

Chapter 1

EXAM

NAME: _____

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1) A systematic grouping of people brought together to accomplish some specific purpose is called a(n): 1) _____

- A) coach.
- B) manager.
- C) stockholder.
- D) organization.
- E) joint venturer.

2) Common characteristics that are found in every organization include the following EXCEPT FOR: 2) _____

- A) it has a purpose.
- B) is grouped into a systematic structure
- C) it is comprised of people.
- D) it has been organized by a union.

3) Titles of typical top management positions include the following EXCEPT: 3) _____

- A) district manager.
- B) president.
- C) chairman of the board.
- D) chief executive officer.
- E) senior vice-president.

4) Organizations develop a systematic structure that defines the various roles of members. This may include the following EXCEPT FOR: 4) _____

- A) creating informal cliques.
- B) giving some members supervisory responsibility over other members.
- C) writing job descriptions.
- D) creating rules and regulations.
- E) forming work teams.

5) The Taft-Hartley Act stated that any person who can do which of the following is a supervisor? 5) _____

- A) Hire
- B) Lay off
- C) Transfer
- D) Suspend
- E) All of the above

6) Organizations may be divided in the following distinct levels EXCEPT FOR: 6) _____

- A) operative employees.
- B) middle managers.
- C) supervisors.
- D) board of directors.
- E) top management.

7) The controlling function includes all of the following EXCEPT FOR: 7) _____

- A) monitoring.
- B) correcting.
- C) resolving.
- D) comparing.

8) The bottom level in the pyramid is occupied by: 8) _____

- A) first-line supervisors.
- B) operative employees.
- C) middle management.
- D) top-level management.
- E) board of directors.

9) In the role of coach, the supervisor is expected to: 9) _____

- A) know all aspects of their employee's jobs.
- B) know how to listen to, guide, train, and assist.
- C) be highly skilled at every specific job tasks.
- D) keep employees in line.

10) Individuals who reflect a group of people responsible for establishing the organizations overall objectives and developing the policies to achieve these objectives are called: 10) _____

- A) operative employees.
- B) supervisors.
- C) middle-managers.
- D) first-level managers.
- E) top-management.

11) The management function which involves monitoring activities to ensure that targets are being met is called _____. 11) _____

- A) leading
- B) planning
- C) directing
- D) organizing
- E) controlling

12) Another way to think of supervisors are: 12) _____

- A) first-level managers.
- B) board of directors.
- C) top-level management.
- D) middle managers.
- E) operative management.

13) Even though supervisors may perform operative tasks, they are still part of management. This was made clear by the passing of the: 13) _____

- A) 1935 Wagner Act.
- B) 1947 Taft-Hartley Act.
- C) 1932 Norris-La Guardia Act.
- D) 1991 Civil Rights Act.
- E) 1959 Landrum-Griffin Act.

14) The process of getting things done, effectively and efficiently, through and with other people is called: 14) _____

- A) organizing.
- B) directing.
- C) controlling.
- D) leadership.
- E) management.

15) In the definition of management the term representing the primary activities supervisors perform is called: 15) _____

- A) efficient.
- B) policy.
- C) direct.
- D) effective.
- E) process.

16) When supervisors are performing tasks correctly, and they are concerned with the relationship between inputs and outputs, this relationship is called: 16) _____

- A) coordinating.
- B) efficiency.
- C) controlling.
- D) organization.
- E) planning.

17) When a supervisor is concerned with completing activities and achieving goals, this is called: 17) _____

- A) controlling.
- B) effectiveness.
- C) planning.
- D) coordinating.
- E) efficiency.

18) Being a good supervisor means being concerned with both attaining goals and: 18) _____

- A) organizing and downsizing the organization.
- B) coaching and mentoring hard physical assets.
- C) controlling people and being unstructured.
- D) creating job sharing with dysfunctional occurrences.
- E) doing so as efficiently as possible.

19) The management process consists of the following functions EXCEPT FOR: 19) _____

- A) leading.
- B) controlling.
- C) coordinating.
- D) organizing.
- E) planning.

20) The planning function performed by managers includes the following EXCEPT FOR: 20) _____

- A) defining an organization's goals.
- B) influencing and motivating behavior.
- C) developing a comprehensive hierarchy of plans to integrate and coordinate activities.
- D) establishing an overall strategy for achieving these goals.

- 21) The organizing function includes all of the following EXCEPT FOR: 21) _____
- A) coordinating results to achieve objectives.
 - B) comparing performance against predetermined work standards.
 - C) dividing work into manageable components.
 - D) determining what tasks will be done.
- 22) The following are different viewpoints of the supervisor's role in management EXCEPT FOR: 22) _____
- A) just another worker.
 - B) a figurehead.
 - C) a key person.
 - D) a person in the middle.
 - E) a behavioral specialist.
- 23) Supervisory positions are recruited from all of the following EXCEPT FOR: 23) _____
- A) colleges and universities.
 - B) board of directors.
 - C) within the ranks of employees.
 - D) other firms.
- 24) The following are reasons for employers to promote from within the ranks of operative employees to first-line managers EXCEPT FOR: 24) _____
- A) knowing the people they will be supervising.
 - B) familiarity with company policy.
 - C) job knowledge and experience.
 - D) opposition to management.
- 25) The major problems nineteen new supervisors experienced in their first year on the job include the following EXCEPT FOR: 25) _____
- A) that their initial view of the manager as boss was incorrect.
 - B) handling customer returns.
 - C) being unprepared for the demands and ambiguities they would face.
 - D) the administrative duties.
 - E) being unprepared for the "people challenges" of their new job.
- 26) Researcher Robert Katz, identified the following critical management competencies EXCEPT FOR: 26) _____
- A) technical.
 - B) conceptual.
 - C) division of work.
 - D) political capabilities.
 - E) interpersonal.
- 27) The interpersonal competence for a first-line manager would include the ability to: 27) _____
- A) communicate well.
 - B) motivate others.
 - C) understand employees needs.
 - D) work well with people.
 - E) all of the above.

28) The mental ability managers must have in order to analyze is called: 28) _____

- A) technical.
- B) interpersonal.
- C) conceptual.
- D) motivate.

29) The mental ability managers must have in order to analyze and diagnose complex situations is called: 29) _____

- A) decision competence.
- B) conceptual competence.
- C) directive competence.
- D) technical competence.
- E) interpersonal competence.

30) The importance of conceptual competence increases as managers move up in the organization because of the: 30) _____

- A) type of problems and decisions that managers make at different levels.
- B) narrow job description one performs.
- C) decision-making becoming more routine.
- D) problems becoming more structured.
- E) broader span of control.

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

31) One characteristic operative employees share is they generally don't manage or oversee the work of any other employee. 31) _____

32) Supervisors oversee the work of middle managers and sometimes do the very same tasks. 32) _____

33) An organization is a systematic grouping of people brought together to accomplish some specific purpose. 33) _____

34) All managers perform the functions of leading and controlling. To what degree depends on their level of management in the organization. 34) _____

35) The supervisor's job has, and will continue to have, decreasing importance and simplicity in the future because of the responsibility for introducing and implementing changes. 35) _____

36) Consistent with the belief that one of the most important abilities needed by supervisors is strong interpersonal skills, we often think of them as behavioral specialists. 36) _____

37) The technical demands of operative employees tend to be related to knowledge of industry and a general understanding of the organization's process and products. 37) _____

38) First-level managers perform both operative tasks and managerial work. 38) _____

39) A skill is the ability to demonstrate a system and sequence of behavior that is functionally related to attaining a performance goal. 39) _____

40) As supervisor you must support the organization and wishes of management above you and even though you might disagree with those wishes you must be loyal to the organization. 40) _____

SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.

- 41) Those responsible for establishing the organization's overall objectives and developing the policies to achieve those objectives are _____.
- 42) _____ have job titles such as vice president for finance, director of sales, division manager, group manager, unit manager, and school principals.
- 43) _____ are employed in overseeing the work of operative employees and may engage in operating tasks with their employees.
- 44) Supervisors require _____, the ability to apply specialized knowledge or expertise.
- 45) Since supervisors deal with input resources that are scarce (money, people, equipment) they must be concerned about using these resources _____.
- 46) The management process has four functions: _____, _____, _____, and _____.
- 47) It is part of a manager's job to direct and coordinate people in the organization. Performing this activity is the _____ function of management.
- 48) The process of measuring performance, comparing objectives, and correcting deviations is part of the _____ function in the management process.
- 49) Today's supervisors have an ambiguous role and may operate as _____, _____, _____, and _____.
- 50) The ability to work well with people, understand their needs, communicate well, and motivate others constitutes _____.
- 51) Supervisors spend more time on training and developing their employees than do other managers and this requires them to have a greater _____ of their employee's jobs.
- 52) Promoting from within acts as an _____ and provides incentive for employees to work hard and excel.
- 53) Organizations that successfully promote from the ranks select employees with adequate _____ skills and provide them with _____ training early in their new assignments.
- 54) As a supervisor, you must continue your education because it helps you and it sets an example for employees that _____.
- 55) Strong _____ abilities help managers make good decisions.
- 56) The ability of a supervisor to enhance his or her power, build a power base, and establish the "right" connections in the organization describes their _____.
- 57) _____ and _____ competencies increase in importance as managerial responsibility rises, while _____ competence declines in importance as individuals rise in the organization.
- 58) _____ abilities are critical to success at all levels of management.
- 59) The higher one climbs the organization's hierarchy, the more critical _____ becomes because resource allocation decisions are made at higher levels in an organization.

60) A _____ is a system of behavior that can be applied in a wide range of situations.

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

61) Identify and explain the four functions of management.

62) Describe the different roles of a supervisor.

63) According to the text, a study of supervisors in sales and marketing encountered a number of surprises. Summarize the major difficulties they faced in mastering their new identities.

64) Identify the competencies all managers must possess. Which competency is critical for all levels of management? Explain.

65) Describe critical areas for a supervisor to have success in performing one's job.

ANSWER KEY

- 1) D page 4
- 2) D page 5
- 3) A page 5
- 4) A page 5
- 5) E page 6
- 6) D page 5
- 7) C page 7
- 8) B page 5
- 9) B page 10
- 10) E page 5
- 11) E page 7
- 12) A page 6
- 13) B page 6
- 14) E page 6
- 15) E page 6
- 16) B page 6
- 17) B page 6
- 18) E page 7
- 19) C page 7
- 20) B page 7
- 21) B page 7
- 22) B page 8
- 23) B page 11
- 24) D page 11
- 25) B page 12
- 26) C page 13
- 27) E page 16

- 28) C page 16
- 29) B page 16
- 30) A page 17
- 31) TRUE page 5
- 32) FALSE page 5
- 33) TRUE page 4
- 34) TRUE page 8
- 35) FALSE page 9
- 36) TRUE page 8
- 37) FALSE page 14
- 38) TRUE page 6
- 39) TRUE page 18
- 40) TRUE page 19
- 41) top management page 5
- 42) Middle managers page 5
- 43) supervisors page 5, 6
- 44) technical competence page 14
- 45) efficiently page 6
- 46) planning, organizing, leading, controlling page 7
- 47) leading page 7
- 48) controlling page 7
- 49) trainer, advisor, mentor, facilitator, coach page 8
- 50) interpersonal competence page 16
- 51) technical knowledge page 17
- 52) employee motivator page 11
- 53) technical, supervisory page 11
- 54) learning matters page 19
- 55) conceptual page 16

56) political competence page 16

57) Conceptual, political, technical page 17

58) Interpersonal page 17

59) political competence page 18

60) skill page 18

61) page 7

The management functions are planning, organizing, leading, and controlling. The planning function defines an organization's goals, establishes an overall strategy for achieving these goals, and develops a comprehensive hierarchy of plans to integrate and coordinate activities. The organizing function divides work into manageable components and coordinates results to achieve objectives. The leading function directs and coordinates the employees. The controlling function monitors the activities and performance of the organization and makes corrections when necessary.

62) page 8

Key person - Supervisors serve as the critical communication link in the organization's chain of authority.

Person in the middle - Supervisors must interact and reconcile the opposing forces and competing expectations from higher management and workers.

Just another worker - This role of supervisors is reinforced when their decision-making authority is limited, when they're excluded from participating in upper-level decisions, and when they perform operating tasks alongside the same people they supervise. This is perceived particularly by upper-level managers.

Behavioral specialist - Supervisors need strong interpersonal skills. Supervisors must be able to understand the varied needs of their staff and be able to listen, motivate, and lead.

63) page 11-13

Supervisors were incorrect concerning their initial view of the manager as "boss". They felt more like a troubleshooter, a juggler, and a quick-change artist. They were unprepared for the demands and ambiguities they would face. These supervisors were surprised by the unrelenting workload and pace of being a manager. They realized technical expertise was no longer the primary determinant of success or failure. They had to acquire managerial competence by getting things done through others. They also realized a supervisor's job comes with time-consuming administrative duties. Finally, they were not prepared for the "people challenges" of their new job. The most demanding skill they had to learn was managing people.

64) page 13-17

The competencies managers must possess are technical, interpersonal, conceptual and political. Interpersonal abilities are critical for all levels of management because managers get things done through other people. They spend much of their time in leading-function activities to achieve their objectives.

65) page 19

Critical areas of success for a supervisor include personal issues such as loyalty to the organization. Education is an important critical area for a supervisor to continue to update his or her skills. Another critical area would include the legitimate power a supervisor has been given to direct the activities of others. Finally, the need to recognize that organizational members are different in their talents and who they are.