



Pearson

Robbins, *Management: The Essentials*, 4th edition

Chapter 1: Managers and management

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

1. Which of the following is part of an organisation's operating system?
 - A. Strategy
 - B. Inputs and outputs
 - C. Goals
 - D. Structure

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: B

The Busy Day (Scenario): Don Sakaguchi, manager at Control Systems, Inc., sighs as he sips his coffee at 5:00 a.m. and reads his agenda for the day. Don's first duty is to preside over a retirement party for a beloved employee and say a few words on her behalf. Next, he will give a tour to a news reporter who is writing a story on the new factory expansion. Don then has a meeting with the unit coordinator, Phil Johnson, to discuss Phil's recent performance drop (a task Don always hates). Finally, in the late afternoon, Don will be reviewing the recent equipment malfunction and deciding whether to deploy extra people to get the equipment running as soon as possible. What a day!

2. What kind of a manager is Don most likely to be?
 - A. First-line manager
 - B. Low-level middle manager
 - C. Department head
 - D. CEO of a major corporation

Difficulty: Moderate

AACSB: Analytical Thinking

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: C

3. Which of the following levels of management is associated with positions such as executive vice president, chief operating officer, chief executive officer and chairperson of the board?
- A. Top managers
 - B. First-line managers
 - C. Middle managers
 - D. Team leaders

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: A

4. Which type of manager is responsible for making organisation-wide decisions and establishing the plans and goals that affect the entire organisation?
- A. Project leader
 - B. Team supervisors
 - C. Department head
 - D. Top manager

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: D

5. An organisation is [blank].
- A. any collection of people who perform similar tasks
 - B. a group of individuals focused on profit-making for their shareholders
 - C. the physical location where people work
 - D. a deliberate arrangement of people to accomplish some specific purpose

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: D

6. Which statement is true about all organisations?
- A. All organisations share a standard pattern of operation.
 - B. All organisations are focused on customer satisfaction.
 - C. All organisations employ at least five people.
 - D. All organisations have a distinct purpose.

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: D

7. One of the common characteristics of all organisations is [blank] that defines rules, regulations and values of the organisation.
- A. an explicit goal
 - B. a set of written bylaws
 - C. a stated purpose
 - D. a structure

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: D

8. A political party is an example of an organisation because it is comprised of people who [blank].
- A. share the same goals but different values
 - B. share goals and function within a common structure
 - C. function under a different set of rules and regulations

D. share the same values, traditions and customs

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: B

9. All levels of management between non-managerial employees and the top management of the organisation are termed [blank].

- A. middle managers
- B. supervisors
- C. team leaders
- D. first-line managers

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: A

10. The work of a manager [blank].

- A. is strictly limited to overseeing and monitoring the work of others
- B. involves only high-level tasks that require a sophisticated skill set
- C. may involve performing tasks that are not related to overseeing others
- D. does not involve interaction with non-managerial employees

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: C

11. A major contribution that Taylor made to the study of management was to [blank].

- A. identify the three best ways to get a job done
- B. identify the one best way to get a job done
- C. measure efficiency on a four-star scale
- D. measure inefficiency on a four-star scale

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: B

12. Which practice did Taylor find appalling in his study of workers in steel companies?

- A. The lack of oversight by managers
- B. The high, unrealistic work standards at the company
- C. The number of prison inmates working on the shop floor
- D. The low worker output

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: D

13. The word management was first popularised by [blank].

- A. Henry Mintzberg
- B. Robert L. Katz
- C. Henri Fayol
- D. Frederick Winslow Taylor

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: D

14. Taylor began to develop his theory of [blank] because of viewing workers in steel companies.

- A. management skills

- B. the functions of management
- C. ethics-based management
- D. scientific management

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: D

15. The transformation process of the organisational operations system is responsible for turning inputs into goods and services.

- A. True
- B. False

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: A

16. Middle managers are those individuals responsible for directing the day-to-day activities of non-managerial employees.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: B

17. Part of what defines an organisation is its purpose.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: A

18. In order to be considered a manager, an individual must direct or oversee the work of others.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: A

19. A manager does not work directly on tasks for the organisation.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: B

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

20. Provide a short description of managers and non-managerial employees.

Difficulty: Moderate

AACSB: Written and oral communication

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: Managers are individuals in an organisation who direct and oversee the activities of other people in the organisation so organisational goals can be accomplished. A manager's job is not about personal achievement—it is about helping others do their work. That may mean coordinating the work of a departmental group, or it might mean supervising a single person. It could involve coordinating the work activities of a team with people from different departments or even people outside the organisation, such as temporary employees or individuals who work for the organisation's suppliers. However, managers may also work directly on tasks. Some managers do have work duties not directly related to overseeing the activities of others. For example, an insurance claims supervisor might process claims in addition to coordinating the work activities of other claims employees

21. Provide a short description of top managers and their primary tasks.

Difficulty: Moderate

AACSB: Written and oral communication

Learning Outcome: 1.1 Tell who managers are and where they work

Answer: Top managers are those at or near the top of an organisation. They are responsible for making decisions about the direction of the organisation. They also establish policies and philosophies that affect all organisational members. Top managers typically have titles such as vice president, president, chancellor, managing director, chief operating officer, chief executive officer or chairperson of the board

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

22. The authors define efficiency as [blank].

- A. doing things at the right time
- B. doing the right things
- C. doing things right
- D. making sure things get done

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

Answer: C

23. Efficiency is achieved by [blank].

- A. getting the most output from the least amount of inputs
- B. attaining organisational goals
- C. performing interrelated activities in novel ways
- D. deviating from defined strategies

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

Answer: A

24. Effectiveness is synonymous with [blank].

- A. goal attainment
- B. smart management
- C. cost minimisation
- D. efficiency

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

Answer: A

25. Good management strives for [blank].

- A. high efficiency and high effectiveness
- B. low efficiency and high effectiveness
- C. moderate efficiency and moderate effectiveness
- D. high efficiency and low effectiveness

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

Answer: A

26. [blank] means doing those work tasks that help the organisation reach its goal, whereas [blank] is concerned with the means of getting things done.

- A. Vision; planning
- B. Efficiency; mission
- C. Effectiveness; efficiency
- D. Efficiency; effectiveness

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

Answer: C

The Perfect Manager (Scenario): Brenda Kraft has proven herself an able manager. Her unit has a high project completion rate with the highest-quality product and the lowest defects in her division. In addition, she accomplishes this with fewer full-time people than other managers. Co-workers say that the secret of her success is in her ability to delegate responsibility and her understanding of the basic 'management processes'.

27. If Brenda accomplished her projects on time with high-quality results, but she took more time than other managers did in the process, you could say that as a manager she was [blank].

- A. a leader, but not a top manager
- B. effective, but not efficient
- C. efficient, but not effective
- D. project-oriented, but not effective

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

Answer: B

28. Brenda accomplished her projects on time with high-quality results. Brenda's high project completion rate indicates that she is [blank].

- A. an effective manager
- B. an efficient manager
- C. a good resource allocator
- D. a good spokesperson

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

Answer: A

29. Which of the following would be an example of increased effectiveness in vehicle production?

- A. Cutting the amount of labour required to make the product
- B. Cutting the price of the product
- C. Increasing sales of the product
- D. Increasing advertising for the product

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

Answer: C

30. A candy manufacturer would increase both efficiency and effectiveness by making [blank].

- A. the same candy at the same cost
- B. better candy at a lower cost
- C. the same candy at a lower cost
- D. better candy at the same cost

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

Answer: B

31. Effectiveness refers to the relationship between inputs and outputs.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

Answer: B

32. A goal of efficiency is to minimise output costs while maximising input costs.

- A. True
- B. False

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

Answer: B

33. Effectiveness refers to the attainment of the organisation's goals.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

Answer: A

34. Managers who are effective at meeting organisational goals by default must be acting efficiently.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.2 Define management

Answer: B

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

35. Briefly explain the difference between efficiency and effectiveness.

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

Answer: Efficiency refers to getting the most output from the least amount of input. Efficiency is often referred to as 'doing things right'; that is, performing a task with a minimum of wasted time, energy, labour and resources and a maximum of the product being created. A mathematical measure of efficiency is given by the ratio of input-to-output. The smaller the input-to-output ratio,

the greater the efficiency of the process. Effectiveness is often described as 'doing the right things'; that is, those work activities that will help the organisation reach its goals. Where efficiency is concerned with the means of getting things done, effectiveness is concerned with the ends, or attainment of organisational goals.

36. Use examples to explain how a process can be: a) efficient but not effective, and b) effective but not efficient.

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.2 Define management

Answer: a) Efficient but not effective: A craftsman building a wooden table may be highly efficient in the way he uses his time, energy and wood in producing his product. However, despite this efficiency, the craftsman may still end up with a rickety table, thereby not fulfilling his goal of building a strong, sturdy table and failing to be effective. b) Effective but not efficient: A craftsman may be inefficient and waste a great deal of time, energy and wood in building a table. However, the table itself can turn out to be strong, sturdy and beautiful, thereby fulfilling the goal of the process and qualifying the craftsman as effective.

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

37. A finance manager who reads the *Financial Review* on a regular basis would be performing which role?

- A. Disseminator
- B. Leader
- C. Monitor
- D. Liaison

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: C

38. Lindsay is the manager at a not-for-profit healthcare organisation with four employees. Lindsay works at a [blank] organisation and her primary role is [blank].

- A. medium-sized; negotiator
- B. small; spokesperson
- C. medium-sized; resource allocator
- D. large; liaison

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: B

39. The managerial role that changes the *least* between middle and top managers is [blank].

- A. leading
- B. organising
- C. planning
- D. controlling

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: B

Joe the Manager (Scenario): As a production supervisor, Joe determines the number of output units his department will produce each week. On Monday, he informs his team that the schedule is going to be difficult this week due to the increased number of output units. He goes on to tell them that he is confident that they can fulfil the schedule because they are tough, talented, and 'when the going gets tough, they are the ones who get going'. Each day during the week, Joe checks the amount of output that the employees have completed and the number of units that have been rejected.

40. When Joe checks the amount of output units that the team has completed and the number of units that have been rejected, he is performing which of management process?

- A. Planning
- B. Leading
- C. Controlling
- D. Organising

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: C

41. As a production supervisor, Joe determines the number of output units his department will produce each week. Which management processes is Joe performing?

- A. Planning
- B. Leading
- C. Organising
- D. Controlling

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

The General Manager (Scenario): Michelle is the general manager of a power station. This morning she will meet with city officials to discuss environmental issues. After the meeting, she will confer with the station's department managers to address the concerns of the city representatives. This afternoon Michelle will meet with a team leader to go over a complaint filed by an employee. After the complaint meeting, Michelle plans to spend time in the library and on the Internet researching new technologies that can be used to improve the performance of the station.

42. When Michelle spends time searching for new technologies for the station, she is performing which management role?

- A. Spokesperson
- B. Disturbance handler
- C. Entrepreneur
- D. Leader

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: C

43. When Michelle learns from city officials about how the station's operations may be affecting the environment, she is performing which management role?

- A. Leader
- B. Entrepreneur
- C. Resource allocator
- D. Liaison

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: D

44. When Michelle meets with the department managers to brief them on the concerns of the city officials, which management role is she performing?

- A. Negotiator
- B. Disturbance handler
- C. Liaison
- D. Disseminator

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: D

45. When Michelle addresses a complaint filed by an employee, she is performing which management role?

- A. Resource allocator
- B. Disturbance handler
- C. Liaison
- D. Figurehead

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: B

The Perfect Manager (Scenario): Brenda Kraft has proven herself to be an able manager. Her unit has a high project completion rate with the highest-quality product and the lowest defects in her division. In addition, she accomplishes this with fewer full-time people than other managers. Co-workers say that the secret of her success is in her ability to delegate responsibility and her understanding of the basic 'management processes'.

46. Brenda's ability to delegate responsibility well is evidence that she excels at which management function?

- A. Controlling
- B. Planning
- C. Leading
- D. Organising

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: D

The Busy Day (Scenario): Asa Sakaguchi, manager at Spinoza Graphics, sighs as she sips her coffee at 5:00 a.m. and reads her agenda for the day. Asa's first duty is to preside over a retirement party for a beloved employee and say a few words on her behalf. Next, she will give a tour to a news reporter who is writing a story on the new factory expansion. Asa then has a meeting with the unit coordinator, Kai Garcia, to discuss Kai's recent performance drop (a task Asa always hates). Finally, in the late afternoon, Asa will be reviewing the recent equipment malfunction and deciding whether to deploy extra people to get the equipment running as soon as possible. What a day!

47. When Asa meets with Kai to discuss Kai's output decline, in which management role will Asa be operating?

- A. Spokesperson
- B. Figurehead
- C. Monitor
- D. Disseminator

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: C

48. When Asa attends the retirement party, she will be operating in which of the management roles?

- A. Figurehead
- B. Liaison
- C. Monitor
- D. Leader

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: A

49. When Asa reviews the equipment malfunction, what management role will she play in deciding whether to bring in extra people?

- A. Monitor
- B. Disseminator
- C. Disturbance handler
- D. Resource allocator

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: D

50. What role will Asa be performing when she gives the factory tour to the newspaper reporter?

- A. Entrepreneur
- B. Spokesperson
- C. Resource allocator
- D. Monitor

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: B

51. Why might a manager for a non-profit organisation seem as concerned with her organisation's financial well-being as a for-profit manager?

- A. Many not-for-profit organisations have tight budgets and must be very efficient
- B. Non-profit organisations have an obligation to turn a profit
- C. Non-profit managers try to give the illusion that they care about the 'bottom line'
- D. Non-profit managers are evaluated on financial performance only

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: A

52. Henri Fayol was a(n) [blank] who proposed that managers perform [blank] management activities.

- A. Industrial planner; three
- B. French politician; three
- C. Industrial psychologist; five
- D. French industrialist; five

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: D

53. [blank] skills are the skills managers use to analyse and diagnose complex situations.

- A. Conceptual
- B. Interpersonal
- C. Political
- D. Technical

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

54. Brad has recently been promoted to a managerial position in his company. Brad believes that to get ahead he must compete with others for resources. Brad is keen on networking with the right people and influencing them. Which of the following skills is Brad using?

- A. Technical
- B. Political
- C. Interpersonal
- D. Conceptual

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: B

55. Which of the following managerial skills emphasises the importance of specialised knowledge or expertise?

- A. Interpersonal skills
- B. Technical skills
- C. Political skills
- D. Conceptual skills

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

56. Defining goals and establishing strategy are part of the [blank] management function.

- A. decisional
- B. organising
- C. controlling
- D. planning

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: D

57. The controlling management function is largely a matter of [blank].

- A. defining goals and establishing strategies
- B. resolving conflicts
- C. monitoring to see that tasks are accomplished
- D. determining what needs to be done

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: C

58. Organising includes [blank].

- A. resolving conflicts
- B. determining who does what tasks
- C. motivating organisational members
- D. defining organisational goals

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

59. Understanding building codes would be considered a(n) [blank] skill for a building contractor.

- A. interpersonal
- B. political
- C. technical
- D. conceptual

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: C

60. Which event is most appropriate for exercising political skills?

- A. A job interview
- B. A formal information session about a new company product release
- C. A corporate fun day for employees and management
- D. A legal consultation with the company patent lawyer

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: C

61. According to the functions approach, first-level managers are most likely to perform which of the following activities?

- A. Organising
- B. Leading
- C. Controlling
- D. Planning

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

62. Mary is a manager at a small-size business. According to Mintzberg's managerial roles, which of the following would be considered Mary's most important role?

- A. Resource allocator
- B. Spokesperson
- C. Entrepreneur
- D. Figurehead

Difficulty: Basic

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: B

63. Which of the following would most likely occur in a small organisation?

- A. Informal relationships
- B. Orchestrated planning
- C. Highly structured organisational design
- D. Computerised monitoring of employees

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: A

The General Manager (Scenario): Michelle is the general manager of a power station. This morning she will meet with local government officials to discuss environmental issues. After the

meeting, she will confer with the station's department managers to address the concerns of the city representatives. This afternoon Michelle will meet with a team leader to go over a complaint filed by an employee. After the complaint meeting, Michelle plans to spend time in the library and on the Internet researching new technologies that can be used to improve the performance of the station.

64. Michelle's evaluation of new technologies that can be used in the production processes of the power station is an example of which type of management skill?

- A. Interpersonal
- B. Political
- C. Conceptual
- D. Communication

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: C

65. Technical skills might include [blank].

- A. exceptional writing ability
- B. excellent verbal skills
- C. proficiency in computer programming
- D. decision-making ability

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: C

66. According to Katz, the four critical managerial skills can be classified as [blank].

- A. technical, political, interpersonal and conceptual
- B. technical, interpersonal, political and controlling
- C. technical, political, controlling and analytical
- D. interpersonal, political, empirical and technical

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

67. Today, the basic management functions are considered to be [blank].

- A. planning, organising, leading and controlling
- B. commanding, organising, leading and decision-making
- C. planning, coordinating, leading and monitoring
- D. coordinating, organising, leading and motivating

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

68. The emphasis that managers give to various activities is generally based on their [blank].

- A. skill specialty
- B. organisational level
- C. tenure with the organisation
- D. gender

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

69. Which of the following proved to be a surprising result of Mintzberg's data?

- A. Managers spent only a short period of time on each activity

- B. Executives were not efficient
- C. Managers could spend hours on a single activity during a typical day
- D. Managers were deliberate, reflective thinkers who methodically mapped out strategies

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

70. The four managerial functions first described by Fayol are considered classical because [blank].

- A. they are no longer popular today
- B. many use them to categorise managers
- C. they were devised a long time ago
- D. they date back to ancient Greece and Rome

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: B

71. One managerial function that is identical in both Fayol's and Mintzberg's systems is [blank].

- A. leader
- B. negotiator
- C. monitor
- D. resource allocator

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: A

72. Non-profit organisations are different from for-profit organisations primarily [blank].

- A. in the way they motivate employees
- B. in the way they make decisions
- C. in the way they measure success
- D. in how they hire employees

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: C

73. The role of [blank] is less important for managers of small organisations than for managers working in large corporations.

- A. entrepreneur
- B. spokesperson
- C. resource allocator
- D. disseminator

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: C

74. All managerial levels require [blank].

- A. technical skills
- B. superb political and negotiating skills
- C. long-term planning and forecasting
- D. Decision-making

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: D

75. Which set of skills would you expect the Prime Minister of Australia to be *least* in need of?

- A. Political
- B. Technical
- C. Interpersonal
- D. Conceptual

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

76. Under which category would you classify skill in motivating subordinates?

- A. Technical skills
- B. Conceptual skills
- C. Political skills
- D. Interpersonal skills

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: D

77. According to Mintzberg, managers' informational roles include which of the following roles?

- A. Monitor and spokesperson
- B. Leader and disseminator
- C. Figurehead and liaison
- D. Resource allocator and negotiator

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

78. A pharmaceutical company manager attending a meeting of academic scientists would be functioning in which role?

- A. Liaison
- B. Informational
- C. Leader
- D. Decisional

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: A

79. All of the following are examples of informational roles according to Mintzberg *except* [blank].

- A. spokesperson
- B. disseminator
- C. entrepreneur
- D. monitor

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: C

80. Compared to for-profit businesses, not-for-profit organisations [blank].

- A. use funds provided by governments, sponsors or donors
- B. fund their operations using capital that investors provide
- C. have higher operating costs
- D. charge higher prices for their products

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: A

81. Which of the following would networking be most likely to help a manager accomplish?

- A. Increasing efficiency
- B. Increasing effectiveness
- C. Building a power base
- D. Defining goals

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: C

82. Designing a series of interview questions to provide information about possible customers for a company would primarily require [blank].

- A. technical skills
- B. political skills
- C. conceptual skills
- D. interpersonal skills

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: C

The General Manager (Scenario): Michelle is the general manager of a power station. This morning she will meet with city officials to discuss environmental issues. After the meeting, she will confer with the station's department managers to address the concerns of the city representatives. This afternoon Michelle will meet with a team leader to go over a complaint filed by an employee. After the complaint meeting, Michelle plans to spend time in the library and on the Internet researching new technologies that can be used to improve the performance of the station.

83. Which type of management skill does Michelle use most during the day?

- A. Conceptual
- B. Interpersonal
- C. Political
- D. Informational

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: B

Application of Skills (scenario): Harris, a budding stand-up comedian, spent months hanging out at Laugh Town, a local club, meeting other stand-ups, doing a lot of listening and finding out how they learned their trade. It got to the point where several of the star acts were trying out their new material on Harris. If Harris laughed, the material must be good, they said. Finally, Harris got to the point where he wanted to try out his own act. Bobby G, a successful comic, agreed to listen to Harris. Bobby laughed a few times, but as he performed his material Harris could not help but wonder about the odd, pained expression on Bobby's face. When it was over, Bobby told him, 'Very funny, Harris. Keep working on it.' It was at that point that Harris decided he would become an agent for other comedians. Somehow, he knew that that was what he was truly suited for.

84. Spending time with comedians and learning about their trade is an example of which political skill?

- A. Networking
- B. Interpersonal influence
- C. Social astuteness
- D. Apparent sincerity

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

85. Why is a negotiator a decisional role according to Mintzberg?

- A. Negotiation requires taking a position and deciding how and when to compromise
- B. Negotiation requires a manager to be able to deal with money
- C. The task of negotiation is taken on only by the decision-makers who are always top managers
- D. Negotiation requires no interpersonal or informational skill

Difficulty: Moderate

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: A

86. The four contemporary management processes are planning, organising, leading and commanding.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

87. A key difference between Fayol's and Mintzberg's view of management is that Fayol's view was based on empirical observations of managers in action.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

88. Because profit, or the 'bottom line', is not the measure of success for not-for-profit organisations, managers of charitable organisations do not have to concern themselves with the financial aspects of their organisations.

- A. True
- B. False

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

89. Defining goals is a key part of the organising function of management.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

90. Providing motivation is part of the planning function of management.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

91. Determining who reports to whom is part of the controlling function of management.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

92. According to Mintzberg, monitoring forms part of the manager's interpersonal role.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

93. A person may have strong technical, interpersonal and conceptual skills, but a weak motivation to manage would make them unsuited to a managerial role.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

94. Deciding who will be assigned to which job is a part of the leading function of management.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

95. Henri Fayol's four management functions framework continues to be popular due to its clarity and simplicity.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

96. In Mintzberg's view, the roles of figurehead, leader and liaison are all interpersonal roles.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

97. Disturbance handler is one of Mintzberg's interpersonal roles.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

98. A typical first-level manager spends more of his or her time leading than planning.

- A. True

B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

99. Studies that have compared managerial practices among countries have not generally supported the universality of management concepts.

A. True

B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: A

100. A manager in a large business generally will spend more of her time as a spokesperson and entrepreneur than her counterpart in a small business.

A. True

B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

101. A manager's role as a monitor is identical in Fayol's management processes and in Mintzberg's management roles.

A. True

B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.3 Describe what managers do

Answer: B

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

102. In a short essay, list and explain the four basic functions of management.

Difficulty: Moderate

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

Answer: Planning involves the process of defining goals, establishing strategies for achieving those goals and developing plans to integrate and coordinate activities so the organisation can achieve its goals. Planning ensures that the work to be done is kept in proper focus and that organisational members keep their attention on what is most important. Organising involves the process of determining what tasks need to be done, who should do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made.

Leading involves directing and coordinating the work activities of others. It is primarily concerned with motivating subordinates and getting them to work in the most effective and efficient ways possible. Leading also involves instructing subordinates, using effective communication channels to inform them and resolving any conflicts that arise between them. Controlling is largely a function of monitoring subordinates to ensure that work is proceeding as it should and goals will be met. Evaluation is a key part of controlling. Managers must compare actual performance to plans and correct inefficiencies and flaws in the process that is being carried out.

103. In a short essay, list and discuss the decisional managerial roles developed by Mintzberg. Include specific examples of each role.

Difficulty: Complex

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

Answer: The decisional roles revolve around making choices. The four decisional roles include entrepreneur, disturbance handler, resource allocator and negotiator. An entrepreneur searches the organisation and its environment for opportunities and initiates 'improvement projects' to bring about changes. The entrepreneur's primary task is to develop new products and opportunities for the organisation. An entrepreneur may choose to organise strategy and review sessions to develop new programs. Another example is a fashion company manager may depart from the company's original mission and develop a line of furniture under the company umbrella. With older, more established organisations the entrepreneur would be more likely to develop new methods of production rather than new products themselves. For example, a Health Maintenance Organisation manager may develop a new system in which to keep medical records. A disturbance handler is responsible for solving problems and 'fixing' difficult situations when they arise. Examples could include anything from two employees who do not get along to a major complaint of job discrimination from an employee that threatens a lawsuit. In either case, the manager must mediate between the parties and try to resolve the situation in a manner that is fair and is minimally harmful to the organisation. A resource allocator must figure out how to distribute and divide all of an organisation's resources. Resources may include assets of all types—people, funds, buildings, land, equipment, time, energy and so on. Allocation of resources often boils down to making decisions about priorities. For example, where should a baseball executive invest his money, on two relief pitchers or one shortstop? Deciding how to divide up budgets of all types is the resource allocator's job. A negotiator is also a kind of resource allocator, but the resources are allocated between the organisation and external entities. Negotiators are responsible for making deals—between an organisation and its union, a company and its suppliers, a school district and its teachers, a building contractor and her client. In each case, decisions must be made about where to draw the line—how much money, or other resources can one side afford to give up versus the amount the other side requires.

104. In a short essay, describe how each of the four managerial skills can support innovation in managers' work.

Difficulty: Complex

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

Answer: Managerial skills include conceptual skills, which enable managers to diagnose complex situations and identify innovation opportunities. Managers are also required to have interpersonal skills, to enable them to communicate the need for innovation, motivate employees to come up with innovative solutions, and mentor them in the development of innovation. Managers' technical skills enable them to assess innovative ideas in their area, or identify innovation opportunities. And finally, political skills enable managers to get the support necessary for an innovative idea, and thus attain the appropriate resources to enable its development.

105. What are the main responsibilities of managers in large organisations most likely to be?

Difficulty: Moderate

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

Answer: In large organisations, planning is done in higher organisational levels. Only a few managers work in those levels, and thus a manager in a large organisation is likely to be of a lower level. Managers in lower levels in large organisations are more concerned with resource allocations, particularly internal resources.

106. Provide a short description of political skills and their value to managers.

Difficulty: Moderate

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

Answer: Political skills are used to build a power base and establish the right connections. They represent the ability to change one's situation by influencing others at work, with the overall objective of attaining valued goals from the situation. Managers who have and know how to use political skills tend to be better at getting resources for their groups.

107. Identify the nine managerial competencies

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.3 Describe what managers do

Answer: Traditional functions (encompassing tasks such as decision-making, short-term planning, goal setting, monitoring and team building); task orientation (including elements such as urgency, decisiveness and initiative); personal orientation (including things such as compassion, assertiveness, politeness and customer focus); dependability (involving aspects such as personal responsibility, trustworthiness, loyalty and professionalism); open-mindedness (encompassing elements such as tolerance, adaptability and creative thinking); emotional control, which includes both resilience and stress management; communication (including aspects such as listening, oral communication and public presentation); developing self and others (including tasks such as performance assessment, self-development and providing developmental feedback); and occupational acumen and concerns (involving aspects such as technical proficiency, being concerned with quality and quantity and financial concern). In a short essay, list and discuss the informational managerial roles developed by Mintzberg. Include specific examples of each role.

Difficulty: Moderate

AACSB: Written and oral communication

Learning Outcome: 1.3 Describe what managers do

Answer: The informational roles involve receiving, collecting and disseminating information. The three informational roles include a monitor, disseminator and spokesperson. A monitor within Mintzberg's scheme seeks and receives a wide variety of internal and external information to develop a thorough understanding of the organisation and the cultural and business environment in which it functions. Examples include reading periodicals and reports, maintaining personal contacts, attending meetings and conferences, taking classes, going on fact-finding missions and participating in task forces. Note that a monitor in Fayol's system performs a very different function—that of keeping track of progress as a task moves towards completion. A disseminator transmits information to members of the organisation. Examples include holding informational meetings, writing memos and position papers and making posters and presentations. The disseminator functions as an opposite counterpart to the monitor. The monitor takes in information; the disseminator distributes it. That being said, it is not surprising that frequently the monitor and disseminator are the same person: after studying a situation, the monitor dons his disseminator hat and disseminates the information that has been accumulated. A spokesperson transmits information to outsiders on the organisation's plans, policies, actions, results and so on. Examples include holding board meetings and giving information to the media. Note that a spokesperson role may overlap with other Mintzberg categories such as figurehead, leader, liaison and negotiator. All of these categories may 'speak for the organisation' from time to time. What distinguishes the spokesperson is that her presentation is strictly informational in content.

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

108. Which of the following has a strong influence on an employee's experience at a particular organisation?

- A. The organisation's goals
- B. The manager
- C. Whether the organisation is a business or not-for-profit
- D. The benefits

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.4 Explain why it's important to study management

Answer: B

109. In a Gallup Organization survey, workplace environment was found as the most important variable in employee productivity and loyalty.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.4 Explain why it's important to study management

Answer: B

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

110. Identify two characteristics of well-managed organisations.

Difficulty: Moderate

AACSB: Written and oral communication

Learning Outcome: 1.4 Explain why it's important to study management

Answer: Organisations that are well managed develop loyal customers and employees, and find ways to prosper even in economically challenging times. When you deal with a well-managed organisation, you are likely to have a far better experience of being a customer or an employee.

111. Briefly describe two reasons why understanding management is important.

Difficulty: Complex

AACSB: Written and oral communication

Learning Outcome: 1.4 Explain why it's important to study management

Answer: Understanding management helps to gain insight into the behaviour of bosses and colleagues. It also helps to develop one's own management skills. These are important because managers critically influence an employee's experience of working in their organisation. The employee's relationship with their direct supervisor was also found, in a Gallup Organization survey of millions of employees, to be the most important variable in employee productivity and loyalty. In addition, understanding management enables the differentiation between organisations that are well managed or poorly managed, when deciding who to deal with and who to work for.

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

112. Which term best reflects management in today's world?

- A. Loyalty
- B. Profit
- C. Preparation
- D. Change

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: D

113. In order to be beneficial, social media must be [blank].

- A. terminal
- B. efficient
- C. managed
- D. sustainable

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: C

114. All of the following are potential risks for companies resulting from social media except

- A. managers identifying employees with a strong interest in environmental causes
- B. employees bragging about their accomplishments hurts company image
- C. employees using social media platform to engage in bullying or harassment
- D. managers publishing one-way messages to employees reduces employees' perception of organisational responsiveness

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: A

115. Managing for sustainability requires doing the [blank] things in [blank] ways.

- A. right; old
- B. right; new
- C. old; new
- D. new; old

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: C

116. What does the manufacturing of the i3 all-electric car tell us about the BMW organisation?

- A. The company values customer service more than profits
- B. Ethics and social responsibility are not a priority
- C. The company is committed to sustainability and going green
- D. Social media is important to the company's communication goals.

Difficulty: Complex

AACSB: Analytical thinking

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: D

117. Which of the following defines the organisation's social responsibilities?

- A. The organisation's marketing team
- B. The organisation

- C. The law and government
- D. The organisation's customers

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: B

118. All of the following are reasons why organisations today need to manage for sustainability except [blank].

- A. depletion of natural resources
- B. global climate change
- C. global financial crisis and economic downturn
- D. increasing political uncertainty in third world economies

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: D

119. An organisation's intention to go beyond its legal and economic obligation to act in favour of the society is the organisation's [blank].

- A. social obligation
- B. social responsiveness
- C. social responsibility
- D. ethical conduct

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: C

120. According to the World Business Council for Sustainable Development, sustainability means [blank].

- A. that all Earth's inhabitants can live well with adequate resources
- B. business goals will be achieved through the old ways
- C. the needs of future generations are predicted and pre-emptively addressed
- D. legislation and public expectations are understood and adhered to

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: A

121. Which of the following is an example of sustainable management?

- A. A company rewarding workers for carpooling
- B. A company shipping in expensive all-natural fruits for employees all-year round
- C. A company using disposable containers for cost-effectiveness
- D. A company using electricity to increase profits

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer A

122. Customer satisfaction depends on [blank].

- A. on the work of nurses and teachers, but not financial planners
- B. on employees' attitudes and behaviours
- C. mainly on the attitudes of managers
- D. only on the work of marketing people

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: B

123. Two main changes that today's managers must deal with are [blank].

- A. changes in employees' attitudes due to Generation Y education
- B. increasing importance of customers and social media
- C. increasing need for customer service and legal demands
- D. political skills and decision-making skills

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: B

124. John Chambers, CEO of Cisco Systems, listens to voice mails forwarded to him from dissatisfied customers because he wants to [blank].

- A. gauge the way the company's strategy is perceived by customers
- B. segment customers according to their demographics
- C. identify non-responsive customer care staff
- D. argue with dissatisfied customers and try to convince them that they are wrong

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: A

125. What does a company's prompt, courteous and helpful answering of a telephone with a human operator signal to the customer who is calling?

- A. The company has high prices
- B. The company is responsive to the customer's needs
- C. The company has low prices
- D. The company is wasting resources on telephone operators

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: B

126. Managers are concerned with social media because of its great potential for company benefit, as well as risk.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: A

127. Focusing on customer satisfaction must solely be the responsibility of the organisation's marketing people.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: B

128. Managing for sustainability may require complete revision of organisational practices.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: A

129. The main focus of managing for sustainability is addressing the needs of tomorrow.

- A. True
- B. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: B

130. The global economic and financial crisis is part of the evidence that sustainability is important for organisations to consider.

- A. True
- B. False

Difficulty: Moderate

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: A

131. Employee engagement depends mostly on the company's financial performance.

- C. True
- A. False

Difficulty: Basic

AACSB: Application of knowledge

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: B

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

132. List three factors managers must deal with in today's economy.

Difficulty: Moderate

AACSB: Written and oral communication

Learning Outcome: 1.5 Describe the factors that are reshaping and redefining management

Answer: Managers are dealing with changing workplaces and workforces, ethical and trust issues, global economic uncertainties, new priorities for sustainability and changing technology.