

Student: \_\_\_\_\_

1. Management involves a number of skills. According to Bartol, which is the most basic?
  - A. Reflection.
  - B. Organisation.
  - C. Planning.
  - D. Managing.
2. The term that most accurately describes two or more persons engaged in a systematic effort to produce goods and services is:
  - A. manufacturing.
  - B. organisation.
  - C. planning.
  - D. communication.
3. Which of the following is not one of the major functions of management?
  - A. Leading
  - B. B. Planning
  - C. Organising
  - D. Monitoring
4. Which of the following is one of the major functions of management?
  - A. Disseminating
  - B. Disturbance handling
  - C. Organising
  - D. Communicating
5. The management function of planning consists of two parts – setting goals and:
  - A. regulating the activities to reach them.
  - B. deciding how best to achieve them.
  - C. arranging resources to achieve them.
  - D. influencing others to work toward them.
6. Which one of the following is not a part of the organising function of management?
  - A. Determining which tasks are to be done
  - B. Determining how tasks are grouped into jobs
  - C. Determining who shall staff each job
  - D. Determining incentive awards for high performers
7. Leading is the management function that involves:
  - A. proper allocation of resources to perform the task.
  - B. helping to outline the vision for the organisation.
  - C. motivating members to work as effectively and efficiently as possible.
  - D. regulating departmental activities.
8. Which of the following best describes the aim of the controlling function of management?
  - A. Building relationships with subordinates
  - B. Transmitting information internally that is obtained from either internal or external sources
  - C. Regulating activities so that actual performance conforms to expected performance
  - D. Encouraging necessary levels of change and innovation

9. Which of the following is not one of the findings from Mintzberg's study of managers as regards their work methods?
- A. Managers spend considerable quiet time in their offices reviewing formal reports
  - B. Managers work at an unrelenting pace
  - C. Managers spend a short amount of time on a wide variety of issues throughout the day
  - D. Managers tend to use verbal as opposed to written communications
10. In Mintzberg's study of top managers, which of the following characteristics did not apply to the work of managers?
- A. Brevity
  - B. Fragmentation
  - C. Reliance on formal communications
  - D. Wide variety of issues throughout the working day
11. Mintzberg found that managers relied heavily on networks for part of their communications. By 'networks', Mintzberg referred to:
- A. the ability to access anyone by personal computer.
  - B. a set of cooperative relationships with a number of individuals.
  - C. just the friendships formed in the workplace.
  - D. project teams directed by middle managers.
12. Mintzberg found that managers frequently relied on different sets of individuals with whom they had cooperative relationships for obtaining and transmitting information. Mintzberg called these sets of relationships:
- A. teams.
  - B. networks.
  - C. ad hoc committees.
  - D. informal groups.
13. One result of Henry Mintzberg's study of managers was finding out a great deal of information about what managers do, that is, the roles that managers perform. Which one of the following is a false statement concerning managerial roles?
- A. A role is defined as an organised set of behaviours associated with a particular position.
  - B. Any given position usually requires strict attention to one or possibly two roles.
  - C. Mintzberg identified three general types of roles and ten more specific roles of managers.
  - D. None of the given answers is false
14. Three roles of managers were identified as being subsets of Mintzberg's broader informational role. Which of the following is not one of them?
- A. Spokesperson
  - B. Monitor
  - C. Liaison
  - D. Disseminator
15. Three roles of managers were identified as being subsets of Mintzberg's broader interpersonal role. Which of the following is not one of them?
- A. Leader
  - B. Liaison
  - C. Figurehead
  - D. Spokesperson
16. Which of the following roles of managers identified by Mintzberg is not considered to be a subset of the more general decisional role?
- A. Monitor
  - B. Resource allocator
  - C. Disturbance handler
  - D. Entrepreneur

17. Which of the following of Mintzberg's 10 specific managerial roles is best described as building relationships with subordinates and communicating with, motivating and coaching them?
- A. Figurehead
  - B. Leader
  - C. Entrepreneur
  - D. None of the given answers
18. Which of the following of Mintzberg's 10 specific managerial roles is described as transmitting information internally that is obtained from either internal or external sources?
- A. Liaison
  - B. Spokesperson
  - C. Entrepreneur
  - D. Disseminator
19. A 'work agenda' is best described as being:
- A the weekly production schedule determined from customer orders after it has been broken down into . specific departmental assignments.
  - B. the manager's appointment calendar.
  - C. a set of goals and tasks the manager is tentatively working on in addition to more formal organisation plans.
  - D. the formal organisation plans as determined by the general manager.
20. Work agendas are:
- A. unnecessary because they are only rough outlines.
  - B. sometimes relevant or irrelevant according to the situation.
  - C. necessary to ensure efficient management.
  - D. separate to guidelines.
21. Stewart (1982) identified three main factors on a manager's work agenda, they are:
- A. demands, constraints and networks.
  - B. demands, choices and constraints.
  - C. work roles, constraints and job level.
  - D. appointments, choices and constraints.
22. Which of the following was identified as being one of the main factors in determining a manager's work agenda?
- A. Job constraints
  - B. Work roles
  - C. Networks
  - D. Job level
23. In order for managers to develop work agendas, act out roles and engage in the major functions of management, they need a sound knowledge base and:
- A. firmly established networks.
  - B. supportive supervisors.
  - C. motivated subordinates.
  - D. key management skills.
24. A manager's 'knowledge base' can include information about all of the following except:
- A. an industry and its technology.
  - B. the personal lives of subordinates.
  - C. company goals and plans.
  - D. company culture and personalities of organisational members.

25. Information about an industry and its technology, company policies and practices, and important suppliers and customers is part of a manager's:
- A. role.
  - B. Function.
  - C. management skills.
  - D. knowledge base.
26. The ability to engage in a set of behaviours that are functionally related to one another and that lead to a desired performance level describes:
- A. a management skill.
  - B. a network.
  - C. a project.
  - D. a work agenda.
27. Managers need three skill types. Which of the following is not one of them?
- A. Informational
  - B. Technical
  - C. Conceptual
  - D. Human
28. All managers require high levels of:
- A. human skills.
  - B. conceptual skills.
  - C. technical skills.
  - D. intervention skills.
29. Performance in an organisation is made up of two important dimensions – efficiency and:
- A. effectiveness.
  - B. agendas.
  - C. choosing the appropriate skills and role.
  - D. motivation.
30. The ability to choose appropriate goals and to achieve them best describes which of the following terms?
- A. Planning
  - B. Effectiveness
  - C. Entrepreneurship
  - D. Management
31. How well resources are used in the process of achieving goals best describes which of the following terms?
- A. Planning
  - B. Entrepreneurship
  - C. Efficiency
  - D. Technical
32. Organisations are efficient when:
- A. input resources are maximised.
  - B. input resources are minimised.
  - C. output resources are minimised.
  - D. a fine balance has been established between input and output resources.

33. Managerial jobs vary according to two important dimensions: the vertical and the horizontal. Which of the following is a false statement regarding the vertical dimension?
- A. Job titles include 'first-line' and 'supervisor'.
  - B. Managers at different vertical levels have different degrees of responsibility.
  - C. Regardless of level, managers are all involved in the four functions of management in about the same proportions.
  - D. Managers at each level require different combinations of managerial skills: technical, conceptual and human.
34. Middle managers are responsible for:
- A. overall organisational plans.
  - B. supervision of administrative assistants and specialists.
  - C. achieving organisational goals.
  - D. All of the given answers
35. Vertical hierarchy barriers are impacted by:
- A. the boundaryless organisation.
  - B. experience and knowledge of employees.
  - C. internal boundaries.
  - D. horizontal boundaries.
36. If technology is important to an organisation, top managers have to have some technical skills to:
- A. understand and evaluate technology.
  - B. foster innovations and devise strategies to beat the opposition.
  - C. lead the organisation efficiently.
  - D. follow the production process.
37. Reported causes of executive career derailment do not include:
- A. problems with interpersonal relationships.
  - B. inability to build and lead a team.
  - C. inability to develop and adapt.
  - D. family problems.
38. An intrapreneur is a person who:
- A. is engaged in entrepreneurial roles in the organisation.
  - B. innovates by creating new organisations.
  - C. adapts their own work practices to suit the economic environment.
  - D. finds and exploits new opportunities outside the organisation.
39. An orchestrator:
- A. is a high level manager.
  - B. provides incentives to encourage new ideas.
  - C. tests new ideas despite opposition.
  - D. All of the given answers is correct
40. The person most likely to have the capacity to recognise an idea's significance, help get funding and facilitate implementation is a:
- A. first-line supervisor.
  - B. middle manager.
  - C. top manager.
  - D. project manager.
41. In fulfilling the entrepreneurial role, managers are required to generate or support new ideas. This requires them to take another role, that of:
- A. orchestrator.
  - B. ideas generator.
  - C. sponsor.
  - D. idea champion.

42. The difference between the vertical and horizontal dimensions of management is:
- A that the vertical dimension relates to the hierarchical levels of the organisation and the horizontal to the nature of the responsibility area.
  - B that the vertical dimension relates to the nature of the responsibility area and the horizontal dimension to the hierarchical levels of the organisation.
  - C. the vertical dimension refers to the skill level and the horizontal to the knowledge base.
  - D the vertical level only concerns the top management, whereas the horizontal dimension focuses on the employees of the organisation.
43. According to the horizontal dimension of managerial jobs, a general manager:
- A. is usually called the CEO.
  - B. doesn't supervise multiple specialties or functional areas.
  - C. has no responsibility for managing specialised areas.
  - D. has primary managerial responsibility in a small organisation.
44. Managerial jobs vary according to two important dimensions: the vertical and the horizontal. Which of the following is a false statement regarding the horizontal dimension?
- A. Managers in differing specialisations are involved in different 'mixes' of the four major functions of management.
  - B. The three major horizontal differentiations are functional, project and executive.
  - C. Typical horizontal areas include human resources, finance, accounting and quality assurance.
  - D. Managers for all vertical levels can usually be found in any responsibility area.
45. What makes the position of a project manager unique is that these managers have:
- A. responsibility for entire functional areas of the firm.
  - B. responsibility over multiple specialties.
  - C. joint responsibility with other managers over certain individuals.
  - D. hardly any responsibilities at all other than that of orchestrator for an entrepreneur's innovations.
46. Managers in the twenty-first century will be influenced by trends such as:
- A. total quality and continuous improvement.
  - B. workforce diversity.
  - C. the global perspective.
  - D. All of the given answers are correct
47. Surveys have found that 70 per cent of major American organisations have included diversity management programs into their activities. Their reasons are:
- A. they want to retain and attract the best talent and have a competitive advantage.
  - B. they want to be known worldwide.
  - C. to motivate their employees.
  - D. they intend to move offshore.
48. Programs known as Total Quality Management (TQM) are:
- A. responses to competitors' advances.
  - B. only a philosophy hardly used in management.
  - C. a set of guidelines for use by management.
  - D. a set of strong guidelines aiming to improve quality and customer demands, as well as competitive benchmarking.
49. A learning organisation differs from a bureaucratic organisation in that it uses:
- A. mental models.
  - B. team thinking.
  - C. personal mastery.
  - D. All of the given answers are correct

50. How do the four major management functions relate to each other (in order for organisational goals to be achieved)?
51. What are the three generic roles of managers? Provide your understanding of whether or not they match the view of the four major management functions.
52. What are the main factors which influence a manager's work agenda?
53. What are the 10 managerial roles that managers engage in? Indicate with which of the three generic roles of managers each one fits.
54. How do agendas channel the efforts of managers?
55. What are the three types of skills necessary for a manager to achieve functionally related behaviours? Describe each skill and explain why it is important.

56. How do you differentiate between the concepts of efficiency and effectiveness? Give an example of the terms from your own experience.
57. In what ways does the job of a manager differ between hierarchical levels in an organisation?
58. In what ways can managers foster innovation through the entrepreneurial role?
59. What are the major challenges faced by managers in the 21<sup>st</sup> century?



# 1 Key

1. Management involves a number of skills. According to Bartol, which is the most basic?

(p. 6)

- A.** Reflection.
- B. Organisation.
- C. Planning.
- D. Managing.

AACSB: Communication

Bartol - Chapter 01 #1

Difficulty: Medium

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 1 Explain four management functions and their interrelationships

Section: Management: An Overview

2. The term that most accurately describes two or more persons engaged in a systematic effort to produce goods and services is:

(p. 6)

- A. manufacturing.
- B.** organisation.
- C. planning.
- D. communication.

AACSB: Communication

Bartol - Chapter 01 #2

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 1 Explain four management functions and their interrelationships

Section: Management: An Overview

3. Which of the following is not one of the major functions of management?

(p. 7)

- A. Leading
- B. B. Planning
- C. Organising
- D.** Monitoring

AACSB: Communication

Bartol - Chapter 01 #3

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 1 Explain four management functions and their interrelationships

Section: Management: An Overview

4. Which of the following is one of the major functions of management?

(p. 6)

- A. Disseminating
- B. Disturbance handling
- C.** Organising
- D. Communicating

AACSB: Communication

Bartol - Chapter 01 #4

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 1 Explain four management functions and their interrelationships

Section: Management: An Overview

5. The management function of planning consists of two parts – setting goals and:

(p. 6)

- A. regulating the activities to reach them.
- B.** deciding how best to achieve them.
- C. arranging resources to achieve them.
- D. influencing others to work toward them.

AACSB: Communication

Bartol - Chapter 01 #5

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 1 Explain four management functions and their interrelationships

Learning Objective: 2 Identify three common managerial work methods that influence what managers do and provide practical examples of how these apply

Section: Management: An Overview

6. Which one of the following is not a part of the organising function of management?

(p. 6)

- A. Determining which tasks are to be done
- B. Determining how tasks are grouped into jobs
- C. Determining who shall staff each job
- D.** Determining incentive awards for high performers

AACSB: Communication

Bartol - Chapter 01 #6

Difficulty: Medium

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 1 Explain four management functions and their interrelationships

Learning Objective: 2 Identify three common managerial work methods that influence what managers do and provide practical examples of how these apply

Section: Management: An Overview

7. Leading is the management function that involves:

(p. 6)

- A. proper allocation of resources to perform the task.
- B. helping to outline the vision for the organisation.
- C. motivating members to work as effectively and efficiently as possible.
- D.** regulating departmental activities.

AACSB: Communication

Bartol - Chapter 01 #7

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 1 Explain four management functions and their interrelationships

Learning Objective: 2 Identify three common managerial work methods that influence what managers do and provide practical examples of how these apply

Section: Management: An Overview

8. Which of the following best describes the aim of the controlling function of management?

(p. 6)

- A. Building relationships with subordinates
- B. Transmitting information internally that is obtained from either internal or external sources
- C.** Regulating activities so that actual performance conforms to expected performance
- D. Encouraging necessary levels of change and innovation

AACSB: Communication

Bartol - Chapter 01 #8

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 1 Explain four management functions and their interrelationships

Learning Objective: 2 Identify three common managerial work methods that influence what managers do and provide practical examples of how these apply

Section: Management: An Overview

9. Which of the following is not one of the findings from Mintzberg's study of managers as regards their work methods?

(p. 8)

- A.** Managers spend considerable quiet time in their offices reviewing formal reports
- B. Managers work at an unrelenting pace
- C. Managers spend a short amount of time on a wide variety of issues throughout the day
- D. Managers tend to use verbal as opposed to written communications

AACSB: Communication, Analytic

Bartol - Chapter 01 #9

Difficulty: Easy

EQUIS: Communicate, Analyse

Graduate Attribute: Communication, Problem solving

Learning Objective: 2 Identify three common managerial work methods that influence what managers do and provide practical examples of how these apply

Learning Objective: 3 Describe the 10 major roles that managers need to engage in

Section: What managers actually do

10. In Mintzberg's study of top managers, which of the following characteristics did not apply to the work of managers?

(p. 8)

- A. Brevity
- B. Fragmentation
- C.** Reliance on formal communications
- D. Wide variety of issues throughout the working day

AACSB: Communication

Bartol - Chapter 01 #10

Difficulty: Medium

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 3 Describe the 10 major roles that managers need to engage in

Section: What managers actually do

11. Mintzberg found that managers relied heavily on networks for part of their communications.  
(p. 8) By 'networks', Mintzberg referred to:  
A. the ability to access anyone by personal computer.  
**B.** a set of cooperative relationships with a number of individuals.  
C. just the friendships formed in the workplace.  
D. project teams directed by middle managers.

AACSB: Communication

Bartol - Chapter 01 #11

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 3 Describe the 10 major roles that managers need to engage in

Section: What managers actually do

12. Mintzberg found that managers frequently relied on different sets of individuals with whom they had cooperative relationships for obtaining and transmitting information. Mintzberg called these sets of relationships:  
(p. 8) A. teams.  
**B.** networks.  
C. ad hoc committees.  
D. informal groups.

AACSB: Communication

Bartol - Chapter 01 #12

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 3 Describe the 10 major roles that managers need to engage in

Section: What managers actually do

13. One result of Henry Mintzberg's study of managers was finding out a great deal of information about what managers do, that is, the roles that managers perform. Which one of the following is a false statement concerning managerial roles?  
(p. 9) A. A role is defined as an organised set of behaviours associated with a particular position.  
**B.** Any given position usually requires strict attention to one or possibly two roles.  
C. Mintzberg identified three general types of roles and ten more specific roles of managers.  
D. None of the given answers is false

AACSB: Communication, Analytic

Bartol - Chapter 01 #13

Difficulty: Hard

EQUIS: Communicate, Analyse

Graduate Attribute: Communication, Problem solving

Learning Objective: 3 Describe the 10 major roles that managers need to engage in

Section: What managers actually do

14. Three roles of managers were identified as being subsets of Mintzberg's broader informational role. Which of the following is not one of them?  
(p. 9) A. Spokesperson  
B. Monitor  
**C.** Liaison  
D. Disseminator

AACSB: Communication

Bartol - Chapter 01 #14

Difficulty: Hard

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 3 Describe the 10 major roles that managers need to engage in

Section: What managers actually do

15. Three roles of managers were identified as being subsets of Mintzberg's broader interpersonal role.  
(p. 9) Which of the following is not one of them?
- A. Leader
  - B. Liaison
  - C. Figurehead
  - D.** Spokesperson

AACSB: Communication  
Bartol - Chapter 01 #15

Difficulty: Medium  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 3 Describe the 10 major roles that managers need to engage in  
Section: What managers actually do

16. Which of the following roles of managers identified by Mintzberg is not considered to be a subset of  
(p. 9) the more general decisional role?
- A.** Monitor
  - B. Resource allocator
  - C. Disturbance handler
  - D. Entrepreneur

AACSB: Communication  
Bartol - Chapter 01 #16

Difficulty: Medium  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 3 Describe the 10 major roles that managers need to engage in  
Section: What managers actually do

17. Which of the following of Mintzberg's 10 specific managerial roles is best described as building  
(p. 9) relationships with subordinates and communicating with, motivating and coaching them?
- A. Figurehead
  - B.** Leader
  - C. Entrepreneur
  - D. None of the given answers

AACSB: Communication  
Bartol - Chapter 01 #17

Difficulty: Easy  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 3 Describe the 10 major roles that managers need to engage in  
Section: What managers actually do

18. Which of the following of Mintzberg's 10 specific managerial roles is described as transmitting  
(p. 9) information internally that is obtained from either internal or external sources?
- A. Liaison
  - B. Spokesperson
  - C. Entrepreneur
  - D.** Disseminator

AACSB: Communication  
Bartol - Chapter 01 #18

Difficulty: Moderate  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 3 Describe the 10 major roles that managers need to engage in  
Section: What managers actually do

19. A 'work agenda' is best described as being:  
(p. 12)
- A the weekly production schedule determined from customer orders after it has been broken down into specific departmental assignments.
  - B. the manager's appointment calendar.
  - C.** a set of goals and tasks the manager is tentatively working on in addition to more formal organisation plans.
  - D. the formal organisation plans as determined by the general manager.

AACSB: Communication  
Bartol - Chapter 01 #19

Difficulty: Easy  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers efforts  
Section: What managers actually do

20. Work agendas are:  
(p. 10) A. unnecessary because they are only rough outlines.  
B. sometimes relevant or irrelevant according to the situation.  
C. necessary to ensure efficient management.  
D. separate to guidelines.

AACSB: Communication  
Bartol - Chapter 01 #20  
Difficulty: Hard

EQUIS: Communicate  
Graduate Attribute: Communication

Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers efforts  
Section: What managers actually do

21. Stewart (1982) identified three main factors on a manager's work agenda, they are:  
(p. 10-11) A. demands, constraints and networks.  
B. demands, choices and constraints.  
C. work roles, constraints and job level.  
D. appointments, choices and constraints.

AACSB: Communication  
Bartol - Chapter 01 #21  
Difficulty: Medium

EQUIS: Communicate  
Graduate Attribute: Communication

Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers efforts  
Section: What managers actually do

22. Which of the following was identified as being one of the main factors in determining a manager's  
(p. 10) work agenda?  
A. Job constraints  
B. Work roles  
C. Networks  
D. Job level

AACSB: Communication  
Bartol - Chapter 01 #22  
Difficulty: Easy

EQUIS: Communicate  
Graduate Attribute: Communication

Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers efforts  
Section: What managers actually do

23. In order for managers to develop work agendas, act out roles and engage in the major functions of  
(p. 11-12) management, they need a sound knowledge base and:  
A. firmly established networks.  
B. supportive supervisors.  
C. motivated subordinates.  
D. key management skills.

AACSB: Communication  
Bartol - Chapter 01 #23  
Difficulty: Easy

EQUIS: Communicate  
Graduate Attribute: Communication

Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers efforts  
Section: Managerial knowledge, skills and performance

24. A manager's 'knowledge base' can include information about all of the following except:  
(p. 11) A. an industry and its technology.  
B. the personal lives of subordinates.  
C. company goals and plans.  
D. company culture and personalities of organisational members.

AACSB: Communication  
Bartol - Chapter 01 #24  
Difficulty: Medium

EQUIS: Communicate  
Graduate Attribute: Communication

Learning Objective: 2 Identify three common managerial work methods that influence what managers do and provide practical examples of how these apply  
Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers efforts  
Section: Managerial knowledge, skills and performance

25. Information about an industry and its technology, company policies and practices, and important suppliers and customers is part of a manager's:
- (p. 11)
- A. role.
  - B. Function.
  - C. management skills.
  - D. knowledge base.**

AACSB: Communication

Bartol - Chapter 01 #25

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 2 Identify three common managerial work methods that influence what managers do and provide practical examples of how these apply

Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers efforts

Section: Managerial knowledge, skills and performance

26. The ability to engage in a set of behaviours that are functionally related to one another and that lead to a desired performance level describes:
- (p. 12)
- A. a management skill.**
  - B. a network.
  - C. a project.
  - D. a work agenda.

AACSB: Communication, Analytic

Bartol - Chapter 01 #26

Difficulty: Hard

EQUIS: Communicate, Analyse

Graduate Attribute: Communication, Problem solving

Learning Objective: 2 Identify three common managerial work methods that influence what managers do and provide practical examples of how these apply

Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers efforts

Section: Managerial knowledge, skills and performance

27. Managers need three skill types. Which of the following is not one of them?
- (p. 12)
- A. Informational**
  - B. Technical
  - C. Conceptual
  - D. Human

AACSB: Communication

Bartol - Chapter 01 #27

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 5 Delineate three major managerial skill types

Section: Managerial knowledge, skills and performance

28. All managers require high levels of:
- (p. 12)
- A. human skills.**
  - B. conceptual skills.
  - C. technical skills.
  - D. intervention skills.

AACSB: Communication

Bartol - Chapter 01 #28

Difficulty: Medium

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 5 Delineate three major managerial skill types

Section: Managerial knowledge, skills and performance

29. Performance in an organisation is made up of two important dimensions – efficiency and:
- (p. 12)
- A. effectiveness.**
  - B. agendas.
  - C. choosing the appropriate skills and role.
  - D. motivation.

AACSB: Communication

Bartol - Chapter 01 #29

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 6 Distinguish between effectiveness and efficiency in regard to organisational performance

Section: Managerial knowledge, skills and performance

30. The ability to choose appropriate goals and to achieve them best describes which of the following terms?  
(p. 12)
- A. Planning
  - B. Effectiveness**
  - C. Entrepreneurship
  - D. Management

AACSB: Communication  
Bartol - Chapter 01 #30

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 6 Distinguish between effectiveness and efficiency in regard to organisational performance

Section: Managerial knowledge, skills and performance

31. How well resources are used in the process of achieving goals best describes which of the following terms?  
(p. 12)
- A. Planning
  - B. Entrepreneurship
  - C. Efficiency**
  - D. Technical

AACSB: Communication  
Bartol - Chapter 01 #31

Difficulty: Medium

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 6 Distinguish between effectiveness and efficiency in regard to organisational performance

Section: Managerial knowledge, skills and performance

32. Organisations are efficient when:  
(p. 12)
- A. input resources are maximised.
  - B. input resources are minimised.**
  - C. output resources are minimised.
  - D. a fine balance has been established between input and output resources.

AACSB: Communication  
Bartol - Chapter 01 #32

Difficulty: Medium

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 6 Distinguish between effectiveness and efficiency in regard to organisational performance

Section: Managerial knowledge, skills and performance

33. Managerial jobs vary according to two important dimensions: the vertical and the horizontal. Which of the following is a false statement regarding the vertical dimension?  
(p. 12-13)
- A. Job titles include 'first-line' and 'supervisor'.
  - B. Managers at different vertical levels have different degrees of responsibility.
  - C. Regardless of level, managers are all involved in the four functions of management in about the same proportions.**
  - D. Managers at each level require different combinations of managerial skills: technical, conceptual and human.

AACSB: Communication, Analytic  
Bartol - Chapter 01 #33

Difficulty: Medium

EQUIS: Communicate, Analyse

Graduate Attribute: Communication, Problem solving

Learning Objective: 7 Explain how managers jobs differ between hierarchical levels and how managers can foster innovation through the entrepreneurial role

Section: Managerial job types

34. Middle managers are responsible for:  
(p. 13)
- A. overall organisational plans.
  - B. supervision of administrative assistants and specialists.
  - C. achieving organisational goals.
  - D. All of the given answers**

AACSB: Communication  
Bartol - Chapter 01 #34

Difficulty: Easy

EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 7 Explain how managers jobs differ between hierarchical levels and how managers can foster innovation through the entrepreneurial role

Section: Managerial job types

35. Vertical hierarchy barriers are impacted by:  
(p. 17) **A.** the boundaryless organisation.  
B. experience and knowledge of employees.  
C. internal boundaries.  
D. horizontal boundaries.

AACSB: Communication  
Bartol - Chapter 01 #35  
Difficulty: Medium  
EQUIS: Communicate

Graduate Attribute: Communication

Section: Managerial job types

Learning Objective: 7 Explain how managers jobs differ between hierarchical levels and how managers can foster innovation through the entrepreneurial role

36. If technology is important to an organisation, top managers have to have some technical skills to:  
(p. 14) A. understand and evaluate technology.  
**B.** foster innovations and devise strategies to beat the opposition.  
C. lead the organisation efficiently.  
D. follow the production process.

AACSB: Communication  
Bartol - Chapter 01 #36  
Difficulty: Medium  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 8 Identify significant twenty-first century management trends

Section: Managerial job types

37. Reported causes of executive career derailment do not include:  
(p. 15) A. problems with interpersonal relationships.  
B. inability to build and lead a team.  
C. inability to develop and adapt.  
**D.** family problems.

AACSB: Communication, Analytic  
Bartol - Chapter 01 #37  
Difficulty: Medium

EQUIS: Communicate, Analyse

Graduate Attribute: Communication, Problem solving

Learning Objective: 8 Identify significant twenty-first century management trends

Section: Managerial job types

38. An intrapreneur is a person who:  
(p. 16) **A.** is engaged in entrepreneurial roles in the organisation.  
B. innovates by creating new organisations.  
C. adapts their own work practices to suit the economic environment.  
D. finds and exploits new opportunities outside the organisation.

AACSB: Communication  
Bartol - Chapter 01 #38  
Difficulty: Easy  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 8 Identify significant twenty-first century management trends

Section: Managerial job types

39. An orchestrator:  
(p. 16) A. is a high level manager.  
B. provides incentives to encourage new ideas.  
C. tests new ideas despite opposition.  
**D.** All of the given answers is correct

AACSB: Communication  
Bartol - Chapter 01 #39  
Difficulty: Medium  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 8 Identify significant twenty-first century management trends

Section: Managerial job types



40. (p. 16) The person most likely to have the capacity to recognise an idea's significance, help get funding and facilitate implementation is a:
- A. first-line supervisor.
  - B. middle manager.**
  - C. top manager.
  - D. project manager.

AACSB: Communication  
Bartol - Chapter 01 #40

Difficulty: Medium  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 8 Identify significant twenty-first century management trends  
Section: Managerial job types

41. (p. 16) In fulfilling the entrepreneurial role, managers are required to generate or support new ideas. This requires them to take another role, that of:
- A. orchestrator.
  - B. ideas generator.
  - C. sponsor.
  - D. idea champion.**

AACSB: Communication  
Bartol - Chapter 01 #41

Difficulty: Easy  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 8 Identify significant twenty-first century management trends  
Section: Managerial job types

42. (p. 17) The difference between the vertical and horizontal dimensions of management is:
- A. that the vertical dimension relates to the hierarchical levels of the organisation and the horizontal to the nature of the responsibility area.**
  - B. that the vertical dimension relates to the nature of the responsibility area and the horizontal dimension to the hierarchical levels of the organisation.
  - C. the vertical dimension refers to the skill level and the horizontal to the knowledge base.
  - D. the vertical level only concerns the top management, whereas the horizontal dimension focuses on the employees of the organisation.

AACSB: Communication, Analytic  
Bartol - Chapter 01 #42

Difficulty: Medium  
EQUIS: Communicate, Analyse

Graduate Attribute: Communication, Problem solving

Learning Objective: 7 Explain how managers jobs differ between hierarchical levels and how managers can foster innovation through the entrepreneurial role  
Section: Managerial job types

43. (p. 17) According to the horizontal dimension of managerial jobs, a general manager:
- A. is usually called the CEO.
  - B. doesn't supervise multiple specialties or functional areas.
  - C. has no responsibility for managing specialised areas.
  - D. has primary managerial responsibility in a small organisation.**

AACSB: Communication  
Bartol - Chapter 01 #43

Difficulty: Medium  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 7 Explain how managers jobs differ between hierarchical levels and how managers can foster innovation through the entrepreneurial role  
Section: Managerial job types

44. (p. 17) Managerial jobs vary according to two important dimensions: the vertical and the horizontal. Which of the following is a false statement regarding the horizontal dimension?
- A. Managers in differing specialisations are involved in different 'mixes' of the four major functions of management.
  - B. The three major horizontal differentiations are functional, project and executive.**
  - C. Typical horizontal areas include human resources, finance, accounting and quality assurance.
  - D. Managers for all vertical levels can usually be found in any responsibility area.

AACSB: Communication, Analytic  
Bartol - Chapter 01 #44  
Difficulty: Hard

EQUIS: Communicate, Analyse  
Graduate Attribute: Communication, Problem solving  
Section: Managerial job types

Learning Objective: 7 Explain how managers jobs differ between hierarchical levels and how managers can foster innovation through the entrepreneurial role

45. (p. 17) What makes the position of a project manager unique is that these managers have:
- A. responsibility for entire functional areas of the firm.
  - B. responsibility over multiple specialties.
  - C. joint responsibility with other managers over certain individuals.**
  - D. hardly any responsibilities at all other than that of orchestrator for an extrapreneur's innovations.

AACSB: Communication  
Bartol - Chapter 01 #45  
Difficulty: Hard  
EQUIS: Communicate

Graduate Attribute: Communication  
Section: Managerial job types

Learning Objective: 7 Explain how managers jobs differ between hierarchical levels and how managers can foster innovation through the entrepreneurial role

46. (p. 17) Managers in the twenty-first century will be influenced by trends such as:
- A. total quality and continuous improvement.
  - B. workforce diversity.
  - C. the global perspective.
  - D. All of the given answers are correct**

AACSB: Communication  
Bartol - Chapter 01 #46  
Difficulty: Easy  
EQUIS: Communicate

Graduate Attribute: Communication  
Section: Managing in the twenty-first century

Learning Objective: 8 Identify significant twenty-first century management trends

47. (p. 18) Surveys have found that 70 per cent of major American organisations have included diversity management programs into their activities. Their reasons are:
- A. they want to retain and attract the best talent and have a competitive advantage.**
  - B. they want to be known worldwide.
  - C. to motivate their employees.
  - D. they intend to move offshore.

AACSB: Communication  
Bartol - Chapter 01 #47  
Difficulty: Medium  
EQUIS: Communicate

Graduate Attribute: Communication  
Section: Managing in the twenty-first century

Learning Objective: 8 Identify significant twenty-first century management trends

48. (p. 19) Programs known as Total Quality Management (TQM) are:
- A. responses to competitors' advances.
  - B. only a philosophy hardly used in management.
  - C. a set of guidelines for use by management.
  - D. a set of strong guidelines aiming to improve quality and customer demands, as well as competitive benchmarking.**

AACSB: Communication, Analytic  
Bartol - Chapter 01 #48  
Difficulty: Hard

EQUIS: Communicate, Analyse  
Graduate Attribute: Communication, Problem solving

Learning Objective: 8 Identify significant twenty-first century management trends  
Section: Managing in the twenty-first century

49. A learning organisation differs from a bureaucratic organisation in that it uses:  
(p. 21)  
A. mental models.  
B. team thinking.  
C. personal mastery.  
**D. All of the given answers are correct**

AACSB: Communication  
Bartol - Chapter 01 #49  
Difficulty: Moderate  
EQUIS: Communicate

Graduate Attribute: Communication

Learning Objective: 8 Identify significant twenty-first century management trends

Section: Managing in the twenty-first century

50. How do the four major management functions relate to each other (in order for organisational goals to be achieved)?  
(p. 6)

The basic response is to identify the functions of planning, organising, leading and controlling; the four functions can be described as being connected in six ways. The use of the functions assists the process of organisational inputs to be used efficiently to create effective outputs.

AACSB: Communication, Analytic  
Bartol - Chapter 01 #50  
Difficulty: Easy

EQUIS: Apply knowledge, Communicate, Analyse

Graduate Attribute: Communication

Learning Objective: 1 Explain four management functions and their interrelationships

Section: Management: An Overview

51. What are the three generic roles of managers? Provide your understanding of whether or not they match the view of the four major management functions.  
(p. 8-9)

Students must nominate the interpersonal, informational and decisional roles of managers. The generic roles describe the behaviours (how) of managers in undertaking the four major management functions (what).

AACSB: Communication, Ethics, Reflective thinking  
Bartol - Chapter 01 #51  
Difficulty: Easy

EQUIS: Communicate, Analyse, Evaluate/ form judgements

Graduate Attribute: Communication, Problem solving, Self-management

Learning Objective: 2 Identify three common managerial work methods that influence what managers do and provide practical examples of how these apply

Section: What managers actually do

52. What are the main factors which influence a manager's work agenda?  
(p. 10-11)

The three factors that impact upon the manager's work agenda are the demands, constraints and choices associated with the job.

AACSB: Communication  
Bartol - Chapter 01 #52  
Difficulty: Easy

EQUIS: Apply knowledge, Communicate

Graduate Attribute: Communication

Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers' efforts

Section: What managers actually do

53. What are the 10 managerial roles that managers engage in? Indicate with which of the three generic roles of managers each one fits.  
(p. 9)

The answer requires two parts; namely, listing each of the 10 managerial roles in the three categories of generic roles described by Mintzberg. The best response would include an explanation of each term; e.g., the Monitor seeks internal and external information about issues affecting organisation.

*AACSB: Communication, Analytic  
Bartol - Chapter 01 #53*

*Difficulty: Medium*

*EQUIS: Apply knowledge, Communicate, Analyse*

*Graduate Attribute: Communication, Problem solving*

*Learning Objective: 3 Describe the 10 major roles that managers need to engage in*

*Section: What managers actually do*

54. How do agendas channel the efforts of managers?  
(p. 9-10)

A basic response is that agendas help managers accomplish their missions through short term job responsibilities, events and opportunities. Aspects of a manager's workday, contacts and networks may be identified as a means of reaching the manager's goals.

*AACSB: Communication*

*Bartol - Chapter 01 #54*

*Difficulty: Medium*

*EQUIS: Apply knowledge, Communicate*

*Graduate Attribute: Communication, Self-management*

*Learning Objective: 4 Identify the main factors influencing work agendas and how these agendas can channel managers efforts*

*Section: What managers actually do*

55. What are the three types of skills necessary for a manager to achieve functionally related behaviours? Describe each skill and explain why it is important.  
(p. 12)

The question requires identification of technical, human and conceptual skills; these need to be explained and linked to the need for managers to be efficient and effective in their performance roles.

*AACSB: Communication, Analytic, Reflective thinking*

*Bartol - Chapter 01 #55*

*Difficulty: Medium*

*EQUIS: Apply knowledge, Communicate, Analyse, Conceptualise/ synthesise*

*Graduate Attribute: Communication, Problem solving, Initiative and enterprise*

*Learning Objective: 5 Delineate the major managerial skill types*

*Section: Managerial knowledge, skills and performance*

56. How do you differentiate between the concepts of efficiency and effectiveness? Give an example of the terms from your own experience.  
(p. 12)

The student's response should include a basic definition of each term. The text has a practical example from McDonald's which provides a clue on practical use of the terms. The best response would include Drucker's differentiation that effectiveness is doing the right thing and efficiency is doing things right.

*AACSB: Communication, Analytic, Reflective thinking*

*Bartol - Chapter 01 #56*

*Difficulty: Medium*

*EQUIS: Apply knowledge, Communicate, Analyse, Conceptualise/ synthesise*

*Graduate Attribute: Communication, Problem solving, Initiative and enterprise*

*Learning Objective: 6 Distinguish between effectiveness and efficiency in regard to organisational performance*

*Section: Managerial knowledge, skills and performance*

57. In what ways does the job of a manager differ between hierarchical levels in an organisation?  
(p. 13-17)

The difficulty with this question is in the complexity of the answer. Hierarchical levels are different from horizontal ones. Also managerial jobs involve first line, middle and top managers. The response may discuss horizontal responsibility areas with vertical levels of management, variations in the functions of management at different levels and the skills necessary at each level. The latter may be linked to causes of executive career management.

*AACSB: Communication, Ethics, Analytic, Reflective thinking*

*Bartol - Chapter 01 #57*

*Difficulty: Hard*

*EQUIS: Apply knowledge, Communicate, Evaluate/ form judgements, Conceptualise/ synthesise*

*Graduate Attribute: Communication, Problem solving, Initiative and enterprise*

*Learning Objective: 7 Explain how managers jobs differ between hierarchical levels and how managers can foster innovation through the entrepreneurial role*

*Section: Managerial job types*

58. In what ways can managers foster innovation through the entrepreneurial role?  
(p. 16)

A response may begin with the definition of the term innovation, and illustrate how innovation results from an entrepreneurial role by the manager. Entrepreneurship may be differentiated from intrapreneurship and then related to work at different levels of the organisation. Specific roles such as ideas champion, sponsor and orchestrator can be explained.

*AACSB: Communication, Ethics, Analytic, Reflective thinking*

*Bartol - Chapter 01 #58*

*Difficulty: Hard*

*EQUIS: Apply knowledge, Communicate, Analyse, Conceptualise/ synthesise*

*Graduate Attribute: Communication, Problem solving, Initiative and enterprise*

*Learning Objective: 7 Explain how managers jobs differ between hierarchical levels and how managers can foster innovation through the entrepreneurial role*

*Section: Managerial job types*

59. What are the major challenges faced by managers in the 21<sup>st</sup> century?  
(p. 17-21)

New management assumptions for the 21<sup>st</sup> century have been suggested by Peter Drucker. Managers are required to watch for future trends and be flexible enough to promote change in the organisations. Change and innovation, managing a diverse workforce and developing a global perspective are on-going challenges. In addition, continuous improvement processes such as TQM and BPR, as well as use of the internet, may be described as necessary to maintain sustainability, manage knowledge and the learning organisation in the new century.

*AACSB: Communication, Ethics, Analytic, Multicultural/ diversity, Reflective thinking*

*Bartol - Chapter 01 #59*

*Difficulty: Hard*

*EQUIS: Apply knowledge, Communicate, Analyse, Evaluate/ form judgements, Conceptualise/ synthesise*

*Graduate Attribute: Communication, Problem solving, Lifelong learning*

*Learning Objective: 8 Identify significant twenty-first century management trends*

*Section: Managing in the twenty-first century*

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