader |
| c. | operative supervisor |
| d. | project leader |

ANS: D PTS: 1 DIF: Medium REF: Team Leader

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 33. Possible titles for first-line managers include the following, except \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | office manager |
| b. | team leader |
| c. | regional manager |
| d. | supervisor |

ANS: C PTS: 1 DIF: Medium REF: First-Line Managers

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 34. Dillon supervises the activities of both the benefits and training departments; therefore, he is a \_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | human resources supervisor |
| b. | human resources middle manager |
| c. | human resources first-line manager |
| d. | human resources team manager |

ANS: B PTS: 1 DIF: Hard REF: Types of Managers by Level

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 35. Maria Elena has been hired as a manger in the accounts receivable department. While trained in accounting, her activities as an accounting manager are often also referred to as \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | investments |
| b. | funds |
| c. | profitability |
| d. | finance |

ANS: D PTS: 1 DIF: Medium REF: Types of Managers by Level

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 36. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ coordinates employees and other resources across several functional departments to accomplish a specific goal or task.

|  |  |
| --- | --- |
| a. | functional manager |
| b. | production manager |
| c. | project manager |
| d. | task manager |

ANS: C PTS: 1 DIF: Easy REF: Types of Managers by Level

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 37. The need for \_\_\_\_\_\_\_\_\_\_ skills remains fairly constant at all three levels of management.

|  |  |
| --- | --- |
| a. | decision-making |
| b. | organizational |
| c. | interpersonal |
| d. | technical |

ANS: C PTS: 1 DIF: Easy

REF: Differences in Management Skills

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 38. Dillon has excellent decision-making skills. These skills will be required if Dillon wishes to one day become a \_\_\_\_\_\_\_\_\_\_\_ manager, where the need for such skills is greater than it is for the other levels.

|  |  |
| --- | --- |
| a. | functional |
| b. | top-level |
| c. | first-line |
| d. | program |

ANS: B PTS: 1 DIF: Medium

REF: Differences in Management Skills

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 39. Middle managers should possess technical, interpersonal and decision-making skills; however, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | technical skills are usually more important |
| b. | interpersonal skills are usually more important |
| c. | decision-making skills are usually more important |
| d. | the mix required varies from organization to organization |

ANS: D PTS: 1 DIF: Medium

REF: Differences in Management Skills

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 40. Horacio has been promoted from first-line manager to middle manager. He has spent most of his time \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ but now expects to spend \_\_\_\_\_\_ time on each of the four management functions.

|  |  |
| --- | --- |
| a. | managing; controlling; equal |
| b. | organizing, leading; less |
| c. | controlling; planning; more |
| d. | leading; controlling; equal |

ANS: D PTS: 1 DIF: Hard

REF: Differences in Management Functions

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 41. You have been working at a small family-owned medical supply store for the past 5 years but were recently hired by AZTEC, a large medical supply distribution company. While you are excited about this new opportunity, you also know that you will need to adjust to working for a large business. As opposed to your previous job, AZTEC will require \_\_\_\_\_\_\_\_\_\_\_ and provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | autocratic approach; participative management |
| b. | formal written objectives; sophisticated computerized control systems |
| c. | formal organization structure; more general jobs |
| d. | formal written objectives; informal plans |

ANS: B PTS: 1 DIF: Hard

REF: Large-Business Versus Small-Business Managers

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Reflective Thinking CD: Analysis

 42. The current trend is to distinguish not-for-profit organizations into \_\_\_\_\_\_\_\_\_\_ and governmental organizations.

|  |  |
| --- | --- |
| a. | pro-governmental |
| b. | nongovernmental |
| c. | religious |
| d. | charity |

ANS: B PTS: 1 DIF: Easy

REF: Managers of For-Profit Versus Not-For-Profit Organizations

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 43. In a small business, a(n) \_\_\_\_\_\_\_\_\_\_\_\_ tends to make the decisions.

|  |  |
| --- | --- |
| a. | middle manager |
| b. | first-line manager |
| c. | small business organizer |
| d. | entrepreneur |

ANS: D PTS: 1 DIF: Easy

REF: Large-Business Versus Small-Business Managers

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 44. A large business is more likely than a small business to exhibit the following characteristics, except \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | specialized jobs |
| b. | three levels of managers |
| c. | controlling by direct observation |
| d. | clear policies and procedures |

ANS: C PTS: 1 DIF: Medium

REF: Large-Business Versus Small-Business Managers

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 45. A small business is more likely than a large business to exhibit the following characteristics, except \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | participative leadership |
| b. | informal plans |
| c. | generalized jobs |
| d. | domestic focus |

ANS: A PTS: 1 DIF: Medium

REF: Large-Business Versus Small-Business Managers

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 46. One reason that the knowledge of the history of management is important is to \_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | avoid repeating mistakes |
| b. | impress in a job interview |
| c. | understand the practitioners |
| d. | improve training ability |

ANS: A PTS: 1 DIF: Easy

REF: A Brief History of Management

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 47. The early literature on management was written by management practitioners, rather than researchers, who attempted to describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | classical management theory |
| b. | basic principles |
| c. | current developments |
| d. | principles of efficiency |

ANS: B PTS: 1 DIF: Medium

REF: A Brief History of Management

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Analysis

 48. Classifications of management approaches are also referred to as \_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | technical theories |
| b. | contingency theories |
| c. | schools of management thought |
| d. | behavioral frameworks |

ANS: C PTS: 1 DIF: Easy

REF: A Brief History of Management

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 49. The five management theories include classical, management science, contingency, behavioral, and \_\_\_\_\_\_\_\_ theories.

|  |  |
| --- | --- |
| a. | functions |
| b. | systems |
| c. | specialization |
| d. | method |

ANS: B PTS: 1 DIF: Easy

REF: A Brief History of Management

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 50. The Father of Scientific Management was \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | Frank Gilbreth |
| b. | Henri Fayol |
| c. | Frederick Winslow Taylor |
| d. | Elton Mayo |

ANS: C PTS: 1 DIF: Easy REF: Scientific Management

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 51. The focus on the job and management functions in order to determine the best way to manage in all organizations is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | behavioral theory |
| b. | classical theory |
| c. | efficiency theory |
| d. | contingency theory |

ANS: B PTS: 1 DIF: Medium REF: Classical Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 52. The original goal of scientific management was to \_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | ensure fair treatment of employees |
| b. | stop job specialization |
| c. | maximize performance |
| d. | scientifically interact with employees |

ANS: C PTS: 1 DIF: Easy REF: Scientific Management

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 53. Who pioneered industrial psychology and is considered the First Lady of Management?

|  |  |
| --- | --- |
| a. | Emily Fayol |
| b. | Mary Parker Follett |
| c. | Emily Mayo |
| d. | Lillian Gilbreth |

ANS: D PTS: 1 DIF: Easy REF: Scientific Management

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 54. Classical management theory includes both scientific management and \_\_\_\_\_\_\_\_\_\_ theories.

|  |  |
| --- | --- |
| a. | behavioral |
| b. | administrative |
| c. | integrative |
| d. | contingency |

ANS: B PTS: 1 DIF: Medium REF: Classical Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 55. Hui works for a large organization that is downsizing to cut costs by laying off employees and becoming more efficient. Hui’s company is using a(n) \_\_\_\_\_\_\_\_\_\_\_ approach to management.

|  |  |
| --- | --- |
| a. | behavioral |
| b. | management science |
| c. | integrative |
| d. | classical |

ANS: D PTS: 1 DIF: Medium REF: Administrative Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Analysis

 56. Taylor’s scientific management principles include all of the following, except \_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | using wage incentives |
| b. | developing a set of rules and procedures to ensure fair treatment of employees |
| c. | planning and scheduling work |
| d. | promoting job specialization |

ANS: B PTS: 1 DIF: Medium REF: Scientific Management

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Analysis

 57. Henri Fayol identified \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | six scientific management principles |
| b. | management analysis tools |
| c. | five management functions |
| d. | five management theories |

ANS: C PTS: 1 DIF: Easy REF: Administrative Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 58. Emilio has studied Chester Barnard’s work on authority and power distributions in organizations. Emilio has now become aware of the \_\_\_\_\_\_\_\_\_ that make up the informal organization within his company’s formal organization.

|  |  |
| --- | --- |
| a. | managers |
| b. | cliques |
| c. | concepts |
| d. | functions |

ANS: B PTS: 1 DIF: Medium REF: Administrative Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Analysis

 59. Mary Parker Follett’s contribution to administrative theory was emphasizing the need for worker participation, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | shared goals; distinct operating activities |
| b. | conflict resolution; fairness |
| c. | fairness; shared goals |
| d. | conflict resolution; shared goals |

ANS: D PTS: 1 DIF: Medium REF: Administrative Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 60. The aim of Weber’s bureaucracy concept was to develop a set of \_\_\_\_\_\_\_ to ensure that employees were treated fairly.

|  |  |
| --- | --- |
| a. | functions |
| b. | rules and procedures |
| c. | theories |
| d. | principles |

ANS: B PTS: 1 DIF: Easy REF: Administrative Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 61. Nathanial focuses on people to determine the best way to manage in all organizations. Nathanial subscribes to\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | behavioral theory |
| b. | bureaucracy concept |
| c. | systems theory |
| d. | sociotechnical theory |

ANS: A PTS: 1 DIF: Medium REF: Behavioral Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Analysis

 62. According to Elton Mayo’s Hawthorne studies, treating people well and meeting their needs often resulted in \_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | positive behavior |
| b. | better problem solving |
| c. | a happier worker |
| d. | increased performance |

ANS: D PTS: 1 DIF: Medium REF: Behavioral Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 63. \_\_\_\_\_\_\_\_\_\_\_\_\_ is sometimes referred to as the Father of Modern Management.

|  |  |
| --- | --- |
| a. | Elton Mayo |
| b. | Max Weber |
| c. | Douglas McGregor |
| d. | Henri Fayol |

ANS: D PTS: 1 DIF: Easy REF: Administrative Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 64. \_\_\_\_\_\_\_\_\_\_\_\_\_ developed Theory X and Theory Y.

|  |  |
| --- | --- |
| a. | Abraham Maslow |
| b. | Max Weber |
| c. | Douglas McGregor |
| d. | Henry Gantt |

ANS: C PTS: 1 DIF: Easy REF: Behavioral Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 65. \_\_\_\_\_\_\_\_\_\_\_\_\_ developed the hierarchy of needs theory.

|  |  |
| --- | --- |
| a. | Elton Mayo |
| b. | Abraham Maslow |
| c. | Henri Fayol |
| d. | Max Weber |

ANS: B PTS: 1 DIF: Easy REF: Behavioral Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 66. Anna Mia is excited about studying the behavioral science approach in her Principles of Management class. She feels well prepared to study this approach because she has already taken classes in \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | sociology; economics; management science. |
| b. | economics; philosophy; research |
| c. | economics; psychology; sociology |
| d. | psychology; sociotechnical theory; economics |

ANS: C PTS: 1 DIF: Hard REF: Behavioral Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 67. Ramona’s company is considered a learning organization. She is excited about this because it will encourage an environment of \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | specialization |
| b. | rapid change |
| c. | competition |
| d. | sharing of information |

ANS: D PTS: 1 DIF: Medium REF: Knowledge Management

OBJ: N/A NAT: AACSB standard: Analytical Thinking

CD: Analysis

 68. Systemic use of the best available facts to improve management practice is \_\_\_\_\_\_\_\_\_ management.

|  |  |
| --- | --- |
| a. | knowledge-based |
| b. | science-based |
| c. | evidence-based |
| d. | technology-based |

ANS: C PTS: 1 DIF: Easy

REF: Evidence-Based Management (EBM) OBJ: N/A

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 69. \_\_\_\_\_\_\_\_\_ focuses on the use of mathematics to aid in problem solving.

|  |  |
| --- | --- |
| a. | Management science theory |
| b. | Management information systems |
| c. | Integrative theory |
| d. | Systems theory |

ANS: A PTS: 1 DIF: Easy REF: Management Science

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 70. The integrative perspective is composed of sociotechnical theory, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | behavioral theory; systems theory |
| b. | systems theory; contingency theory |
| c. | behavioral theory; contingency theory |
| d. | contingency theory; classical theory |

ANS: B PTS: 1 DIF: Medium REF: Integrative Perspective

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 71. Viewing the organization as a whole and the interrelationship of its parts defines \_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | behavioral theory |
| b. | management science theory |
| c. | classical theory |
| d. | systems theory |

ANS: D PTS: 1 DIF: Easy REF: Systems Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 72. \_\_\_\_\_\_\_\_\_\_\_\_\_ focuses on determining the best management approach for a given situation.

|  |  |
| --- | --- |
| a. | Systems theory |
| b. | Contingency theory |
| c. | Behavioral theory |
| d. | Management science theory |

ANS: B PTS: 1 DIF: Easy REF: Contingency Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 73. Victor has worked in various departments in his company. This experience has given him firsthand understanding of the systems theory view that the different departments in an organization are \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | interdependent |
| b. | independent |
| c. | cross dependent |
| d. | open |

ANS: A PTS: 1 DIF: Medium REF: Systems Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Comprehension

 74. Which type of skill is necessary according to systems theorists?

|  |  |
| --- | --- |
| a. | People |
| b. | Information systems |
| c. | Conceptual |
| d. | Technical |

ANS: C PTS: 1 DIF: Medium REF: Systems Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Comprehension

 75. What style of leadership is predominantly used by more managers in today’s workplace?

|  |  |
| --- | --- |
| a. | Participative |
| b. | Integrative |
| c. | Behavioral |
| d. | Innovative |

ANS: A PTS: 1 DIF: Medium

REF: Managing the Old Versus New Workplace OBJ: N/A

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 76. The goal of knowledge management is to share knowledge in order to \_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | better manage diversity |
| b. | continuously improve products and processes |
| c. | ensure that goods are continuously produced |
| d. | respond to domestic competition |

ANS: B PTS: 1 DIF: Easy REF: Knowledge Management

OBJ: N/A NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 77. In a learning organization, all employees are involved in \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | minimizing change |
| b. | identifying global opportunities |
| c. | identifying and solving problems |
| d. | integrating teams |

ANS: C PTS: 1 DIF: Medium REF: Knowledge Management

OBJ: N/A NAT: AACSB standard: Analytical Thinking

CD: Knowledge

**TRUE/FALSE**

 78. Being effective means doing things right so as to maximize the utilization of resources.

ANS: F PTS: 1 DIF: Easy

REF: Managers and the Organizational Resources They Manage

OBJ: 1-1. Describe a manager’s responsibility.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 79. Yuze delivered a comprehensive and well-formatted budget spreadsheet to his boss. Unfortunately, his boss had actually expected a written report rather than a spreadsheet. While Yuze was certainly efficient, his work was not effective.

ANS: T PTS: 1 DIF: Medium

REF: Managers and the Organizational Resources They Manage

OBJ: 1-1. Describe a manager’s responsibility.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 80. Leading is the process of telling employees what to do.

ANS: F PTS: 1 DIF: Medium REF: Leading

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 81. Technical skills are more important for employees than managers, and they vary widely from job to job.

ANS: T PTS: 1 DIF: Easy REF: Technical Skills

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 82. Organizing is typically the starting point in the management process.

ANS: F PTS: 1 DIF: Easy

REF: Planning—Based on Objectives

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 83. An important part of controlling is monitoring and measuring progress.

ANS: T PTS: 1 DIF: Easy REF: Controlling

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 84. Transitioning from employee to manager is usually a natural and normal transition.

ANS: F PTS: 1 DIF: Medium

REF: The Transition to Management—Managing People

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 85. A Gallup Poll found the three most important qualities of a manager are industriousness, integrity, and political savvy.

ANS: F PTS: 1 DIF: Easy REF: Management Qualities

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 86. The allocation of resources is a controlling function.

ANS: F PTS: 1 DIF: Easy REF: Organizing

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 87. Top managers report to other executives or boards of directors.

ANS: T PTS: 1 DIF: Easy REF: Top Managers

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 88. The team leader is not usually a permanent management position and thus is not a level in the hierarchy of management.

ANS: T PTS: 1 DIF: Easy REF: Team Leader

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 89. The three types of managers are general managers, functional managers, and project managers.

ANS: T PTS: 1 DIF: Easy REF: Types of Managers by Level

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 90. A manager’s job in a not-for-profit organization is typically very different from a manager’s job in a for-profit organization.

ANS: F PTS: 1 DIF: Medium

REF: Managers of For-Profit Versus Not-For-Profit Organizations

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 91. The classical theory of management focuses on all organizations whereas the behavioral theory focuses on specific types of organizations.

ANS: F PTS: 1 DIF: Medium REF: Behavioral Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Analysis

 92. The administrative theory of management is part of the classical theory.

ANS: T PTS: 1 DIF: Easy REF: Classical Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 93. Theory X managers assume that people like to work and do not need close supervision.

ANS: F PTS: 1 DIF: Easy REF: Behavioral Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 94. Later research supported the behavioral theory assumption that happy employees would be productive.

ANS: F PTS: 1 DIF: Medium REF: Behavioral Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Comprehension

 95. The *Hawthorne effect* refers to the phenomenon that just studying people affects their performance.

ANS: T PTS: 1 DIF: Easy REF: Behavioral Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 96. The systems theory of management focuses on individual systems and how they work.

ANS: F PTS: 1 DIF: Easy REF: Systems Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 97. Sociotechnical theorists focus on integrating people and technology.

ANS: T PTS: 1 DIF: Easy REF: Sociotechnical Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 98. The contingency theory of management focuses on determining the best management approach for a given situation.

ANS: T PTS: 1 DIF: Easy REF: Contingency Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Knowledge

 99. The three traditional levels of management are top, middle, and first-line.

ANS: T PTS: 1 DIF: Easy

REF: The Three Levels of Management

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Knowledge

 100. Middle managers can be either general or functional managers.

ANS: T PTS: 1 DIF: Medium REF: Types of Managers by Level

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 101. According to a survey of CEOs of major corporations, one of the top four important trends and issues facing businesses today is globalization.

ANS: T PTS: 1 DIF: Easy

REF: Trends and Issues in Management OBJ: N/A

NAT: AACSB standard: Analytical Thinking CD: Knowledge

**ESSAY**

 102. Describe how a manager uses all four management resources during the process of interviewing a candidate for a job.

ANS:

Answers to this question will vary but should describe how the manager uses human resources (e.g., themselves and the candidate), financial resources (e.g., the manager’s pay for the time they are conducting the interview and, perhaps, the salary and benefits offered to entice the candidate), physical resources (e.g., the place in which the interview is conducted), and informational resources (e.g., the information the manager acquires about the candidate during the interview and the information the manager shares with the candidate about the position).

PTS: 1 DIF: Hard

REF: Managers and the Organizational Resources They Manage

OBJ: 1-1. Describe a manager’s responsibility.

NAT: AACSB standard: Analytical Thinking CD: Analysis

 103. Describe a manager’s responsibility.

ANS:

A manager is responsible for achieving organizational objectives through efficient and effective utilization of resources. *Efficient* means doing things right so as to maximize the utilization of resources. *Effective* means doing the right thing in order to attain an objective; a manager’s effectiveness reflects the degree to which he or she achieves objectives. The manager’s resources are human, financial, physical, and informational. These resources are limited, and managers need to integrate them efficiently and effectively to be successful at implementing strategies.

PTS: 1 DIF: Hard

REF: Managers and the Organizational Resources They Manage

OBJ: 1-1. Describe a manager’s responsibility.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 104. Executives in a Wall Street Journal Gallup survey identified integrity, industriousness, and the ability to get along with people as the three most important traits for successful managers. Discuss why each of these traits is important for success as a manager.

ANS:

Answers to this question will vary but should include discussions of not only how a manager must be able to be self-motivated but also how a manager needs to motivate other people to do the same.

PTS: 1 DIF: Hard REF: Management Qualities

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Application

 105. Describe interpersonal skills and why businesses seek these skills in employees.

ANS:

Interpersonal skills involve the ability to understand, communicate, and work well with individuals and groups by developing effective relationships. These are people skills, sometimes referred to as *soft skills*. Businesses need employees who bring out the best in people and work well in teams. The resources you need to get the job done are made available through relationships.

PTS: 1 DIF: Hard REF: Interpersonal Skills

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 106. List and explain the three management skills.

ANS:

Technical skills: Technical skills involve the ability to use methods and techniques to perform a task. When managers are working on budgets, for example, they may need computer skills in order to use spreadsheet software.

Interpersonal skills: Interpersonal skills involve the ability to understand, communicate, and work well with individuals and groups through the development of effective relationships. Interpersonal skills are sometimes also referred to as *human skills* or *people skills* as well as *soft skills*. The resources you need to get the job done are made available through relationships.

Decision-making skills: Leadership decisions determine the success or failure of organizations, so organizations are training their people to improve their decision-making skills. Decision-making skills are based on the ability to conceptualize situations and select alternatives to solve problems and take advantage of opportunities.

PTS: 1 DIF: Hard REF: Management Skills

OBJ: 1-2. List and explain the three skills of effective managers.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 107. List and explain the four management functions.

ANS:

Planning: Planning is typically the starting point in the management process, and you should begin with a clear objective. Planning is the process of setting objectives and determining in advance exactly how the objectives will be met.

Organizing: Performance is based on how managers organize their resources. Organizing is the process of delegating and coordinating tasks and allocating resources to achieve objectives. An important part of coordinating human resources is to assign people to various jobs and tasks. An important part of organizing, sometimes listed as a separate function, is staffing. Staffing is the process of selecting, training, and evaluating employees.

Leading: The ability to lead is an important skill for everyone, especially for managers. Leading is the process of influencing employees to work toward achieving objectives. Managers must communicate the objectives to employees and motivate them to achieve those objectives.

Controlling: Objectives will not be met without consistent monitoring, and you can’t manage what you don’t measure. Sometimes you need to overcome obstacles to accomplish the objective. Controlling is the process of monitoring progress and taking corrective action when needed to ensure that objectives are achieved.

PTS: 1 DIF: Hard REF: Management Functions

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 108. Discuss the interrelatedness of the management functions and give some examples of how they are interdependent.

ANS:

Answers to this question will vary but may include elements of the discussion from the text, which follows. The management functions are not steps in a linear process. Managers do not usually plan, then organize, then lead, and then control. The functions are distinct yet interrelated. Managers often perform them simultaneously. In addition, each function depends on the others. For example, if you start with a poor plan, the objective will not be met, even if things are well organized, led, and controlled. Or, if you start with a great plan but are poorly organized or lead poorly, the objective may not be met. Plans without controls are rarely implemented effectively. Remember that the management functions are based on setting objectives (planning) and achieving them (through organizing, leading, and controlling).

PTS: 1 DIF: Hard

REF: The Systems Relationship among the Management Skills, Functions, and Roles

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Reflective Thinking CD: Analysis

 109. You have recently been promoted to the position of manager at your business. While you have been doing nonmanagement functions, you will now be called on to complete three new managerial actions focused on helping your employees do the work. What are they and how will you accomplish them?

ANS:

Answers to this question will vary but should include training employees to do their jobs, helping employees improve their performance, and solving problems to make employees’ job easier and less frustrating.

PTS: 1 DIF: Hard REF: The Transition to Management—Managing People

OBJ: 1-3. List and explain the four management functions and the three management role categories.

NAT: AACSB standard: Reflective Thinking CD: Application

 110. List the hierarchy of management levels.

ANS:

Top-Level Managers: Top-level managers—people in executive positions—have titles such as chief executive officer (CEO), president, or vice president. Most organizations have relatively few top-level management positions. Top-level managers are responsible for managing an entire organization or major parts of it. They develop and define the organization’s purpose, objectives, and strategies and often get the credit or blame for the performance of their firms. They report to other executives or boards of directors and supervise the activities of middle managers.

Middle Managers: People in middle management positions have titles such as sales manager, branch manager, or department head. Middle managers are responsible for implementing top management’s strategy by developing short-term operating plans. They generally report to executives and supervise the work of first-line managers.

First-Line Managers: Examples of titles of first-line managers are team or crew leader, supervisor, head nurse, and office manager. These managers are responsible for implementing middle managers’ operational plans. They generally report to middle managers. Unlike those at the other two levels of management, first-line managers do not supervise other managers; they supervise operative employees.

PTS: 1 DIF: Hard REF: The Three Levels of Management

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 111. What are the four most common business functional areas and what is the basic responsibility of each?

ANS:

Marketing: responsible for selling and advertising products and services

Operations/Production: responsible for providing a service/making a product

Finance/Accounting: responsible for obtaining the necessary funds and investments and for keeping records of sales and expenses and determining profitability

Human Resources/Personnel Management: responsible for forecasting future employee needs and for recruiting, selecting, evaluating, and compensating employees

PTS: 1 DIF: Hard REF: Types of Managers by Level

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 112. Describe the different skills needed at each of the three management levels.

ANS:

Top-level managers have a greater need for decision-making skills. Middle managers need a balance of all three skills (decision making, technical, and interpersonal), though the mix required differs somewhat from organization to organization. First-line managers have a greater need for technical skills. At all three levels of management, the need for interpersonal skills remains fairly constant.

PTS: 1 DIF: Hard REF: Differences in Management Skills

OBJ: 1-4. List the hierarchy of management levels and describe the differences among the levels in terms of skills needed and functions performed.

NAT: AACSB standard: Analytical Thinking CD: Comprehension

 113. Discuss Russell Ackoff’s critique of the classical approach to problem solving.

ANS:

According to Russell Ackoff, the commonly used classical approach to problem solving is a reductionist process. Managers tend to break an organization into its basic parts (departments), understand the behavior and properties of the parts, and add the understanding of the parts together to understand the whole. They focus on making independent departments operate as efficiently as possible. According to systems theorists, the reductionist approach cannot yield an understanding of the organization, only knowledge of how it works. Because the parts of a system are interdependent, even if each part is independently made to perform as efficiently as possible, the organization as a whole may not perform as effectively as possible. For example, all-star athletic teams are made up of exceptional players. But because such players have not played together as a team before, the all-star team may not be able to beat an average team in the league.

PTS: 1 DIF: Hard REF: Systems Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Comprehension

 114. Consider your college or university. Discuss how various parts of your institution illustrate the interdependence of an organization’s subsystems (departments) described by systems theory.

ANS:

Answers to this question will vary. Students might discuss the interdependence between departments such as admissions, financial aid, the academic departments, and even on-campus housing. As an example, admissions’ ability to recruit students is impacted by the students’ access to financial aid and the availability of sufficient housing (of acceptable quality). The number and types of classes being offered by the various academic departments both influences the recruitment of students and is influenced by the number of students recruited.

PTS: 1 DIF: Hard REF: Systems Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Reflective Thinking

CD: Analysis

 115. Discuss the findings of the study completed by the contingency theorists Tom Burns and George Stalker.

ANS:

Tom Burns and George Stalker conducted a study to determine how the environment affects a firm’s organization and management systems. They identified two different types of environments: stable (where there is little change) and innovative (great changes). The researchers also identified two types of management systems: mechanistic (similar to bureaucratic classical theory) and organic (nonbureaucratic, similar to behavioral theory). They concluded that in a stable environment, the mechanistic approach works well, whereas in an innovative environment, the organic approach works well.

PTS: 1 DIF: Hard REF: Contingency Theory

OBJ: 1-5. Summarize the major similarities and differences between the classical and behavioral theorists. NAT: AACSB standard: Analytical Thinking

CD: Analysis