Chapter 01

Managing Effectively in a Changing World

**True / False Questions**

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| 1. | The four key elements that make the current business environment different from the past include globalization, technological change, the importance of knowledge and ideas and collaboration across organizational boundaries.    True    False |

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| 2. | It can be said that technology both complicates things and creates new opportunities.    True    False |

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| 3. | Using personal technology such as a BlackBerry, means that you must be available all of the time to do the best job possible.    True    False |

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| 4. | Knowledge management is a set of practices aimed at discovering and harnessing the competition's intellectual resources.    True    False |

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| 5. | Collaboration can occur between but not within organizations.    True    False |

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| 6. | Better serving the customer can start with involving the customer more in company decisions, especially when it comes to discovering more about customer attitudes.    True    False |

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| 7. | The key to company success is how much the industry in which it operates will affect society or how much it will grow.    True    False |

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| 8. | The fundamental success drivers for an organization are innovation, quality, speed, and product delivery time.    True    False |

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| 9. | Innovation is the introduction of new goods and services.    True    False |

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| 10. | If an organization does not innovate, it will die.    True    False |

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| 11. | Quality is the excellence of your product (including goods and services).    True    False |

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| 12. | Total quality includes preventing defects before they occur.    True    False |

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| 13. | Today, customers value both the quality of physical goods and the quality of services.    True    False |

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| 14. | One dimension of service quality is making it easy and enjoyable for customers to experience a service or to buy and use products.    True    False |

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| 15. | Corporate speed often separates the winners from the losers in business.    True    False |

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| 16. | "Cost competitiveness" means pricing your products lower than all competitors' products.    True    False |

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| 17. | Managing for competitive advantage includes delivering innovation, quality, service, speed, and cost competitiveness.    True    False |

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| 18. | Management is the process of working with people and resources to make profit at all costs.    True    False |

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| 19. | To be efficient is to achieve organizational goals. To be effective is to achieve goals with minimum waste of resources.    True    False |

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| 20. | Efficiency is far more important than effectiveness in today's competitive environment.    True    False |

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| 21. | The four traditional functions of management include planning, organizing, leading and service.    True    False |

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| 22. | Organizing is assembling and coordinating the resources needed to achieve goals.    True    False |

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| 23. | Leading is taking care of all of the organizational items that occur so that your department moves forward.    True    False |

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| 24. | Controlling monitors performance and implements necessary changes.    True    False |

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| 25. | To become an effective manager you should choose one or two of the four management functions and become expert in only those. An outstanding manager only needs to be proficient in one or two of the functions as he or she can hire others to do the remaining functions.    True    False |

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| 26. | Top managers are also called tactical managers since they must translate the general goals into specific objectives and activities.    True    False |

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| 27. | Frontline managers often have titles such as supervisor or sales manager.    True    False |

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| 28. | The need for interpersonal and communication skills fades as a manager moves from the lower levels of an organization into the upper management arena.    True    False |

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| 29. | As managers rise through an organization, they will probably rely less on their technical skills.    True    False |

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| 30. | Interpersonal skills are most important early in your career, whereas technical skills are important as you rise higher in the company.    True    False |

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| 31. | Being a manager is more like being the conductor of an orchestra than playing an instrument in it.    True    False |

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| 32. | In today's work environment, one should only focus on becoming a specialist, since jobs are becoming so specialized.    True    False |

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| 33. | Emotional intelligence involves the skills of understanding yourself, managing yourself and dealing effectively with others.    True    False |

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| 34. | Social capital is the goodwill stemming from your social relationships.    True    False |

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| 35. | In managing your career, it is important to know that now, more than ever individuals will be accountable for their actions and for results.    True    False |

**Multiple Choice Questions**

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| 36. | Which of the following is one of the key elements that make the current business landscape different from the past?      |  |  | | --- | --- | | A. | Diversity |  |  |  | | --- | --- | | B. | Collaboration across organizational boundaries |  |  |  | | --- | --- | | C. | Quality |  |  |  | | --- | --- | | D. | Cost competitiveness |  |  |  | | --- | --- | | E. | Speed | |

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| 37. | Successful CEO's know that the change from a local to a global marketplace is      |  |  | | --- | --- | | A. | irrelevant to today's business environment. |  |  |  | | --- | --- | | B. | irreversible. |  |  |  | | --- | --- | | C. | unchanging. |  |  |  | | --- | --- | | D. | slowing. |  |  |  | | --- | --- | | E. | no different than it has been over the last three decades. | |

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| 38. | Globalization is an issue primarily for      |  |  | | --- | --- | | A. | large transnational firms. |  |  |  | | --- | --- | | B. | medium-sized transnational firms. |  |  |  | | --- | --- | | C. | small transnational firms. |  |  |  | | --- | --- | | D. | domestic firms with overseas sales. |  |  |  | | --- | --- | | E. | all firms. | |

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| 39. | Which of the following statements about the Internet is true?      |  |  | | --- | --- | | A. | The Internet always makes things easier. |  |  |  | | --- | --- | | B. | The Internet drives down costs. |  |  |  | | --- | --- | | C. | The Internet's only impact is on business as a whole. |  |  |  | | --- | --- | | D. | All email messages are emergencies. |  |  |  | | --- | --- | | E. | People connected to the Internet should respond to email messages immediately. | |

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| 40. | \_\_\_\_\_\_\_\_\_ is the set of practices aimed at discovering and harnessing an organization's intellectual resources—fully utilizing the intellects of the organization's people.      |  |  | | --- | --- | | A. | Knowledge management |  |  |  | | --- | --- | | B. | Collaboration |  |  |  | | --- | --- | | C. | Innovation |  |  |  | | --- | --- | | D. | Service management |  |  |  | | --- | --- | | E. | Communication management | |

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| 41. | Which of the following statements about collaboration is true?      |  |  | | --- | --- | | A. | Collaboration occurs only within the boundaries of the organization. |  |  |  | | --- | --- | | B. | It is unrealistic to think that the company can collaborate with its customers. |  |  |  | | --- | --- | | C. | Disclosing your plans by collaborating with potential investors in your firm is not a good idea. |  |  |  | | --- | --- | | D. | Collaboration is an important process of knowledge management. |  |  |  | | --- | --- | | E. | Collaboration outside of the organization is out of the question because of the risk of disclosing trade secrets. | |

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| 42. | \_\_\_\_\_\_\_\_\_\_ is the introduction of new goods and services.      |  |  | | --- | --- | | A. | Collaboration |  |  |  | | --- | --- | | B. | Invention |  |  |  | | --- | --- | | C. | Innovation |  |  |  | | --- | --- | | D. | Adaptation |  |  |  | | --- | --- | | E. | Production life cycle | |

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| 43. | \_\_\_\_\_\_\_\_\_\_ is the excellence of your product.      |  |  | | --- | --- | | A. | Innovation |  |  |  | | --- | --- | | B. | Quality |  |  |  | | --- | --- | | C. | Quantity |  |  |  | | --- | --- | | D. | Six-sigma |  |  |  | | --- | --- | | E. | Customization | |

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| 44. | Which of the following is a way to measure quality?      |  |  | | --- | --- | | A. | Product performance |  |  |  | | --- | --- | | B. | Customer service |  |  |  | | --- | --- | | C. | Reliability |  |  |  | | --- | --- | | D. | Aesthetics |  |  |  | | --- | --- | | E. | All of the above can be used to measure quality. | |

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| 45. | \_\_\_\_\_\_\_\_\_\_--rapid execution, response, and delivery of results—often separates the winners from the losers.      |  |  | | --- | --- | | A. | Service |  |  |  | | --- | --- | | B. | Quality |  |  |  | | --- | --- | | C. | Innovation |  |  |  | | --- | --- | | D. | Speed |  |  |  | | --- | --- | | E. | Competitiveness | |

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| 46. | Cost competitiveness means that you      |  |  | | --- | --- | | A. | sacrifice quality to keep costs low. |  |  |  | | --- | --- | | B. | carefully monitor costs mainly during the start-up of business. |  |  |  | | --- | --- | | C. | price your product or service at a level attractive to consumers. |  |  |  | | --- | --- | | D. | manage your costs by being effective. |  |  |  | | --- | --- | | E. | offer a high quality product at a higher price. | |

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| 47. | Managing your costs and keeping them down requires being      |  |  | | --- | --- | | A. | effective. |  |  |  | | --- | --- | | B. | fast. |  |  |  | | --- | --- | | C. | mindful of high service requirements. |  |  |  | | --- | --- | | D. | efficient. |  |  |  | | --- | --- | | E. | collaborative. | |

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| 48. | Which of the following statements about the sources of competitive advantage is true?      |  |  | | --- | --- | | A. | The best companies choose one source of competitive advantage and perfect it. |  |  |  | | --- | --- | | B. | Managing the sources of competitive advantage is a zero-sum game where one source improves at the expense of the other. |  |  |  | | --- | --- | | C. | It is possible to improve quality and also enhance speed. |  |  |  | | --- | --- | | D. | Outsourcing certain functions is likely to decrease innovation. |  |  |  | | --- | --- | | E. | The faster the product is provided the more innovation suffers. | |

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| 49. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the process of working with people and resources to accomplish organizational goals.      |  |  | | --- | --- | | A. | Planning |  |  |  | | --- | --- | | B. | Management |  |  |  | | --- | --- | | C. | Controlling |  |  |  | | --- | --- | | D. | Decision making |  |  |  | | --- | --- | | E. | Collaboration | |

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| 50. | The key management functions include      |  |  | | --- | --- | | A. | planning, leading, controlling and organizing. |  |  |  | | --- | --- | | B. | marketing, finance, accounting and production. |  |  |  | | --- | --- | | C. | planning, operations, labor and contracting. |  |  |  | | --- | --- | | D. | hiring, training, appraising and firing. |  |  |  | | --- | --- | | E. | marketing, management, finance and accounting. | |

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| 51. | Planning involves which of the following?      |  |  | | --- | --- | | A. | Analyzing current situations |  |  |  | | --- | --- | | B. | Determining rewards for goals achievement |  |  |  | | --- | --- | | C. | Attracting people to the organization |  |  |  | | --- | --- | | D. | Motivating employees |  |  |  | | --- | --- | | E. | Implementing necessary changes | |

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| 52. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is specifying the goals to be achieved and deciding in advance the appropriate actions needed to achieve those goals.      |  |  | | --- | --- | | A. | Staffing |  |  |  | | --- | --- | | B. | Leading |  |  |  | | --- | --- | | C. | Organizing |  |  |  | | --- | --- | | D. | Planning |  |  |  | | --- | --- | | E. | Controlling | |

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| 53. | The Quilt Shop, Inc. periodically reviews the goals of the company. During the process, the Quilt Shop managers analyze their current strategies as compared to their competitors, determine goals that they will pursue and decide upon specific actions for each area of the company to take in pursuit of these goals. With these actions the Quilt Shop managers are engaged in the management function of      |  |  | | --- | --- | | A. | organizing. |  |  |  | | --- | --- | | B. | planning. |  |  |  | | --- | --- | | C. | goal coordination. |  |  |  | | --- | --- | | D. | controlling. |  |  |  | | --- | --- | | E. | leading. | |

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| 54. | Scrappy Sales, Inc. a local recycling plant, recently embarked on an effort to increase coordination and cooperation within the company. During the process, Scrappy managers reviewed and specified job responsibilities, grouped jobs into work units and re-allocated resources within the company. Scrappy managers were exercising the management function of      |  |  | | --- | --- | | A. | planning. |  |  |  | | --- | --- | | B. | organizing. |  |  |  | | --- | --- | | C. | leading. |  |  |  | | --- | --- | | D. | controlling. |  |  |  | | --- | --- | | E. | budgeting. | |

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| 55. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ involves assembling and coordinating organizational resources.      |  |  | | --- | --- | | A. | Controlling |  |  |  | | --- | --- | | B. | Planning |  |  |  | | --- | --- | | C. | Organizing |  |  |  | | --- | --- | | D. | Leading |  |  |  | | --- | --- | | E. | Quantifying | |

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| 56. | Building a dynamic organization is another way of describing which function of management?      |  |  | | --- | --- | | A. | Planning |  |  |  | | --- | --- | | B. | Organizing |  |  |  | | --- | --- | | C. | Leading |  |  |  | | --- | --- | | D. | Controlling |  |  |  | | --- | --- | | E. | Staffing | |

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| 57. | As one of the key management functions, leading focuses on a manager's efforts to      |  |  | | --- | --- | | A. | mobilize people to contribute their ideas. |  |  |  | | --- | --- | | B. | build organizations that are flexible and adaptive. |  |  |  | | --- | --- | | C. | make sure goals are met. |  |  |  | | --- | --- | | D. | identify opportunities for sustainable advantage. |  |  |  | | --- | --- | | E. | build a dynamic organization. | |

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| 58. | A manager's ability to stimulate people to be high performers is referred to as      |  |  | | --- | --- | | A. | planning. |  |  |  | | --- | --- | | B. | organizing. |  |  |  | | --- | --- | | C. | leading. |  |  |  | | --- | --- | | D. | controlling. |  |  |  | | --- | --- | | E. | monitoring. | |

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| 59. | When Johnny Jack, manager of Jack-Mack Enterprises realized that his plan to increase sales levels among associates was not producing the results he desired, he took quick action to make necessary adjustments. Johnny was exercising the management function of      |  |  | | --- | --- | | A. | planning. |  |  |  | | --- | --- | | B. | organizing. |  |  |  | | --- | --- | | C. | leading. |  |  |  | | --- | --- | | D. | controlling. |  |  |  | | --- | --- | | E. | communicating. | |

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| 60. | \_\_\_\_\_\_\_ involves monitoring performance and making necessary changes.      |  |  | | --- | --- | | A. | Budgeting |  |  |  | | --- | --- | | B. | Planning |  |  |  | | --- | --- | | C. | Organizing |  |  |  | | --- | --- | | D. | Leading |  |  |  | | --- | --- | | E. | Controlling | |

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| 61. | Through careful monitoring of the financial budgets of a firm, managers can detect potential problems in reaching their financial goals and take actions to reverse the problem. This is an example of the management function of      |  |  | | --- | --- | | A. | planning. |  |  |  | | --- | --- | | B. | controlling. |  |  |  | | --- | --- | | C. | leading. |  |  |  | | --- | --- | | D. | organizing. |  |  |  | | --- | --- | | E. | budgeting. | |

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| 62. | Senior executives responsible for the overall management and effectiveness of the organization are called      |  |  | | --- | --- | | A. | long-term managers. |  |  |  | | --- | --- | | B. | middle managers. |  |  |  | | --- | --- | | C. | strategic managers. |  |  |  | | --- | --- | | D. | tactical managers. |  |  |  | | --- | --- | | E. | short-run managers. | |

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| 63. | The three levels of managers within large organizations are      |  |  | | --- | --- | | A. | international, regional and local. |  |  |  | | --- | --- | | B. | marketing, management and accounting. |  |  |  | | --- | --- | | C. | technical, functional and departmental. |  |  |  | | --- | --- | | D. | upper level, top management and functional. |  |  |  | | --- | --- | | E. | top-level, middle-level and frontline. | |

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| 64. | Top-level managers focus on      |  |  | | --- | --- | | A. | long-term survival of an organization. |  |  |  | | --- | --- | | B. | translating goals and objectives into specific activities. |  |  |  | | --- | --- | | C. | managing frontline managers. |  |  |  | | --- | --- | | D. | supervising non-management employees. |  |  |  | | --- | --- | | E. | initiating new daily activities. | |

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| 65. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ managers are typically concerned with the interaction between the organization and its external environment.      |  |  | | --- | --- | | A. | Regional |  |  |  | | --- | --- | | B. | Top-level |  |  |  | | --- | --- | | C. | Middle-level |  |  |  | | --- | --- | | D. | Frontline |  |  |  | | --- | --- | | E. | Functional | |

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| 66. | CEO, President, COO and Vice President are all titles typical of which level of management?      |  |  | | --- | --- | | A. | Strategic |  |  |  | | --- | --- | | B. | Tactical |  |  |  | | --- | --- | | C. | Operational |  |  |  | | --- | --- | | D. | Functional |  |  |  | | --- | --- | | E. | Regional | |

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| 67. | Which type of manager has responsibility for translating the general goals and plans developed for an organization into more specific activities?      |  |  | | --- | --- | | A. | Operational managers |  |  |  | | --- | --- | | B. | Functional managers |  |  |  | | --- | --- | | C. | Activities managers |  |  |  | | --- | --- | | D. | Strategic managers |  |  |  | | --- | --- | | E. | Tactical managers | |

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| 68. | Lower-level managers who supervise the operational activities of the organization are called      |  |  | | --- | --- | | A. | frontline managers. |  |  |  | | --- | --- | | B. | middle managers. |  |  |  | | --- | --- | | C. | top-level managers. |  |  |  | | --- | --- | | D. | tactical managers. |  |  |  | | --- | --- | | E. | strategic managers. | |

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| 69. | Tactical managers are often referred to as      |  |  | | --- | --- | | A. | center managers. |  |  |  | | --- | --- | | B. | middle-level managers. |  |  |  | | --- | --- | | C. | lower-level managers. |  |  |  | | --- | --- | | D. | operational managers. |  |  |  | | --- | --- | | E. | upper-middle managers. | |

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| 70. | Managers responsible for supervising the operations of an organization are referred to as      |  |  | | --- | --- | | A. | strategic managers. |  |  |  | | --- | --- | | B. | functional managers. |  |  |  | | --- | --- | | C. | supervisory managers. |  |  |  | | --- | --- | | D. | operational managers. |  |  |  | | --- | --- | | E. | tactical managers. | |

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| 71. | Operational managers play a crucial role in an organization because they provide      |  |  | | --- | --- | | A. | the link between managerial and non-managerial personnel. |  |  |  | | --- | --- | | B. | discipline for problem managers. |  |  |  | | --- | --- | | C. | the key plans for an organization's success. |  |  |  | | --- | --- | | D. | feedback on top management performance. |  |  |  | | --- | --- | | E. | direction and strategy for the organization. | |

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| 72. | One of Cory Crowe's primary activities in his career as a supervisor at Crowe Bird Food, Inc. is working with his middle-manager, A.J. "Crazy" Crowe to carry out opportunities for new growth in the business (such as expanding into exotic bird foods) and developing the people who are actually manufacturing the food. Cory is most likely a(n)      |  |  | | --- | --- | | A. | frontline manager. |  |  |  | | --- | --- | | B. | tactical manager. |  |  |  | | --- | --- | | C. | middle-level manager. |  |  |  | | --- | --- | | D. | top-level manager. |  |  |  | | --- | --- | | E. | administrative controller. | |

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| 73. | Titles such as foreman, sales manager, shift manager, or supervisor typically belong to managers at what level?      |  |  | | --- | --- | | A. | Strategic |  |  |  | | --- | --- | | B. | Middle |  |  |  | | --- | --- | | C. | Top |  |  |  | | --- | --- | | D. | Operational |  |  |  | | --- | --- | | E. | Tactical | |

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| 74. | As a manager at Get-Rich-Quick Investments (GRQ), Claus Cloudy spends much of his time coaching young managers and making sure that needed information reaches the GRQ branches so they will be successful. Claus would best be described as a (an)      |  |  | | --- | --- | | A. | frontline manager. |  |  |  | | --- | --- | | B. | tactical manager. |  |  |  | | --- | --- | | C. | operational manager. |  |  |  | | --- | --- | | D. | top-level manager. |  |  |  | | --- | --- | | E. | institutional controller. | |

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| 75. | In smaller entrepreneurial firms and even in more adaptive larger firms, managers       |  |  | | --- | --- | | A. | are no longer utilized. |  |  |  | | --- | --- | | B. | rely more heavily on technical skills. |  |  |  | | --- | --- | | C. | serve as "experts" on whom the entire firm depends. |  |  |  | | --- | --- | | D. | have strategic, tactical and operational responsibilities. |  |  |  | | --- | --- | | E. | focus on internal operations only. | |

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| 76. | Which of a manager's roles involves searching for new business opportunities and initiating new projects to create change?      |  |  | | --- | --- | | A. | Leader |  |  |  | | --- | --- | | B. | Figurehead |  |  |  | | --- | --- | | C. | Entrepreneur |  |  |  | | --- | --- | | D. | Resource allocator |  |  |  | | --- | --- | | E. | Monitor | |

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| 77. | Which of a manager's roles involves speaking on behalf of the organization?      |  |  | | --- | --- | | A. | Disseminator |  |  |  | | --- | --- | | B. | Spokesperson |  |  |  | | --- | --- | | C. | Liaison |  |  |  | | --- | --- | | D. | Figurehead |  |  |  | | --- | --- | | E. | Disturbance handler | |

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| 78. | Which of the following managerial roles is a decisional role?      |  |  | | --- | --- | | A. | Spokesperson |  |  |  | | --- | --- | | B. | Liaison |  |  |  | | --- | --- | | C. | Leader |  |  |  | | --- | --- | | D. | Negotiator |  |  |  | | --- | --- | | E. | Monitor | |

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| 79. | The President of Delta Design, LLC attended the opening ceremony for a customer's new office complex. Which of a manager's roles was the President playing in this situation?      |  |  | | --- | --- | | A. | Leader |  |  |  | | --- | --- | | B. | Liaison |  |  |  | | --- | --- | | C. | Figurehead |  |  |  | | --- | --- | | D. | Spokesperson |  |  |  | | --- | --- | | E. | Resource allocator | |

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| 80. | When a customer service manger works to diffuse a situation with an irate customer, which managerial role is he/she taking on?      |  |  | | --- | --- | | A. | Liaison |  |  |  | | --- | --- | | B. | Disturbance handler |  |  |  | | --- | --- | | C. | Negotiator |  |  |  | | --- | --- | | D. | Resource allocator |  |  |  | | --- | --- | | E. | Leader | |

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| 81. | A(n) \_\_\_\_\_\_\_\_\_\_ skill is the ability to perform a specialized task that involves a certain method or process.      |  |  | | --- | --- | | A. | conceptual |  |  |  | | --- | --- | | B. | decision |  |  |  | | --- | --- | | C. | interpersonal |  |  |  | | --- | --- | | D. | communication |  |  |  | | --- | --- | | E. | technical | |

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| 82. | Which of the following represent skills that managers need?      |  |  | | --- | --- | | A. | Interpersonal & communication, conceptual & decision, and professional |  |  |  | | --- | --- | | B. | Technical, interpersonal & communication and conceptual & decision |  |  |  | | --- | --- | | C. | Professional, technical, and interpersonal & communication |  |  |  | | --- | --- | | D. | Conceptual & decision, professional and technical |  |  |  | | --- | --- | | E. | Professional, technical, and conceptual & decision | |

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| 83. | Using a particular software program at an expert level, compilation of an accounting statement, and writing advertising copy are all examples of which type of skill?      |  |  | | --- | --- | | A. | Technical |  |  |  | | --- | --- | | B. | Professional |  |  |  | | --- | --- | | C. | Conceptual |  |  |  | | --- | --- | | D. | Interpersonal |  |  |  | | --- | --- | | E. | Quantitative | |

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| 84. | Managers will utilize \_\_\_\_\_\_\_\_\_\_\_\_\_ skills with increasing frequency as they rise within an organization.      |  |  | | --- | --- | | A. | conceptual and decision |  |  |  | | --- | --- | | B. | informational |  |  |  | | --- | --- | | C. | technical |  |  |  | | --- | --- | | D. | professional |  |  |  | | --- | --- | | E. | negotiation | |

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| 85. | Top management at Sunset Studios, Inc. recognized a lack of employee enthusiasm about the new website. In fact there was a fair amount of infighting and blame around whom was responsible for the layout, given the entire firm considered itself to be tops in design and production. Sammy Sunset got the team together and engaged them in a lively discussion to determine how to change the website so that it reflected more of Sunset Studios' unique design ability. As the meeting wound down, each team member volunteered to take on a part of the project to fix the site. The ability to identify this problem and resolve it is an effective use of \_\_\_\_\_\_\_\_\_\_ skills.      |  |  | | --- | --- | | A. | conceptual and decision |  |  |  | | --- | --- | | B. | informational |  |  |  | | --- | --- | | C. | technical |  |  |  | | --- | --- | | D. | professional |  |  |  | | --- | --- | | E. | negotiation | |

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| 86. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills influence a manager's ability to work well with people.      |  |  | | --- | --- | | A. | Decisional |  |  |  | | --- | --- | | B. | Technical |  |  |  | | --- | --- | | C. | Interpersonal |  |  |  | | --- | --- | | D. | Professional |  |  |  | | --- | --- | | E. | Conceptual | |

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| 87. | Listening to employee suggestions, gaining support for organizational objectives and fostering an atmosphere of teamwork are all considered      |  |  | | --- | --- | | A. | technical skills. |  |  |  | | --- | --- | | B. | interpersonal/communication skills. |  |  |  | | --- | --- | | C. | diagnostic skills. |  |  |  | | --- | --- | | D. | professional skills. |  |  |  | | --- | --- | | E. | conceptual skills. | |

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| 88. | The importance of managerial skills is exemplified by which of the following statements?      |  |  | | --- | --- | | A. | Obtaining high performance from people in the organization is easy because of the authority managers will continue to have over knowledge workers. |  |  |  | | --- | --- | | B. | Upper- level managers need technical skills to manage supervisory personnel. |  |  |  | | --- | --- | | C. | Supervisory level managers have the most contact with the top-level managers. |  |  |  | | --- | --- | | D. | Conceptual and decision skills become less important than technical skills as a manager rises higher in the company. |  |  |  | | --- | --- | | E. | Interpersonal skills are important throughout a manager's career, at every level of management. | |

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| 89. | The set of skills composed of understanding yourself, managing yourself and dealing effectively with others is called      |  |  | | --- | --- | | A. | self reliance. |  |  |  | | --- | --- | | B. | social capital. |  |  |  | | --- | --- | | C. | emotional intelligence. |  |  |  | | --- | --- | | D. | career management. |  |  |  | | --- | --- | | E. | social management. | |

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| 90. | Which of the following is a component of emotional intelligence?      |  |  | | --- | --- | | A. | Making good decisions |  |  |  | | --- | --- | | B. | Dealing with power plays made by others |  |  |  | | --- | --- | | C. | Understanding the shortcomings of those you work with |  |  |  | | --- | --- | | D. | Advising others how to become happier at work |  |  |  | | --- | --- | | E. | Helping others understand you are correct | |

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| 91. | A common complaint about leaders, especially those who are newly-appointed is that they lack which of the following?      |  |  | | --- | --- | | A. | Emotional understanding |  |  |  | | --- | --- | | B. | Empathy |  |  |  | | --- | --- | | C. | The ability to receive feedback from subordinates |  |  |  | | --- | --- | | D. | Decision making skills |  |  |  | | --- | --- | | E. | Self control | |

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| 92. | Which of the following is a recommendation for forging a successful career?      |  |  | | --- | --- | | A. | Be a specialist. |  |  |  | | --- | --- | | B. | Be self-reliant. |  |  |  | | --- | --- | | C. | Be a generalist. |  |  |  | | --- | --- | | D. | Actively manage your relationship with your organization. |  |  |  | | --- | --- | | E. | All of the above are recommendations for forging a successful career. | |

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| 93. | Being self-reliant means      |  |  | | --- | --- | | A. | to take full responsibility for yourself, your actions, and your career. |  |  |  | | --- | --- | | B. | responding when others have innovative ideas. |  |  |  | | --- | --- | | C. | always waiting for orders from higher in the organization. |  |  |  | | --- | --- | | D. | knowing that the organization will manage your career. |  |  |  | | --- | --- | | E. | responding before orders come from higher in the organization. | |

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| 94. | Goodwill stemming from social relationships is called      |  |  | | --- | --- | | A. | social empathy. |  |  |  | | --- | --- | | B. | social capital. |  |  |  | | --- | --- | | C. | emotional intelligence. |  |  |  | | --- | --- | | D. | emotional capital. |  |  |  | | --- | --- | | E. | empathetic goodwill. | |

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| 95. | When you view yourself as an employee and expect your employer to tell you what to do and give you pay and benefits, you are acting as a(n)      |  |  | | --- | --- | | A. | active contributor in a productive relationship. |  |  |  | | --- | --- | | B. | agent for social capital. |  |  |  | | --- | --- | | C. | passive employee. |  |  |  | | --- | --- | | D. | example of an emotionally intelligent employee. |  |  |  | | --- | --- | | E. | connected team member. | |

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| 96. | Actively managing your relationship with your organization includes managerial actions such as      |  |  | | --- | --- | | A. | delivering strategic value. |  |  |  | | --- | --- | | B. | building a dynamic organization. |  |  |  | | --- | --- | | C. | mobilizing people. |  |  |  | | --- | --- | | D. | learning and changing. |  |  |  | | --- | --- | | E. | doing all of the above. | |

**Essay Questions**

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| 97. | "We have moved from an economy of hands to an economy of heads". Do you agree with this statement? Explain. |

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| 98. | List and describe several ways organizations collaborate across boundaries. |

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| 99. | List and explain each of the five keys to managing for competitive advantage. |

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| 100. | Briefly describe each of the four key management functions. |

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| 101. | Differentiate between the various management levels in an organization. |

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| 102. | At which level of management will you find conceptual and decision skills most utilized? Why? |

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| 103. | What should you do to forge a successful, gratifying career? Briefly explain each of the four dimensions that should be considered. |

**Multiple Choice Questions**

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|  | Scenario A. Naturally Yours, Inc. is a new brand of organic clothing recently introduced throughout the world. The company is unique in that it has collaborated with its suppliers and largest potential customers to bring the clothing to market. The concept has been a huge success as the idea of sustainability is becoming more "main stream" especially in developed countries. The quick growth in sales has lead Naomi and Yolanda, the company founders, to look to your consulting company for help in assuring the future success of the company. |

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| 104. | Naomi and Yolanda want to maintain a strong competitive advantage in the organic clothing industry. They have consulted with you and have decided to maintain their current direction of continuing to produce new items targeted to new markets, such as children's clothing, in addition to the women's clothing items that were originally designed and produced by the company. Given the information in this scenario, which of the fundamental success drivers are they most likely using?      |  |  | | --- | --- | | A. | Planning |  |  |  | | --- | --- | | B. | Innovation |  |  |  | | --- | --- | | C. | Quality |  |  |  | | --- | --- | | D. | Organizing |  |  |  | | --- | --- | | E. | Cost competitiveness | |

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| 105. | Naomi and Yolanda have always focused on being efficient managers. What is the best advice you should give them, given the quick success they have had with Naturally Yours and the information provided in the scenario?      |  |  | | --- | --- | | A. | Efficiency is the only key to their continued success. |  |  |  | | --- | --- | | B. | Now it is time for them to consider only effectiveness, since they clearly have efficiency under control and this is not likely to change in the future. |  |  |  | | --- | --- | | C. | To continue their success they should maintain a clear focus on both effectiveness and efficiency especially while their company is experiencing such a high growth in sales. |  |  |  | | --- | --- | | D. | Now would be the perfect time to buy beautiful homes for their families since they have earned it. |  |  |  | | --- | --- | | E. | As the top-level managers the best action plan for them is to carefully design the new items to assure these items are well accepted by the target consumers. | |

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| 106. | As the founders of the company, Naomi and Yolanda are best described as      |  |  | | --- | --- | | A. | tactical managers. |  |  |  | | --- | --- | | B. | strategic managers. |  |  |  | | --- | --- | | C. | middle-managers. |  |  |  | | --- | --- | | D. | external managers. |  |  |  | | --- | --- | | E. | internal managers. | |

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| 107. | When hiring people who are beginning their management career and who will join Naturally Yours as entry-level supervisors to oversee the design and production of their clothing lines, Naomi and Yolanda should look primarily for which type of skills in these managers?      |  |  | | --- | --- | | A. | Conceptual and decision skills |  |  |  | | --- | --- | | B. | Monitoring skills |  |  |  | | --- | --- | | C. | Language fluency |  |  |  | | --- | --- | | D. | Technical skills |  |  |  | | --- | --- | | E. | Negotiating skills | |

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|  | Scenario B. Suppose you are interviewing the CEO of a large company. The CEO is telling you about his/her job as a manager and how he/she spends time. Using the descriptions below, which function of management is the CEO most likely describing in each of the examples? |

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| 108. | "Recently, I spent a great deal of time looking at how to define jobs and group jobs together to most efficiently utilize the employees in those jobs. Other times, my focus is more towards financial resources."      |  |  | | --- | --- | | A. | planning |  |  |  | | --- | --- | | B. | organizing |  |  |  | | --- | --- | | C. | leading |  |  |  | | --- | --- | | D. | controlling |  |  |  | | --- | --- | | E. | decision making | |

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| 109. | "My days are filled with opportunities to ask if we are meeting our goals, wondering if things are going as we planned and making adjustments where needed."      |  |  | | --- | --- | | A. | planning |  |  |  | | --- | --- | | B. | organizing |  |  |  | | --- | --- | | C. | leading |  |  |  | | --- | --- | | D. | controlling |  |  |  | | --- | --- | | E. | decision making | |

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| 110. | "My job, for some part of each day is to empower our employees to think of things in new and different ways, not just to come to work and complete the tasks on a list."      |  |  | | --- | --- | | A. | planning |  |  |  | | --- | --- | | B. | organizing |  |  |  | | --- | --- | | C. | leading |  |  |  | | --- | --- | | D. | controlling |  |  |  | | --- | --- | | E. | decision making | |

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| 111. | "Every six months or so my senior management team and I meet to discuss the goals that will be achieved over the next year, three years, and beyond. We then make sure we are clear on who will take responsibility to see that the appropriate actions are undertaken to achieve our goals within the time frame we set."      |  |  | | --- | --- | | A. | planning |  |  |  | | --- | --- | | B. | organizing |  |  |  | | --- | --- | | C. | leading |  |  |  | | --- | --- | | D. | controlling |  |  |  | | --- | --- | | E. | decision making | |

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|  | Scenario C. As a management researcher, you are studying management behaviors and the roles that managers play. Your field work takes you to Puffy Treats, a local cream puff bakery in your university's city, to "shadow" the manager for a day. At the end of the day, there are three events that really caught your attention. First, at an early meeting with the Puffy Treats employees, the manager notified the employees of a pending lay-off. This news was met with a great deal of anxiety on the part of the employees even though the manager was as kind as she could be when delivering the news. One employee reacted very angrily and became so disruptive that the manager had to call the local police to have her escorted out of the shop. Later in the day, the manager made a call to a supplier to find out if anything "new and interesting" was going on in the bakery industry. Finally, after work, the manager left to attend an employee's wedding. |

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| 112. | When the manager notifies the employees of the pending layoff, which of the managerial roles is the manager of Puffy Treats performing?      |  |  | | --- | --- | | A. | Leader |  |  |  | | --- | --- | | B. | Liaison |  |  |  | | --- | --- | | C. | Disseminator |  |  |  | | --- | --- | | D. | Spokesperson |  |  |  | | --- | --- | | E. | Disturbance handler | |

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| 113. | When the manager deals with the angry employee, which of the managerial roles is the manager of Puffy Treats performing?      |  |  | | --- | --- | | A. | Monitor |  |  |  | | --- | --- | | B. | Negotiator |  |  |  | | --- | --- | | C. | Disturbance handler |  |  |  | | --- | --- | | D. | Resource allocator |  |  |  | | --- | --- | | E. | Liaison | |

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| 114. | When the manager attends the employee's wedding, which of the managerial roles is the manager of Puffy Treats performing?      |  |  | | --- | --- | | A. | Liaison |  |  |  | | --- | --- | | B. | Figurehead |  |  |  | | --- | --- | | C. | Spokesperson |  |  |  | | --- | --- | | D. | Entrepreneur |  |  |  | | --- | --- | | E. | Disturbance handler | |

Chapter 01 Managing Effectively in a Changing World Answer Key

**True / False Questions**

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| 1. *(p. 4)* | The four key elements that make the current business environment different from the past include globalization, technological change, the importance of knowledge and ideas and collaboration across organizational boundaries.    **TRUE**  Management is a challenge requiring constant adaptation to new circumstances. The four key elements that make the current business landscape different from the past: globalization, technological change, the importance of knowledge and ideas, and collaboration across organizational "boundaries." |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 2. *(p. 6)* | It can be said that technology both complicates things and creates new opportunities.    **TRUE**  Technology both complicates things and creates new opportunities. The challenges come from the rapid rate at which communication, transportation, information, and other technologies change. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 3. *(p. 6-7)* | Using personal technology such as a BlackBerry, means that you must be available all of the time to do the best job possible.    **FALSE**  Using technology effectively is more than a matter of learning new skills; it also involves making judgments about when and where to apply the technology for maximum benefit. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 4. *(p. 7)* | Knowledge management is a set of practices aimed at discovering and harnessing the competition's intellectual resources.    **FALSE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 1 Easy Topic: Managing in the New Competitive Landscape* |

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| 5. *(p. 7)* | Collaboration can occur between but not within organizations.    **FALSE**  One of the most important processes of knowledge management is to ensure that people in different parts of the organization collaborate effectively with one another. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 6. *(p. 8)* | Better serving the customer can start with involving the customer more in company decisions, especially when it comes to discovering more about customer attitudes.    **TRUE**  Customers can be collaborators. Companies must realize that the need to serve the customer drives everything else. Best serving the customer can start with involving the customer more in company decisions. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 7. *(p. 9)* | The key to company success is how much the industry in which it operates will affect society or how much it will grow.    **FALSE**  The key to understanding the success of a company is the competitive advantage held by a particular company and how well it can sustain that advantage. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 8. *(p. 9)* | The fundamental success drivers for an organization are innovation, quality, speed, and product delivery time.    **FALSE**  What really drives performance is the need for innovation, quality, service, speed, and cost competitiveness. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 9. *(p. 9)* | Innovation is the introduction of new goods and services.    **TRUE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 1 Easy Topic: Managing for Competitive Advantage* |

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| 10. *(p. 9)* | If an organization does not innovate, it will die.    **TRUE**  A firm must adapt to changes in consumer demands and to new competitors, that is, it must innovate or it will die. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 11. *(p. 9)* | Quality is the excellence of your product (including goods and services).    **TRUE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 1 Easy Topic: Managing for Competitive Advantage* |

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| 12. *(p. 10)* | Total quality includes preventing defects before they occur.    **TRUE**  Total quality includes preventing defects before they occur, achieving zero defects in manufacturing, and designing products for quality. The goal is to solve and eradicate from the beginning all quality-related problems and to live a philosophy of continuous improvement in the way the company operates. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 13. *(p. 10)* | Today, customers value both the quality of physical goods and the quality of services.    **TRUE**  Quality is the excellence of your product including goods and services, both of which are valued by customers. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 14. *(p. 11)* | One dimension of service quality is making it easy and enjoyable for customers to experience a service or to buy and use products.    **TRUE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 1 Easy Topic: Managing for Competitive Advantage* |

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| 15. *(p. 11)* | Corporate speed often separates the winners from the losers in business.    **TRUE**  In the modern business environment, speed—rapid execution, response, and delivery of results—often separates the winners from the losers. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 16. *(p. 11)* | "Cost competitiveness" means pricing your products lower than all competitors' products.    **FALSE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 1 Easy Topic: Managing for Competitive Advantage* |

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| 17. *(p. 12)* | Managing for competitive advantage includes delivering innovation, quality, service, speed, and cost competitiveness.    **TRUE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 1 Easy Topic: Managing for Competitive Advantage* |

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| 18. *(p. 12)* | Management is the process of working with people and resources to make profit at all costs.    **FALSE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 19. *(p. 12-13)* | To be efficient is to achieve organizational goals. To be effective is to achieve goals with minimum waste of resources.    **FALSE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 20. *(p. 13)* | Efficiency is far more important than effectiveness in today's competitive environment.    **FALSE**  Some managers fail on both criteria, or focus on one at the expense of another. The best managers maintain a clear focus on both effectiveness and efficiency. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 2 Medium Topic: The Functions of Management* |

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| 21. *(p. 13-14)* | The four traditional functions of management include planning, organizing, leading and service.    **FALSE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 22. *(p. 14)* | Organizing is assembling and coordinating the resources needed to achieve goals.    **TRUE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 23. *(p. 14)* | Leading is taking care of all of the organizational items that occur so that your department moves forward.    **FALSE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 24. *(p. 14)* | Controlling monitors performance and implements necessary changes.    **TRUE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 25. *(p. 16)* | To become an effective manager you should choose one or two of the four management functions and become expert in only those. An outstanding manager only needs to be proficient in one or two of the functions as he or she can hire others to do the remaining functions.    **FALSE**  Managers should devote adequate attention and resources to all four functions. One can be a skilled planner and controller, but if you organize your people improperly or fail to inspire them to perform at high levels, you will not be realizing your potential as a manager. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 2 Medium Topic: The Functions of Management* |

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| 26. *(p. 16)* | Top managers are also called tactical managers since they must translate the general goals into specific objectives and activities.    **FALSE**  Top-level managers, often referred to as strategic managers, are supposed to focus on long-term issues and emphasize the survival, growth, and overall effectiveness of the organization. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 27. *(p. 18)* | Frontline managers often have titles such as supervisor or sales manager.    **TRUE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 28. *(p. 20)* | The need for interpersonal and communication skills fades as a manager moves from the lower levels of an organization into the upper management arena.    **FALSE**  Interpersonal skills are important throughout your career, at every level of management. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 29. *(p. 20)* | As managers rise through an organization, they will probably rely less on their technical skills.    **TRUE**  Technical skills are most important early in your career. Conceptual and decision skills become more important than technical skills as you rise higher in the company. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 30. *(p. 20)* | Interpersonal skills are most important early in your career, whereas technical skills are important as you rise higher in the company.    **FALSE**  Technical skills are most important early in your career. Conceptual and decision skills become more important than technical skills as you rise higher in the company. Interpersonal skills are important throughout your career, at every level of management. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 31. *(p. 20)* | Being a manager is more like being the conductor of an orchestra than playing an instrument in it.    **TRUE**  At the beginning of your career, your contribution to your employer depends on your own performance; that's all you're responsible for. But on becoming a manager, you are responsible for the whole group, as a conductor is responsible for the entire orchestra. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 2 Medium Topic: You and Your Career* |

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| 32. *(p. 21)* | In today's work environment, one should only focus on becoming a specialist, since jobs are becoming so specialized.    **FALSE**  It will help if you can become both a specialist and a generalist. Seek to become a specialist; you should be an expert in something. Over time, you should learn to be a generalist, knowing enough about a variety of business disciplines so that you can think strategically and work with different perspectives. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 2 Medium Topic: You and Your Career* |

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| 33. *(p. 20)* | Emotional intelligence involves the skills of understanding yourself, managing yourself and dealing effectively with others.    **TRUE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 1 Easy Topic: You and Your Career* |

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| 34. *(p. 22)* | Social capital is the goodwill stemming from your social relationships.    **TRUE** |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 1 Easy Topic: You and Your Career* |

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| 35. *(p. 23)* | In managing your career, it is important to know that now, more than ever individuals will be accountable for their actions and for results.    **TRUE**  Today managers must do more, better. You'll need to deliver competitive advantage and thrive on change. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 2 Medium Topic: You and Your Career* |

**Multiple Choice Questions**

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| 36. *(p. 4)* | Which of the following is one of the key elements that make the current business landscape different from the past?      |  |  | | --- | --- | | A. | Diversity |  |  |  | | --- | --- | | **B.** | Collaboration across organizational boundaries |  |  |  | | --- | --- | | C. | Quality |  |  |  | | --- | --- | | D. | Cost competitiveness |  |  |  | | --- | --- | | E. | Speed | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 1 Easy Topic: Managing in the New Competitive Landscape* |

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| 37. *(p. 5)* | Successful CEO's know that the change from a local to a global marketplace is      |  |  | | --- | --- | | A. | irrelevant to today's business environment. |  |  |  | | --- | --- | | **B.** | irreversible. |  |  |  | | --- | --- | | C. | unchanging. |  |  |  | | --- | --- | | D. | slowing. |  |  |  | | --- | --- | | E. | no different than it has been over the last three decades. |   Successful CEOs know that the change from a local to a global marketplace is gaining momentum and is irreversible, primarily due to the availability of the Internet. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 38. *(p. 5)* | Globalization is an issue primarily for      |  |  | | --- | --- | | A. | large transnational firms. |  |  |  | | --- | --- | | B. | medium-sized transnational firms. |  |  |  | | --- | --- | | C. | small transnational firms. |  |  |  | | --- | --- | | D. | domestic firms with overseas sales. |  |  |  | | --- | --- | | **E.** | all firms. |   Globalization affects small companies as well as large. Many small companies export their goods. Many domestic firms assemble their products in other countries. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 39. *(p. 6)* | Which of the following statements about the Internet is true?      |  |  | | --- | --- | | A. | The Internet always makes things easier. |  |  |  | | --- | --- | | **B.** | The Internet drives down costs. |  |  |  | | --- | --- | | C. | The Internet's only impact is on business as a whole. |  |  |  | | --- | --- | | D. | All email messages are emergencies. |  |  |  | | --- | --- | | E. | People connected to the Internet should respond to email messages immediately. |   The Internet is important to business because it drives down costs and speeds up globalization. It improves efficiency of decision making. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 40. *(p. 7)* | \_\_\_\_\_\_\_\_\_ is the set of practices aimed at discovering and harnessing an organization's intellectual resources—fully utilizing the intellects of the organization's people.      |  |  | | --- | --- | | **A.** | Knowledge management |  |  |  | | --- | --- | | B. | Collaboration |  |  |  | | --- | --- | | C. | Innovation |  |  |  | | --- | --- | | D. | Service management |  |  |  | | --- | --- | | E. | Communication management | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 1 Easy Topic: Managing in the New Competitive Landscape* |

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| 41. *(p. 7)* | Which of the following statements about collaboration is true?      |  |  | | --- | --- | | A. | Collaboration occurs only within the boundaries of the organization. |  |  |  | | --- | --- | | B. | It is unrealistic to think that the company can collaborate with its customers. |  |  |  | | --- | --- | | C. | Disclosing your plans by collaborating with potential investors in your firm is not a good idea. |  |  |  | | --- | --- | | **D.** | Collaboration is an important process of knowledge management. |  |  |  | | --- | --- | | E. | Collaboration outside of the organization is out of the question because of the risk of disclosing trade secrets. |   One of the most important processes of knowledge management is to ensure that people in different parts of the organization collaborate effectively with one another. This requires productive communications among different departments, divisions, or other subunits of the organization. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 42. *(p. 9)* | \_\_\_\_\_\_\_\_\_\_ is the introduction of new goods and services.      |  |  | | --- | --- | | A. | Collaboration |  |  |  | | --- | --- | | B. | Invention |  |  |  | | --- | --- | | **C.** | Innovation |  |  |  | | --- | --- | | D. | Adaptation |  |  |  | | --- | --- | | E. | Production life cycle | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 1 Easy Topic: Managing for Competitive Advantage* |

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| 43. *(p. 9)* | \_\_\_\_\_\_\_\_\_\_ is the excellence of your product.      |  |  | | --- | --- | | A. | Innovation |  |  |  | | --- | --- | | **B.** | Quality |  |  |  | | --- | --- | | C. | Quantity |  |  |  | | --- | --- | | D. | Six-sigma |  |  |  | | --- | --- | | E. | Customization | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 1 Easy Topic: Managing for Competitive Advantage* |

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| 44. *(p. 10)* | Which of the following is a way to measure quality?      |  |  | | --- | --- | | A. | Product performance |  |  |  | | --- | --- | | B. | Customer service |  |  |  | | --- | --- | | C. | Reliability |  |  |  | | --- | --- | | D. | Aesthetics |  |  |  | | --- | --- | | **E.** | All of the above can be used to measure quality. |   Quality can be measured in terms of product performance, customer service, reliability (avoidance of failure or breakdowns), conformance to standards, durability, and aesthetics. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 45. *(p. 11)* | \_\_\_\_\_\_\_\_\_\_--rapid execution, response, and delivery of results—often separates the winners from the losers.      |  |  | | --- | --- | | A. | Service |  |  |  | | --- | --- | | B. | Quality |  |  |  | | --- | --- | | C. | Innovation |  |  |  | | --- | --- | | **D.** | Speed |  |  |  | | --- | --- | | E. | Competitiveness | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 1 Easy Topic: Managing for Competitive Advantage* |

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| 46. *(p. 11)* | Cost competitiveness means that you      |  |  | | --- | --- | | A. | sacrifice quality to keep costs low. |  |  |  | | --- | --- | | B. | carefully monitor costs mainly during the start-up of business. |  |  |  | | --- | --- | | **C.** | price your product or service at a level attractive to consumers. |  |  |  | | --- | --- | | D. | manage your costs by being effective. |  |  |  | | --- | --- | | E. | offer a high quality product at a higher price. |   Cost competitiveness means keeping costs low enough so that the company can realize profits and price its products (goods or services) at levels that are attractive to consumers. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 47. *(p. 12)* | Managing your costs and keeping them down requires being      |  |  | | --- | --- | | A. | effective. |  |  |  | | --- | --- | | B. | fast. |  |  |  | | --- | --- | | C. | mindful of high service requirements. |  |  |  | | --- | --- | | **D.** | efficient. |  |  |  | | --- | --- | | E. | collaborative. |   Managing your costs and keeping them down requires being efficient: accomplishing your goals by using your resources wisely and minimizing waste. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 48. *(p. 12)* | Which of the following statements about the sources of competitive advantage is true?      |  |  | | --- | --- | | A. | The best companies choose one source of competitive advantage and perfect it. |  |  |  | | --- | --- | | B. | Managing the sources of competitive advantage is a zero-sum game where one source improves at the expense of the other. |  |  |  | | --- | --- | | **C.** | It is possible to improve quality and also enhance speed. |  |  |  | | --- | --- | | D. | Outsourcing certain functions is likely to decrease innovation. |  |  |  | | --- | --- | | E. | The faster the product is provided the more innovation suffers. |   The best managers and companies deliver on all five sources of competitive advantage. For example Virginia Mason Medical Center improved quality through measures that enhance speed. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 49. *(p. 12)* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the process of working with people and resources to accomplish organizational goals.      |  |  | | --- | --- | | A. | Planning |  |  |  | | --- | --- | | **B.** | Management |  |  |  | | --- | --- | | C. | Controlling |  |  |  | | --- | --- | | D. | Decision making |  |  |  | | --- | --- | | E. | Collaboration | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 50. *(p. 13)* | The key management functions include      |  |  | | --- | --- | | **A.** | planning, leading, controlling and organizing. |  |  |  | | --- | --- | | B. | marketing, finance, accounting and production. |  |  |  | | --- | --- | | C. | planning, operations, labor and contracting. |  |  |  | | --- | --- | | D. | hiring, training, appraising and firing. |  |  |  | | --- | --- | | E. | marketing, management, finance and accounting. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 51. *(p. 13)* | Planning involves which of the following?      |  |  | | --- | --- | | **A.** | Analyzing current situations |  |  |  | | --- | --- | | B. | Determining rewards for goals achievement |  |  |  | | --- | --- | | C. | Attracting people to the organization |  |  |  | | --- | --- | | D. | Motivating employees |  |  |  | | --- | --- | | E. | Implementing necessary changes |   Planning activities include analyzing current situations, anticipating the future, determining objectives, deciding in what types of activities the company will engage, choosing corporate and business strategies, and determining the resources needed to achieve the organization's goals. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 2 Medium Topic: The Functions of Management* |

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| 52. *(p. 13)* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is specifying the goals to be achieved and deciding in advance the appropriate actions needed to achieve those goals.      |  |  | | --- | --- | | A. | Staffing |  |  |  | | --- | --- | | B. | Leading |  |  |  | | --- | --- | | C. | Organizing |  |  |  | | --- | --- | | **D.** | Planning |  |  |  | | --- | --- | | E. | Controlling | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 53. *(p. 13)* | The Quilt Shop, Inc. periodically reviews the goals of the company. During the process, the Quilt Shop managers analyze their current strategies as compared to their competitors, determine goals that they will pursue and decide upon specific actions for each area of the company to take in pursuit of these goals. With these actions the Quilt Shop managers are engaged in the management function of      |  |  | | --- | --- | | A. | organizing. |  |  |  | | --- | --- | | **B.** | planning. |  |  |  | | --- | --- | | C. | goal coordination. |  |  |  | | --- | --- | | D. | controlling. |  |  |  | | --- | --- | | E. | leading. |   Planning activities include analyzing current situations, anticipating the future, determining objectives, deciding in what types of activities the company will engage, choosing corporate and business strategies, and determining the resources needed to achieve the organization's goals. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 3 Hard Topic: The Functions of Management* |

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| 54. *(p. 14)* | Scrappy Sales, Inc. a local recycling plant, recently embarked on an effort to increase coordination and cooperation within the company. During the process, Scrappy managers reviewed and specified job responsibilities, grouped jobs into work units and re-allocated resources within the company. Scrappy managers were exercising the management function of      |  |  | | --- | --- | | A. | planning. |  |  |  | | --- | --- | | **B.** | organizing. |  |  |  | | --- | --- | | C. | leading. |  |  |  | | --- | --- | | D. | controlling. |  |  |  | | --- | --- | | E. | budgeting. |   Organizing is assembling and coordinating the human, financial, physical, informational, and other resources needed to achieve goals. Organizing activities include specifying job responsibilities, grouping jobs into work units, marshaling and allocating resources, and creating conditions so that people and things work together to achieve maximum success. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 3 Hard Topic: The Functions of Management* |

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| 55. *(p. 14)* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ involves assembling and coordinating organizational resources.      |  |  | | --- | --- | | A. | Controlling |  |  |  | | --- | --- | | B. | Planning |  |  |  | | --- | --- | | **C.** | Organizing |  |  |  | | --- | --- | | D. | Leading |  |  |  | | --- | --- | | E. | Quantifying | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 56. *(p. 14)* | Building a dynamic organization is another way of describing which function of management?      |  |  | | --- | --- | | A. | Planning |  |  |  | | --- | --- | | **B.** | Organizing |  |  |  | | --- | --- | | C. | Leading |  |  |  | | --- | --- | | D. | Controlling |  |  |  | | --- | --- | | E. | Staffing | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 57. *(p. 14)* | As one of the key management functions, leading focuses on a manager's efforts to      |  |  | | --- | --- | | **A.** | mobilize people to contribute their ideas. |  |  |  | | --- | --- | | B. | build organizations that are flexible and adaptive. |  |  |  | | --- | --- | | C. | make sure goals are met. |  |  |  | | --- | --- | | D. | identify opportunities for sustainable advantage. |  |  |  | | --- | --- | | E. | build a dynamic organization. |   Leading is stimulating people to be high performers. Today and in the future, managers must be good at mobilizing people to contribute their ideas—to use their brains in ways never needed or dreamed of in the past. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 2 Medium Topic: The Functions of Management* |

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| 58. *(p. 14)* | A manager's ability to stimulate people to be high performers is referred to as      |  |  | | --- | --- | | A. | planning. |  |  |  | | --- | --- | | B. | organizing. |  |  |  | | --- | --- | | **C.** | leading. |  |  |  | | --- | --- | | D. | controlling. |  |  |  | | --- | --- | | E. | monitoring. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 59. *(p. 14)* | When Johnny Jack, manager of Jack-Mack Enterprises realized that his plan to increase sales levels among associates was not producing the results he desired, he took quick action to make necessary adjustments. Johnny was exercising the management function of      |  |  | | --- | --- | | A. | planning. |  |  |  | | --- | --- | | B. | organizing. |  |  |  | | --- | --- | | C. | leading. |  |  |  | | --- | --- | | **D.** | controlling. |  |  |  | | --- | --- | | E. | communicating. |   Controlling monitors performance and implements necessary changes as Johnny did when he realized sales were not as high as he had planned. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 3 Hard Topic: The Functions of Management* |

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| 60. *(p. 14)* | \_\_\_\_\_\_\_ involves monitoring performance and making necessary changes.      |  |  | | --- | --- | | A. | Budgeting |  |  |  | | --- | --- | | B. | Planning |  |  |  | | --- | --- | | C. | Organizing |  |  |  | | --- | --- | | D. | Leading |  |  |  | | --- | --- | | **E.** | Controlling | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 1 Easy Topic: The Functions of Management* |

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| 61. *(p. 14)* | Through careful monitoring of the financial budgets of a firm, managers can detect potential problems in reaching their financial goals and take actions to reverse the problem. This is an example of the management function of      |  |  | | --- | --- | | A. | planning. |  |  |  | | --- | --- | | **B.** | controlling. |  |  |  | | --- | --- | | C. | leading. |  |  |  | | --- | --- | | D. | organizing. |  |  |  | | --- | --- | | E. | budgeting. |   Controlling monitors performance and implements necessary changes. By controlling, managers make sure the organization's (financial) resources are being used as planned and that the organization is meeting its financial goals. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 3 Hard Topic: The Functions of Management* |

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| 62. *(p. 16)* | Senior executives responsible for the overall management and effectiveness of the organization are called      |  |  | | --- | --- | | A. | long-term managers. |  |  |  | | --- | --- | | B. | middle managers. |  |  |  | | --- | --- | | **C.** | strategic managers. |  |  |  | | --- | --- | | D. | tactical managers. |  |  |  | | --- | --- | | E. | short-run managers. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 63. *(p. 16)* | The three levels of managers within large organizations are      |  |  | | --- | --- | | A. | international, regional and local. |  |  |  | | --- | --- | | B. | marketing, management and accounting. |  |  |  | | --- | --- | | C. | technical, functional and departmental. |  |  |  | | --- | --- | | D. | upper level, top management and functional. |  |  |  | | --- | --- | | **E.** | top-level, middle-level and frontline. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 64. *(p. 16)* | Top-level managers focus on      |  |  | | --- | --- | | **A.** | long-term survival of an organization. |  |  |  | | --- | --- | | B. | translating goals and objectives into specific activities. |  |  |  | | --- | --- | | C. | managing frontline managers. |  |  |  | | --- | --- | | D. | supervising non-management employees. |  |  |  | | --- | --- | | E. | initiating new daily activities. |   Top-level managers, often referred to as strategic managers, are supposed to focus on long-term issues and emphasize the survival, growth, and overall effectiveness of the organization. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 65. *(p. 16)* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ managers are typically concerned with the interaction between the organization and its external environment.      |  |  | | --- | --- | | A. | Regional |  |  |  | | --- | --- | | **B.** | Top-level |  |  |  | | --- | --- | | C. | Middle-level |  |  |  | | --- | --- | | D. | Frontline |  |  |  | | --- | --- | | E. | Functional | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 66. *(p. 17)* | CEO, President, COO and Vice President are all titles typical of which level of management?      |  |  | | --- | --- | | **A.** | Strategic |  |  |  | | --- | --- | | B. | Tactical |  |  |  | | --- | --- | | C. | Operational |  |  |  | | --- | --- | | D. | Functional |  |  |  | | --- | --- | | E. | Regional |   The CEO, COO, company presidents and vice-presidents are all strategic-level members of the top management team. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 67. *(p. 17)* | Which type of manager has responsibility for translating the general goals and plans developed for an organization into more specific activities?      |  |  | | --- | --- | | A. | Operational managers |  |  |  | | --- | --- | | B. | Functional managers |  |  |  | | --- | --- | | C. | Activities managers |  |  |  | | --- | --- | | D. | Strategic managers |  |  |  | | --- | --- | | **E.** | Tactical managers | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 68. *(p. 18)* | Lower-level managers who supervise the operational activities of the organization are called      |  |  | | --- | --- | | **A.** | frontline managers. |  |  |  | | --- | --- | | B. | middle managers. |  |  |  | | --- | --- | | C. | top-level managers. |  |  |  | | --- | --- | | D. | tactical managers. |  |  |  | | --- | --- | | E. | strategic managers. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 69. *(p. 17)* | Tactical managers are often referred to as      |  |  | | --- | --- | | A. | center managers. |  |  |  | | --- | --- | | **B.** | middle-level managers. |  |  |  | | --- | --- | | C. | lower-level managers. |  |  |  | | --- | --- | | D. | operational managers. |  |  |  | | --- | --- | | E. | upper-middle managers. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 70. *(p. 18)* | Managers responsible for supervising the operations of an organization are referred to as      |  |  | | --- | --- | | A. | strategic managers. |  |  |  | | --- | --- | | B. | functional managers. |  |  |  | | --- | --- | | C. | supervisory managers. |  |  |  | | --- | --- | | **D.** | operational managers. |  |  |  | | --- | --- | | E. | tactical managers. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 71. *(p. 18)* | Operational managers play a crucial role in an organization because they provide      |  |  | | --- | --- | | **A.** | the link between managerial and non-managerial personnel. |  |  |  | | --- | --- | | B. | discipline for problem managers. |  |  |  | | --- | --- | | C. | the key plans for an organization's success. |  |  |  | | --- | --- | | D. | feedback on top management performance. |  |  |  | | --- | --- | | E. | direction and strategy for the organization. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 72. *(p. 18)* | One of Cory Crowe's primary activities in his career as a supervisor at Crowe Bird Food, Inc. is working with his middle-manager, A.J. "Crazy" Crowe to carry out opportunities for new growth in the business (such as expanding into exotic bird foods) and developing the people who are actually manufacturing the food. Cory is most likely a(n)      |  |  | | --- | --- | | **A.** | frontline manager. |  |  |  | | --- | --- | | B. | tactical manager. |  |  |  | | --- | --- | | C. | middle-level manager. |  |  |  | | --- | --- | | D. | top-level manager. |  |  |  |  | | --- | --- | --- | | E. | administrative controller. |  |   Frontline managers are lower-level managers who supervise the operations of the organization. They are directly involved with nonmanagement employees (such as those who are manufacturing the food) and implementing the specific plans developed with middle managers (such as A.J. "Crazy" Crowe). |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 3 Hard Topic: Management Levels and Skills* |

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| 73. *(p. 18)* | Titles such as foreman, sales manager, shift manager, or supervisor typically belong to managers at what level?      |  |  | | --- | --- | | A. | Strategic |  |  |  | | --- | --- | | B. | Middle |  |  |  | | --- | --- | | C. | Top |  |  |  | | --- | --- | | **D.** | Operational |  |  |  | | --- | --- | | E. | Tactical |   Front level or operational managers often have titles such as supervisor or sales manager and are lower-level managers who supervise the operations of the organization. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 74. *(p. 17)* | As a manager at Get-Rich-Quick Investments (GRQ), Claus Cloudy spends much of his time coaching young managers and making sure that needed information reaches the GRQ branches so they will be successful. Claus would best be described as a (an)      |  |  | | --- | --- | | A. | frontline manager. |  |  |  | | --- | --- | | **B.** | tactical manager. |  |  |  | | --- | --- | | C. | operational manager. |  |  |  | | --- | --- | | D. | top-level manager. |  |  |  | | --- | --- | | E. | institutional controller. |   Tactical managers are responsible for translating the general goals and plans developed by strategic managers into more specific objectives and activities. The role of the middle manager is to be an administrative controller. The tactical manager serves as the linchpin of internal communication. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 3 Hard Topic: Management Levels and Skills* |

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| 75. *(p. 18)* | In smaller entrepreneurial firms and even in more adaptive larger firms, managers       |  |  | | --- | --- | | A. | are no longer utilized. |  |  |  | | --- | --- | | B. | rely more heavily on technical skills. |  |  |  | | --- | --- | | C. | serve as "experts" on whom the entire firm depends. |  |  |  | | --- | --- | | **D.** | have strategic, tactical and operational responsibilities. |  |  |  | | --- | --- | | E. | focus on internal operations only. |   In small firms—and in those large companies that have adapted to the times—managers have strategic, tactical, and operational responsibilities. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 76. *(p. 18-19)* | Which of a manager's roles involves searching for new business opportunities and initiating new projects to create change?      |  |  | | --- | --- | | A. | Leader |  |  |  | | --- | --- | | B. | Figurehead |  |  |  | | --- | --- | | **C.** | Entrepreneur |  |  |  | | --- | --- | | D. | Resource allocator |  |  |  | | --- | --- | | E. | Monitor | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 77. *(p. 18-19)* | Which of a manager's roles involves speaking on behalf of the organization?      |  |  | | --- | --- | | A. | Disseminator |  |  |  | | --- | --- | | **B.** | Spokesperson |  |  |  | | --- | --- | | C. | Liaison |  |  |  | | --- | --- | | D. | Figurehead |  |  |  | | --- | --- | | E. | Disturbance handler | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 78. *(p. 18-19)* | Which of the following managerial roles is a decisional role?      |  |  | | --- | --- | | A. | Spokesperson |  |  |  | | --- | --- | | B. | Liaison |  |  |  | | --- | --- | | C. | Leader |  |  |  | | --- | --- | | **D.** | Negotiator |  |  |  | | --- | --- | | E. | Monitor | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 79. *(p. 18-19)* | The President of Delta Design, LLC attended the opening ceremony for a customer's new office complex. Which of a manager's roles was the President playing in this situation?      |  |  | | --- | --- | | A. | Leader |  |  |  | | --- | --- | | B. | Liaison |  |  |  | | --- | --- | | **C.** | Figurehead |  |  |  | | --- | --- | | D. | Spokesperson |  |  |  | | --- | --- | | E. | Resource allocator |   A figurehead role is an interpersonal role, which performs symbolic duties such as attending ceremonies and serving other social and legal demands. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 3 Hard Topic: Management Levels and Skills* |

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| 80. *(p. 18-19)* | When a customer service manger works to diffuse a situation with an irate customer, which managerial role is he/she taking on?      |  |  | | --- | --- | | A. | Liaison |  |  |  | | --- | --- | | **B.** | Disturbance handler |  |  |  | | --- | --- | | C. | Negotiator |  |  |  | | --- | --- | | D. | Resource allocator |  |  |  | | --- | --- | | E. | Leader |   The disturbance handler role involves taking corrective action during crises or other conflicts such as dealing with an irate customer. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 3 Hard Topic: Management Levels and Skills* |

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| 81. *(p. 19)* | A(n) \_\_\_\_\_\_\_\_\_\_ skill is the ability to perform a specialized task that involves a certain method or process.      |  |  | | --- | --- | | A. | conceptual |  |  |  | | --- | --- | | B. | decision |  |  |  | | --- | --- | | C. | interpersonal |  |  |  | | --- | --- | | D. | communication |  |  |  | | --- | --- | | **E.** | technical | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 82. *(p. 19)* | Which of the following represent skills that managers need?      |  |  | | --- | --- | | A. | Interpersonal & communication, conceptual & decision, and professional |  |  |  | | --- | --- | | **B.** | Technical, interpersonal & communication and conceptual & decision |  |  |  | | --- | --- | | C. | Professional, technical, and interpersonal & communication |  |  |  | | --- | --- | | D. | Conceptual & decision, professional and technical |  |  |  | | --- | --- | | E. | Professional, technical, and conceptual & decision |   Critical management skills include technical skills, interpersonal and communication skills, and conceptual and decision skills. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 83. *(p. 19)* | Using a particular software program at an expert level, compilation of an accounting statement, and writing advertising copy are all examples of which type of skill?      |  |  | | --- | --- | | **A.** | Technical |  |  |  | | --- | --- | | B. | Professional |  |  |  | | --- | --- | | C. | Conceptual |  |  |  | | --- | --- | | D. | Interpersonal |  |  |  | | --- | --- | | E. | Quantitative |   A technical skill is the ability to perform a specialized task that involves a certain method or process such as using computers, compiling an accounting statement and writing advertising copy. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 84. *(p. 19)* | Managers will utilize \_\_\_\_\_\_\_\_\_\_\_\_\_ skills with increasing frequency as they rise within an organization.      |  |  | | --- | --- | | **A.** | conceptual and decision |  |  |  | | --- | --- | | B. | informational |  |  |  | | --- | --- | | C. | technical |  |  |  | | --- | --- | | D. | professional |  |  |  | | --- | --- | | E. | negotiation |   As managers acquire greater responsibility, they must exercise their conceptual and decision skills with increasing frequency. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 85. *(p. 19)* | Top management at Sunset Studios, Inc. recognized a lack of employee enthusiasm about the new website. In fact there was a fair amount of infighting and blame around whom was responsible for the layout, given the entire firm considered itself to be tops in design and production. Sammy Sunset got the team together and engaged them in a lively discussion to determine how to change the website so that it reflected more of Sunset Studios' unique design ability. As the meeting wound down, each team member volunteered to take on a part of the project to fix the site. The ability to identify this problem and resolve it is an effective use of \_\_\_\_\_\_\_\_\_\_ skills.      |  |  | | --- | --- | | **A.** | conceptual and decision |  |  |  | | --- | --- | | B. | informational |  |  |  | | --- | --- | | C. | technical |  |  |  | | --- | --- | | D. | professional |  |  |  | | --- | --- | | E. | negotiation |   As managers acquire greater responsibility, they must exercise their conceptual and decision skills with increasing frequency. In this example, Sammy identified the problem of a poorly designed website and lots of blaming, and resolved the issues with a lively discussion, ending with team members volunteering to resolve the problems with the site. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 3 Hard Topic: Management Levels and Skills* |

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| 86. *(p. 19)* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills influence a manager's ability to work well with people.      |  |  | | --- | --- | | A. | Decisional |  |  |  | | --- | --- | | B. | Technical |  |  |  | | --- | --- | | **C.** | Interpersonal |  |  |  | | --- | --- | | D. | Professional |  |  |  | | --- | --- | | E. | Conceptual | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 87. *(p. 19)* | Listening to employee suggestions, gaining support for organizational objectives and fostering an atmosphere of teamwork are all considered      |  |  | | --- | --- | | A. | technical skills. |  |  |  | | --- | --- | | **B.** | interpersonal/communication skills. |  |  |  | | --- | --- | | C. | diagnostic skills. |  |  |  | | --- | --- | | D. | professional skills. |  |  |  | | --- | --- | | E. | conceptual skills. |   Interpersonal and communication skills are people skills; they are the ability to lead, motivate, and communicate effectively with others. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 3 Hard Topic: Management Levels and Skills* |

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| 88. *(p. 20)* | The importance of managerial skills is exemplified by which of the following statements?      |  |  | | --- | --- | | A. | Obtaining high performance from people in the organization is easy because of the authority managers will continue to have over knowledge workers. |  |  |  | | --- | --- | | B. | Upper- level managers need technical skills to manage supervisory personnel. |  |  |  | | --- | --- | | C. | Supervisory level managers have the most contact with the top-level managers. |  |  |  | | --- | --- | | D. | Conceptual and decision skills become less important than technical skills as a manager rises higher in the company. |  |  |  | | --- | --- | | **E.** | Interpersonal skills are important throughout a manager's career, at every level of management. |   Interpersonal skills are important throughout a manager's career, at every level of management. Several biomedical companies in California's Orange County collaborated to provide training because they observed that managers originally hired for their technical expertise needed to develop their people skills so that they could handle higher-level assignments successfully. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 89. *(p. 20)* | The set of skills composed of understanding yourself, managing yourself and dealing effectively with others is called      |  |  | | --- | --- | | A. | self reliance. |  |  |  | | --- | --- | | B. | social capital. |  |  |  | | --- | --- | | **C.** | emotional intelligence. |  |  |  | | --- | --- | | D. | career management. |  |  |  | | --- | --- | | E. | social management. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 1 Easy Topic: You and Your Career* |

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| 90. *(p. 20)* | Which of the following is a component of emotional intelligence?      |  |  | | --- | --- | | **A.** | Making good decisions |  |  |  | | --- | --- | | B. | Dealing with power plays made by others |  |  |  | | --- | --- | | C. | Understanding the shortcomings of those you work with |  |  |  | | --- | --- | | D. | Advising others how to become happier at work |  |  |  | | --- | --- | | E. | Helping others understand you are correct |   Emotional intelligence includes the skills of understanding yourself (including strengths and limitations), managing yourself (dealing with emotions, making good decisions, seeking and using feedback, exercising self-control), and dealing effectively with others (listening, showing empathy, motivating, leading, and so on). |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 2 Medium Topic: You and Your Career* |

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| 91. *(p. 20)* | A common complaint about leaders, especially those who are newly-appointed is that they lack which of the following?      |  |  | | --- | --- | | A. | Emotional understanding |  |  |  | | --- | --- | | **B.** | Empathy |  |  |  | | --- | --- | | C. | The ability to receive feedback from subordinates |  |  |  | | --- | --- | | D. | Decision making skills |  |  |  | | --- | --- | | E. | Self control |   A common complaint about leaders, especially newly promoted ones who had been outstanding individual performers, is that they lack what is perhaps the most fundamental of EQ skills: empathy. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 2 Medium Topic: You and Your Career* |

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| 92. *(p. 21-23)* | Which of the following is a recommendation for forging a successful career?      |  |  | | --- | --- | | A. | Be a specialist. |  |  |  | | --- | --- | | B. | Be self-reliant. |  |  |  | | --- | --- | | C. | Be a generalist. |  |  |  | | --- | --- | | D. | Actively manage your relationship with your organization. |  |  |  | | --- | --- | | **E.** | All of the above are recommendations for forging a successful career. |   To forge a successful, gratifying career, you are well advised to be both a specialist and a generalist, to be self-reliant and connected, to actively manage your relationship with your organization, and to know what is required not only to survive but also to thrive in today's world. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 2 Medium Topic: You and Your Career* |

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| 93. *(p. 21)* | Being self-reliant means      |  |  | | --- | --- | | **A.** | to take full responsibility for yourself, your actions, and your career. |  |  |  | | --- | --- | | B. | responding when others have innovative ideas. |  |  |  | | --- | --- | | C. | always waiting for orders from higher in the organization. |  |  |  | | --- | --- | | D. | knowing that the organization will manage your career. |  |  |  | | --- | --- | | E. | responding before orders come from higher in the organization. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 1 Easy Topic: You and Your Career* |

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| 94. *(p. 22)* | Goodwill stemming from social relationships is called      |  |  | | --- | --- | | A. | social empathy. |  |  |  | | --- | --- | | **B.** | social capital. |  |  |  | | --- | --- | | C. | emotional intelligence. |  |  |  | | --- | --- | | D. | emotional capital. |  |  |  | | --- | --- | | E. | empathetic goodwill. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 1 Easy Topic: You and Your Career* |

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| 95. *(p. 23)* | When you view yourself as an employee and expect your employer to tell you what to do and give you pay and benefits, you are acting as a(n)      |  |  | | --- | --- | | A. | active contributor in a productive relationship. |  |  |  | | --- | --- | | B. | agent for social capital. |  |  |  | | --- | --- | | **C.** | passive employee. |  |  |  | | --- | --- | | D. | example of an emotionally intelligent employee. |  |  |  | | --- | --- | | E. | connected team member. |   When you view yourself as an employee and passively expect your employer to tell you what to do and give you pay and benefits, your employer is in charge, and you are a passive recipient of its actions. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 2 Medium Topic: You and Your Career* |

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| 96. *(p. 24, Figure 1.2)* | Actively managing your relationship with your organization includes managerial actions such as      |  |  | | --- | --- | | A. | delivering strategic value. |  |  |  | | --- | --- | | B. | building a dynamic organization. |  |  |  | | --- | --- | | C. | mobilizing people. |  |  |  | | --- | --- | | D. | learning and changing. |  |  |  | | --- | --- | | **E.** | doing all of the above. |   Management actions that you can contribute include all of the choices in the question as shown in Figure 1.2. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 2 Medium Topic: You and Your Career* |

**Essay Questions**

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| 97. *(p. 7)* | "We have moved from an economy of hands to an economy of heads". Do you agree with this statement? Explain.     Answers will vary. |

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| *AACSB: Analytic Blooms: Analyze Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 3 Hard Topic: Managing in the New Competitive Landscape* |

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| 98. *(p. 7-8)* | List and describe several ways organizations collaborate across boundaries.     Answers will vary. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-01 Summarize the major challenges of managing in the new competitive landscape. Level of Difficulty: 2 Medium Topic: Managing in the New Competitive Landscape* |

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| 99. *(p. 8-12)* | List and explain each of the five keys to managing for competitive advantage.     Answers will vary. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 2 Medium Topic: Managing for Competitive Advantage* |

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| 100. *(p. 12-16)* | Briefly describe each of the four key management functions.     Answers will vary. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 2 Medium Topic: The Functions of Management* |

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| 101. *(p. 16-19)* | Differentiate between the various management levels in an organization.     Answers will vary. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 102. *(p. 19)* | At which level of management will you find conceptual and decision skills most utilized? Why?     Answers will vary. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 103. *(p. 21-24)* | What should you do to forge a successful, gratifying career? Briefly explain each of the four dimensions that should be considered.     Answers will vary. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-06 Identify the principles that will help you manage your career. Level of Difficulty: 2 Medium Topic: You and Your Career* |

**Multiple Choice Questions**

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|  | Scenario A. Naturally Yours, Inc. is a new brand of organic clothing recently introduced throughout the world. The company is unique in that it has collaborated with its suppliers and largest potential customers to bring the clothing to market. The concept has been a huge success as the idea of sustainability is becoming more "main stream" especially in developed countries. The quick growth in sales has lead Naomi and Yolanda, the company founders, to look to your consulting company for help in assuring the future success of the company. |

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| 104. *(p. 9)* | Naomi and Yolanda want to maintain a strong competitive advantage in the organic clothing industry. They have consulted with you and have decided to maintain their current direction of continuing to produce new items targeted to new markets, such as children's clothing, in addition to the women's clothing items that were originally designed and produced by the company. Given the information in this scenario, which of the fundamental success drivers are they most likely using?      |  |  | | --- | --- | | A. | Planning |  |  |  | | --- | --- | | **B.** | Innovation |  |  |  | | --- | --- | | C. | Quality |  |  |  | | --- | --- | | D. | Organizing |  |  |  | | --- | --- | | E. | Cost competitiveness |   Innovation is the introduction of new goods and services such as the children's clothing line the company has designed. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-02 Describe the sources of competitive advantage for a company. Level of Difficulty: 3 Hard Topic: Managing for Competitive Advantage* |

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| 105. *(p. 12)* | Naomi and Yolanda have always focused on being efficient managers. What is the best advice you should give them, given the quick success they have had with Naturally Yours and the information provided in the scenario?      |  |  | | --- | --- | | A. | Efficiency is the only key to their continued success. |  |  |  | | --- | --- | | B. | Now it is time for them to consider only effectiveness, since they clearly have efficiency under control and this is not likely to change in the future. |  |  |  | | --- | --- | | **C.** | To continue their success they should maintain a clear focus on both effectiveness and efficiency especially while their company is experiencing such a high growth in sales. |  |  |  | | --- | --- | | D. | Now would be the perfect time to buy beautiful homes for their families since they have earned it. |  |  |  | | --- | --- | | E. | As the top-level managers the best action plan for them is to carefully design the new items to assure these items are well accepted by the target consumers. |   Management is the process of working with people and resources to accomplish organizational goals. Good managers (like Naomi and Yolanda) do those things both effectively and efficiently. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 3 Hard Topic: The Functions of Management* |

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| 106. *(p. 16)* | As the founders of the company, Naomi and Yolanda are best described as      |  |  | | --- | --- | | A. | tactical managers. |  |  |  | | --- | --- | | **B.** | strategic managers. |  |  |  | | --- | --- | | C. | middle-managers. |  |  |  | | --- | --- | | D. | external managers. |  |  |  | | --- | --- | | E. | internal managers. | |

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| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 1 Easy Topic: Management Levels and Skills* |

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| 107. *(p. 19)* | When hiring people who are beginning their management career and who will join Naturally Yours as entry-level supervisors to oversee the design and production of their clothing lines, Naomi and Yolanda should look primarily for which type of skills in these managers?      |  |  | | --- | --- | | A. | Conceptual and decision skills |  |  |  | | --- | --- | | B. | Monitoring skills |  |  |  | | --- | --- | | C. | Language fluency |  |  |  | | --- | --- | | **D.** | Technical skills |  |  |  | | --- | --- | | E. | Negotiating skills |   Technical skills include the ability to perform a specialized task involving a particular method or process. In this case Naomi and Yolanda may hire operations management or logistics specialists. The technical skills these people will have learned in school will help them to be attractive to Naomi and Yolanda for this entry-level position. |

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| *AACSB: Analytic Blooms: Apply Learning Objective: 01-05 Define the skills you need to be an effective manager. Level of Difficulty: 3 Hard Topic: Management Levels and Skills* |

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|  | Scenario B. Suppose you are interviewing the CEO of a large company. The CEO is telling you about his/her job as a manager and how he/she spends time. Using the descriptions below, which function of management is the CEO most likely describing in each of the examples? |

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| 108. *(p. 14)* | "Recently, I spent a great deal of time looking at how to define jobs and group jobs together to most efficiently utilize the employees in those jobs. Other times, my focus is more towards financial resources."      |  |  | | --- | --- | | A. | planning |  |  |  | | --- | --- | | **B.** | organizing |  |  |  | | --- | --- | | C. | leading |  |  |  | | --- | --- | | D. | controlling |  |  |  | | --- | --- | | E. | decision making |   Organizing is assembling and coordinating the human, financial, physical, informational, and other resources needed to achieve goals. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 2 Medium Topic: The Functions of Management* |

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| 109. *(p. 14)* | "My days are filled with opportunities to ask if we are meeting our goals, wondering if things are going as we planned and making adjustments where needed."      |  |  | | --- | --- | | A. | planning |  |  |  | | --- | --- | | B. | organizing |  |  |  | | --- | --- | | C. | leading |  |  |  | | --- | --- | | **D.** | controlling |  |  |  | | --- | --- | | E. | decision making |   Controlling monitors performance and implements necessary changes. By controlling, managers make sure the organization's resources are being used as planned and that the organization is meeting its goals for quality and safety. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 2 Medium Topic: The Functions of Management* |

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| 110. *(p. 14)* | "My job, for some part of each day is to empower our employees to think of things in new and different ways, not just to come to work and complete the tasks on a list."      |  |  | | --- | --- | | A. | planning |  |  |  | | --- | --- | | B. | organizing |  |  |  | | --- | --- | | **C.** | leading |  |  |  | | --- | --- | | D. | controlling |  |  |  | | --- | --- | | E. | decision making |   Leading is stimulating people to be high performers. In includes motivating and communicating with employees, individually and in groups. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-03 Explain how the functions of management are evolving in today's business environment. Level of Difficulty: 2 Medium Topic: The Functions of Management* |

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| 111. *(p. 13-14)* | "Every six months or so my senior management team and I meet to discuss the goals that will be achieved over the next year, three years, and beyond. We then make sure we are clear on who will take responsibility to see that the appropriate actions are undertaken to achieve our goals within the time frame we set."      |  |  | | --- | --- | | **A.** | planning |  |  |  | | --- | --- | | B. | organizing |  |  |  | | --- | --- | | C. | leading |  |  |  | | --- | --- | | D. | controlling |  |  |  | | --- | --- | | E. | decision making |   Planning is specifying the goals to be achieved and deciding in advance the appropriate actions needed to achieve those goals. |

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|  | Scenario C. As a management researcher, you are studying management behaviors and the roles that managers play. Your field work takes you to Puffy Treats, a local cream puff bakery in your university's city, to "shadow" the manager for a day. At the end of the day, there are three events that really caught your attention. First, at an early meeting with the Puffy Treats employees, the manager notified the employees of a pending lay-off. This news was met with a great deal of anxiety on the part of the employees even though the manager was as kind as she could be when delivering the news. One employee reacted very angrily and became so disruptive that the manager had to call the local police to have her escorted out of the shop. Later in the day, the manager made a call to a supplier to find out if anything "new and interesting" was going on in the bakery industry. Finally, after work, the manager left to attend an employee's wedding. |

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| 112. *(p. 19)* | When the manager notifies the employees of the pending layoff, which of the managerial roles is the manager of Puffy Treats performing?      |  |  | | --- | --- | | A. | Leader |  |  |  | | --- | --- | | B. | Liaison |  |  |  | | --- | --- | | C. | Disseminator |  |  |  | | --- | --- | | **D.** | Spokesperson |  |  |  | | --- | --- | | E. | Disturbance handler |   A spokesperson speaks on behalf of the organization about plans, policies, actions (such as the pending layoff) and results. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 113. *(p. 19)* | When the manager deals with the angry employee, which of the managerial roles is the manager of Puffy Treats performing?      |  |  | | --- | --- | | A. | Monitor |  |  |  | | --- | --- | | B. | Negotiator |  |  |  | | --- | --- | | **C.** | Disturbance handler |  |  |  | | --- | --- | | D. | Resource allocator |  |  |  | | --- | --- | | E. | Liaison |   A disturbance handler is one who takes corrective action during crises or other conflicts, such as dealing with the angry employee. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |

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| 114. *(p. 19)* | When the manager attends the employee's wedding, which of the managerial roles is the manager of Puffy Treats performing?      |  |  | | --- | --- | | A. | Liaison |  |  |  | | --- | --- | | **B.** | Figurehead |  |  |  | | --- | --- | | C. | Spokesperson |  |  |  | | --- | --- | | D. | Entrepreneur |  |  |  | | --- | --- | | E. | Disturbance handler |   A figurehead performs symbolic duties such as attending ceremonies and serving other social (the employee wedding) and legal demands. |

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| *AACSB: Analytic Blooms: Understand Learning Objective: 01-04 Compare how the nature of management varies at different organizational levels. Level of Difficulty: 2 Medium Topic: Management Levels and Skills* |