

Student: _____

1. Management is defined as:
 - A. the use of tools to achieve organisational efficiency and effectiveness
 - B. the controlling of human resources in order to ensure organisational effectiveness, but not necessarily efficiency
 - C. the planning, organising, leading and controlling of human and other resources to achieve organisational goals effectively and efficiency
 - D. the planning, organising, leading and controlling of resources in order to present a vision of efficiency to customers
2. An organisation's resources primarily comprise:
 - A. people and their skills and knowledge
 - B. machinery, raw materials, computers and information technology
 - C. financial capital
 - D. D: All of the given options are correct.
3. Organisational performance is a measure of:
 - A. efficiency of managerial skills in pursuit of organisational goals but not necessarily organisational effectiveness
 - B. how efficiently and effectively a manager uses resources to satisfy customers and achieve organisational goals
 - C. the reduction of organisational resources required in attaining organisational goals
 - D. the additional effectiveness of organisational activities using the same level of resources
4. A measure of how well or productively resources are used to achieve a goal is termed:
 - A. effectiveness
 - B. high-performance
 - C. managerialism
 - D. D: efficiency
5. 5: Managerial functions are best associated with:
 - A. Fayol
 - B. Mintzberg
 - C. Katz
 - D. Munsterberg
6. The choosing of appropriate organisational goals and courses of action to best achieve those goals is termed:
 - A. leading
 - B. organising
 - C. planning
 - D. all of the given options are correct
7. Establishing accurate measuring and monitoring systems to evaluate how well the organisation has achieved its goals is termed:
 - A. planning
 - B. controlling
 - C. leading
 - D. D: all of the given options are correct

8. Motivating, coordinating, and energising individuals and groups to work together to achieve organisational goals best represents:
 - A. leading
 - B. organising
 - C. controlling
 - D. D: all of the given options are correct
9. Establishing task and authority relationships that allow people to work together to achieve organisational goals is termed:
 - A. planning
 - B. B: organising
 - C. controlling
 - D. D: all of the given options are correct
10. A cluster of decisions about what goals to pursue, what actions to take, and how to use resources to achieve goals is best described as:
 - A. strategy
 - B. grouped plans
 - C. contingency plans
 - D. strategic goals
11. One outcome of organising that refers to the formal system of task and reporting relationships that coordinates and motivates members so that they work together to achieve organisational goals is:
 - A. organisational strategy
 - B. organisational planning
 - C. organisational structure
 - D. all of the given options are correct
12. The outcome of effective leadership is:
 - A. highly motivated and committed organisational members
 - B. the ordered pursuit of organisational goals
 - C. efficiencies due to planning and performance
 - D. the authoritative use of power in order to pursue organisational goals
13. A key outcome of the control process is:
 - A. the ability to measure performance accurately and regulate organisational efficiency and effectiveness
 - B. the ability to regulate organisational efficiency and effectiveness without having to measure performance
 - C. the use of mechanisms that provide automatic planning for future uncertainties
 - D. the ability to eliminate measures once controls are put in place
14. Controlling is an:
 - A. abrupt, rapid process that tends to change in short bursts
 - B. elaborate, complex process that tends not to need change
 - C. unnecessary, largely difficult, always changing process that requires scientific study
 - D. ongoing, fluid, always changing process that demands constant attention and action
15. A group of people who work together and possess similar skills or use the same knowledge, tools or techniques to perform their jobs are known as a:
 - A. tribe
 - B. compartment
 - C. department
 - D. organisation
16. A first-line manager is responsible for:
 - A. daily supervision of non-managerial employees
 - B. supervision of second-line managers
 - C. finding the best way to use resources to achieve organisational goals
 - D. all employees under the top manager

17. A middle manager:
 - A. supervises all other managers
 - B. supervises all first-line managers except those directly supervised by top managers
 - C. communicates between first-line managers and non-managerial employees
 - D. supervises first-line managers and is responsible for finding the best way to use resources to achieve organisational goals
18. The top-management team typically comprises:
 - A. the CEO and a small number of senior managers
 - B. the CEO, COO, and the heads of the most important departments
 - C. the CEO, COO, and no more than two senior managers
 - D. the CEO, CKO, and no less than three heads of departments
19. Managerial roles are best associated with which managerial researcher?
 - A. Fayol
 - B. Katz
 - C. all of the given options are correct
 - D. Mintzberg
20. Empowerment is defined as:
 - A. the centralisation of power in senior managers
 - B. the use of power to ensure leadership is effective
 - C. expanding employees' tasks and responsibilities
 - D. the process of attracting powerful managers to the organisation
21. Which of the following is best associated with Mintzberg's decisional roles?
 - A. disseminator, disturbance handler, resource allocator, negotiator
 - B. entrepreneur, figurehead, resource allocator, negotiator
 - C. entrepreneur, disturbance handler, resource allocator, negotiator
 - D. disseminator, disturbance handler, resource allocator, liaison
22. A spokesperson is an example of which of the following managerial roles?
 - A. informational
 - B. decisional
 - C. interpersonal
 - D. influential
23. The managerial role associated with the provision of direction and supervision for both employees and the organisation as a whole is:
 - A. decisional roles
 - B. informational roles
 - C. influential roles
 - D. interpersonal roles
24. Who stated that the range of problems that managers face is enormous?
 - A. Fayol
 - B. Katz
 - C. Mayo
 - D. Mintzberg
25. The ability to analyse and diagnose a situation and to distinguish between cause and effect is best represented by:
 - A. technical skills
 - B. human skills
 - C. conceptual skills
 - D. all of the given options are correct

26. The ability to understand, alter, lead and control the behaviour of other individuals and the group is best represented by:
- A. technical skills
 - B. conceptual skills
 - C. human skills
 - D. all of the given options are correct
27. The managerial skills associated with job-specific knowledge and techniques that are required to perform an organisational role are:
- A. human skills
 - B. technical skills
 - C. conceptual skills
 - D. all of the given options are correct
28. The term that best represents the ability of one organisation to outperform other organisations by producing desired goods and services more efficiently and effectively than other organisations do is:
- A. competitive advantage
 - B. performance orientation
 - C. competitive strategy
 - D. performance advantage
29. The key building blocks of competitive advantage are:
- A. effectiveness, quality, innovation, responsiveness to customers
 - B. efficiency, quality, innovation, responsiveness to customers
 - C. efficiency, quality, innovation, TQM
 - D. effectiveness, quality, innovation, TQM
30. Diversity in a workforce is represented by:
- A. age and gender
 - B. race and ethnicity
 - C. religion and sexual preference
 - D. all of the given options are correct
31. The new technologies in the areas of computer-controlled manufacturing and information systems that link and enable employees in new ways underscore the importance of utilising:
- A. information technology and e-commerce
 - B. technical skills
 - C. informational roles
 - D. plans
32. Top managers spend the greatest amount of time with:
- A. planning
 - B. organising
 - C. leading
 - D. controlling
33. First-line managers spend the greatest amount of time with:
- A. leading
 - B. organising
 - C. planning
 - D. controlling
34. Controlling is most used by:
- A. middle managers
 - B. top managers
 - C. first-line managers
 - D. all of the given options are equally correct

35. Restructuring and downsizing can produce negative outcomes, particularly:
- A. a reduction in the planning ability of managers
 - B. a reduction in the efficiency of the organisation
 - C. a reduction in the ability of the firm to control resources
 - D. a reduction in the morale of the remaining employees
36. Working with other organisations to establish agreements to pool resources and work on joint projects best describes:
- A. a liaison role
 - B. a spokesperson role
 - C. C: a negotiation role
 - D. a leader role
37. The use of leadership programs and team leadership training is an example of the development of which type of managerial skill?
- A. technical skills
 - B. conceptual skills
 - C. human skills
 - D. influencing functions
38. Organisations that operate and compete in more than one country are termed:
- A. global organisations
 - B. transnational organisations
 - C. dual organisations
 - D. competitive organisations
39. The rise of competition between firms that operate in more than one country has:
- A. removed pressures on many organisations and enabled the use of resources to be less efficient
 - B. put pressure on many organisations to improve performance and identify better ways to use resources
 - C. increased the length of time that organisations use in their planning
 - D. removed the barriers that lowered organisational efficiencies
40. The arrangement of employees into quality-control teams, responsible for continually finding new and better ways to perform their jobs is termed:
- A. empowered quality
 - B. enriched quality management
 - C. total quality management
 - D. all of the given options are correct
41. One of Fayol's four functions is planning.
True False
42. One of Fayol's four functions is strategising.
True False
43. Efficiency is more important than effectiveness.
True False
44. Katz's technical skills include a focus on a manager's social skills.
True False
45. Top managers tend to use conceptual skills more than line managers.
True False
46. Line managers tend to use the leading function more than middle managers.
True False
47. Decisional roles are one of three types of roles developed by Katz.
True False

48. A negotiator is an example of the use of Fayol's organising function.
True False
49. Organisational resources include capital, assets, and materials as inputs and outputs but not human resources and skills.
True False
50. Organisational performance focuses on the effective attainment of goals with the greatest efficiency.
True False
51. In contrasting low and high effectiveness with low and high efficiency, outline the four different resulting product/service characteristics. Which is most ideal?
52. Briefly explain how and why conceptual skills are more likely to be developed at senior managerial levels.
53. How do managers exercise control?
54. Outline and briefly define the four primary elements that lead to a competitive advantage.

1 Key

1. Management is defined as:
(p. 5)
- A. the use of tools to achieve organisational efficiency and effectiveness
 - B. the controlling of human resources in order to ensure organisational effectiveness, but not necessarily efficiency
 - C** the planning, organising, leading and controlling of human and other resources to achieve organisational goals effectively and efficiency
 - D. the planning, organising, leading and controlling of resources in order to present a vision of efficiency to customers

*Learning Objective: 1 Describe what management is why management is important what managers do and how managers utilise organisational resources efficiently and effectively to achieve organisational goals.
Waddell - Chapter 01 #1*

2. An organisation's resources primarily comprise:
(p. 7)
- A. people and their skills and knowledge
 - B. machinery, raw materials, computers and information technology
 - C. financial capital
 - D.** D: All of the given options are correct.

*Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.
Waddell - Chapter 01 #2*

3. Organisational performance is a measure of:
(p. 5)
- A. efficiency of managerial skills in pursuit of organisational goals but not necessarily organisational effectiveness
 - B.** how efficiently and effectively a manager uses resources to satisfy customers and achieve organisational goals
 - C. the reduction of organisational resources required in attaining organisational goals
 - D. the additional effectiveness of organisational activities using the same level of resources

*Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.
Waddell - Chapter 01 #3*

4. A measure of how well or productively resources are used to achieve a goal is termed:
(p. 5)
- A. effectiveness
 - B. high-performance
 - C. managerialism
 - D.** D: efficiency

*Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.
Waddell - Chapter 01 #4*

5. 5: Managerial functions are best associated with:
(p. 8)
- A.** Fayol
 - B. Mintzberg
 - C. Katz
 - D. Munsterberg

*Learning Objective: 1 Describe what management is why management is important what managers do and how managers utilise organisational resources efficiently and effectively to achieve organisational goals.
Waddell - Chapter 01 #5*

6. The choosing of appropriate organisational goals and courses of action to best achieve those goals is termed:
(p. 8)
- A. leading
 - B. organising
 - C.** planning
 - D. all of the given options are correct

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #6*

7. Establishing accurate measuring and monitoring systems to evaluate how well the organisation has achieved its goals is termed:
(p. 11)
- A. planning
 - B. controlling**
 - C. leading
 - D. D: all of the given options are correct

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #7*

8. Motivating, coordinating, and energising individuals and groups to work together to achieve organisational goals best represents:
(p. 11)
- A. leading**
 - B. organising
 - C. controlling
 - D. D: all of the given options are correct

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #8*

9. Establishing task and authority relationships that allow people to work together to achieve organisational goals is termed:
(p. 10)
- A. planning
 - B. B: organising**
 - C. controlling
 - D. D: all of the given options are correct

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #9*

10. A cluster of decisions about what goals to pursue, what actions to take, and how to use resources to achieve goals is best described as:
(p. 9)
- A. strategy**
 - B. grouped plans
 - C. contingency plans
 - D. strategic goals

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #10*

11. One outcome of organising that refers to the formal system of task and reporting relationships that coordinates and motivates members so that they work together to achieve organisational goals is:
(p. 10)
- A. organisational strategy
 - B. organisational planning
 - C. organisational structure**
 - D. all of the given options are correct

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #11*

12. The outcome of effective leadership is:
(p. 11)
- A. highly motivated and committed organisational members**
 - B. the ordered pursuit of organisational goals
 - C. efficiencies due to planning and performance
 - D. the authoritative use of power in order to pursue organisational goals

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #12*

13. A key outcome of the control process is:
(p. 11) **A.** the ability to measure performance accurately and regulate organisational efficiency and effectiveness
B. the ability to regulate organisational efficiency and effectiveness without having to measure performance
C. the use of mechanisms that provide automatic planning for future uncertainties
D. the ability to eliminate measures once controls are put in place

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #13*

14. Controlling is an:
A. abrupt, rapid process that tends to change in short bursts
B. elaborate, complex process that tends not to need change
C. unnecessary, largely difficult, always changing process that requires scientific study
D. ongoing, fluid, always changing process that demands constant attention and action

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #14*

15. A group of people who work together and possess similar skills or use the same knowledge, tools or techniques to perform their jobs are known as a:
(p. 12) A. tribe
B. compartment
C. department
D. organisation

*Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.
Waddell - Chapter 01 #15*

16. A first-line manager is responsible for:
(p. 13) **A.** daily supervision of non-managerial employees
B. supervision of second-line managers
C. finding the best way to use resources to achieve organisational goals
D. all employees under the top manager

*Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.
Waddell - Chapter 01 #16*

17. A middle manager:
(p. 13) A. supervises all other managers
B. supervises all first-line managers except those directly supervised by top managers
C. communicates between first-line managers and non-managerial employees
D. supervises first-line managers and is responsible for finding the best way to use resources to achieve organisational goals

*Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.
Waddell - Chapter 01 #17*

18. The top-management team typically comprises:
(p. 13) A. the CEO and a small number of senior managers
B. the CEO, COO, and the heads of the most important departments
C. the CEO, COO, and no more than two senior managers
D. the CEO, CKO, and no less than three heads of departments

*Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.
Waddell - Chapter 01 #18*

19. Managerial roles are best associated with which managerial researcher?
(p. 16)
- A. Fayol
 - B. Katz
 - C. all of the given options are correct
 - D. Mintzberg**

*Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.
Waddell - Chapter 01 #19*

20. Empowerment is defined as:
(p. 20)
- A. the centralisation of power in senior managers
 - B. the use of power to ensure leadership is effective
 - C. expanding employees' tasks and responsibilities**
 - D. the process of attracting powerful managers to the organisation

*Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.
Waddell - Chapter 01 #20*

21. Which of the following is best associated with Mintzberg's decisional roles?
(p. 17)
- A. disseminator, disturbance handler, resource allocator, negotiator
 - B. entrepreneur, figurehead, resource allocator, negotiator
 - C. entrepreneur, disturbance handler, resource allocator, negotiator**
 - D. disseminator, disturbance handler, resource allocator, liaison

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #21*

22. A spokesperson is an example of which of the following managerial roles?
(p. 17)
- A. informational**
 - B. decisional
 - C. interpersonal
 - D. influential

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #22*

23. The managerial role associated with the provision of direction and supervision for both employees and the organisation as a whole is:
(p. 17)
- A. decisional roles
 - B. informational roles
 - C. influential roles
 - D. interpersonal roles**

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #23*

24. Who stated that the range of problems that managers face is enormous?
(p. 17)
- A. Fayol
 - B. Katz
 - C. Mayo
 - D. Mintzberg**

Waddell - Chapter 01 #24

25. The ability to analyse and diagnose a situation and to distinguish between cause and effect is best represented by:
(p. 19)
- A. technical skills
 - B. human skills
 - C. conceptual skills**
 - D. all of the given options are correct

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #25*

26. The ability to understand, alter, lead and control the behaviour of other individuals and the group is best represented by:
- A. technical skills
 - B. conceptual skills
 - C. human skills**
 - D. all of the given options are correct

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #26*

27. The managerial skills associated with job-specific knowledge and techniques that are required to perform an organisational role are:
- A. human skills
 - B. technical skills**
 - C. conceptual skills
 - D. all of the given options are correct

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #27*

28. The term that best represents the ability of one organisation to outperform other organisations by producing desired goods and services more efficiently and effectively than other organisations do is:
- A. competitive advantage**
 - B. performance orientation
 - C. competitive strategy
 - D. performance advantage

*Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #28*

29. The key building blocks of competitive advantage are:
- A. effectiveness, quality, innovation, responsiveness to customers
 - B. efficiency, quality, innovation, responsiveness to customers**
 - C. efficiency, quality, innovation, TQM
 - D. effectiveness, quality, innovation, TQM

*Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #29*

30. Diversity in a workforce is represented by:
- A. age and gender
 - B. race and ethnicity
 - C. religion and sexual preference
 - D. all of the given options are correct**

*Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #30*

31. The new technologies in the areas of computer-controlled manufacturing and information systems that link and enable employees in new ways underscore the importance of utilising:
- A. information technology and e-commerce**
 - B. technical skills
 - C. informational roles
 - D. plans

*Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #31*

32. Top managers spend the greatest amount of time with:
(p. 14) **A.** planning
B. organising
C. leading
D. controlling

*Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #32*

33. First-line managers spend the greatest amount of time with:
(p. 14) **A.** leading
B. organising
C. planning
D. controlling

*Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #33*

34. Controlling is most used by:
(p. 14) A. middle managers
B. top managers
C. first-line managers
D. all of the given options are equally correct

*Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #34*

35. Restructuring and downsizing can produce negative outcomes, particularly:
(p. 15) A. a reduction in the planning ability of managers
B. a reduction in the efficiency of the organisation
C. a reduction in the ability of the firm to control resources
D. a reduction in the morale of the remaining employees

*Learning Objective: 5 Discuss some major changes in management practices today that have occurred as a result of globalisation and the use of advanced information technology (IT).
Waddell - Chapter 01 #35*

36. Working with other organisations to establish agreements to pool resources and work on joint projects best describes:
(p. 17) A. a liaison role
B. a spokesperson role
C. C: a negotiation role
D. a leader role

*Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #36*

37. The use of leadership programs and team leadership training is an example of the development of which type of managerial skill?
(p. 20) A. technical skills
B. conceptual skills
C. human skills
D. influencing functions

*Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #37*

38. Organisations that operate and compete in more than one country are termed:
(p. 21) **A.** global organisations
B. transnational organisations
C. dual organisations
D. competitive organisations

*Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.
Waddell - Chapter 01 #38*

39. The rise of competition between firms that operate in more than one country has:
(p. 21) A. removed pressures on many organisations and enabled the use of resources to be less efficient
B. put pressure on many organisations to improve performance and identify better ways to use resources
C. increased the length of time that organisations use in their planning
D. removed the barriers that lowered organisational efficiencies

*Learning Objective: 5 Discuss some major changes in management practices today that have occurred as a result of globalisation and the use of advanced information technology (IT).
Waddell - Chapter 01 #39*

40. The arrangement of employees into quality-control teams, responsible for continually finding new and better ways to perform their jobs is termed:
(p. 22) A. empowered quality
B. enriched quality management
C. total quality management
D. all of the given options are correct

*Learning Objective: 5 Discuss some major changes in management practices today that have occurred as a result of globalisation and the use of advanced information technology (IT).
Waddell - Chapter 01 #40*

41. One of Fayol's four functions is planning.
TRUE

Waddell - Chapter 01 #41

42. One of Fayol's four functions is strategising.
FALSE

Waddell - Chapter 01 #42

43. Efficiency is more important than effectiveness.
FALSE

Waddell - Chapter 01 #43

44. Katz's technical skills include a focus on a manager's social skills.
FALSE

Waddell - Chapter 01 #44

45. Top managers tend to use conceptual skills more than line managers.
TRUE

Waddell - Chapter 01 #45

46. Line managers tend to use the leading function more than middle managers.
TRUE

Waddell - Chapter 01 #46

47. Decisional roles are one of three types of roles developed by Katz.
FALSE

Waddell - Chapter 01 #47

48. A negotiator is an example of the use of Fayol's organising function.
FALSE

Waddell - Chapter 01 #48

49. Organisational resources include capital, assets, and materials as inputs and outputs but not human resources and skills.
FALSE

Waddell - Chapter 01 #49

50. Organisational performance focuses on the effective attainment of goals with the greatest efficiency.
TRUE

Waddell - Chapter 01 #50

51. In contrasting low and high effectiveness with low and high efficiency, outline the four different resulting product/service characteristics. Which is most ideal?

Refer to page 6

52. Briefly explain how and why conceptual skills are more likely to be developed at senior managerial levels.

Waddell - Chapter 01 #51

Refer to pages 20–1

53. How do managers exercise control?

Waddell - Chapter 01 #52

Refer to page 11

54. Outline and briefly define the four primary elements that lead to a competitive advantage.

Waddell - Chapter 01 #53

Refer to page 23

Waddell - Chapter 01 #54

1 Summary

<u>Category</u>	<u># of Questions</u>
Learning Objective: 1 Describe what management is why management is important what managers do and how managers utilise organisational resources efficiently and effectively to achieve organisational goals.	2
Learning Objective: 2 Distinguish between planning organising leading and controlling (the four principal managerial functions) and explain how a managers ability to handle each one can affect organisational performance.	9
Learning Objective: 3 Differentiate among three levels of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.	16
Learning Objective: 4 Distinguish between three kinds of managerial skill and explain why managers are divided into different departments to perform their tasks more efficiently and effectively.	9
Learning Objective: 5 Discuss some major changes in management practices today that have occurred as a result of globalisation and the use of advanced information technology (IT).	3
Waddell - Chapter 01	54