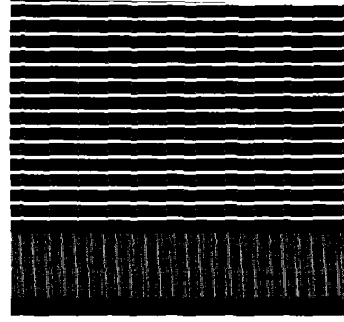


Griffin Study Guide **MANAGEMENT**

SECOND EDITION

Thomas

The background of the cover is black. It features four thick, parallel red diagonal stripes that run from the top right towards the bottom left. The stripes are evenly spaced and have a slight texture, appearing to be made of a material like fabric or paper.



STUDY GUIDE **MANAGEMENT**

SECOND EDITION

Griffin

Joe G. Thomas

University of Central Arkansas

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TO THE STUDENT

This study guide has been designed to be used with *Management*, Second Edition, by Ricky W. Griffin. It was developed to assist you in learning the definitions, concepts, and relationships presented in the textbook, and to help you evaluate your knowledge and understanding of these materials.

For each chapter in *Management*, this guide contains the following sections:

1. Pretest
2. Learning objectives
3. Chapter outline
4. Key terms
5. Multiple choice questions
6. True or false statements
7. Matching exercise
8. Completion
9. Posttest
10. Answers

The pretest consists of 12–15 multiple choice questions and true or false statements that you should try to answer as soon as you have completed the chapter in the text, but before you work through the rest of the review material in the study guide. These questions are designed to jog your memory about the key concepts in the chapter and to let you know immediately if there are any gaping holes in your comprehension.

The learning objectives, which are also listed in the main text, are a set of goals that you should keep in mind and try to achieve when studying a specific chapter. You will find it particularly helpful to review them at the beginning of the chapter and again after you have completed your review. In this way, they will help you put key concepts and ideas into a broader framework.

The principal topics in each chapter are listed in the chapter outline. This outline provides a concise overview of the chapter and shows at a glance the major concepts and their

relationship to each other. Before you attempt to complete the questions and exercises for a specific chapter, it is suggested that you reread the outline to refresh your memory.

The list of key terms found in the chapter (those that are printed in bold italic type) can help you focus on the most important terms in the chapter. It will be very helpful to you if you try to define or produce examples of each term as you study. These terms will be used repeatedly in the text as well as in the study guide questions. In several cases, these terms are repeated as key terms in subsequent chapters since they are an integral component of the study of management.

The multiple choice questions and the true or false statements are designed to aid you in testing your understanding of management terminology, concepts, and relationships. Some of these exercises deal with definitions and details, while others focus on the broader aspects of management decisions and activities.

The matching exercise focuses on the important terms, people, and theories in a chapter. It is suggested that you do this exercise shortly after reading the chapter to allow you to master important definitions quickly.

The programmed completion provides an overall summary of the contents of the text chapter. Dealing with both specific details as well as general relationships, it offers a method for both learning and testing your knowledge. When working with the programmed completion, you should cover the left-hand column of suggested answers with the mask located on the back cover of this book. After answering a question, move the mask down so the answer is exposed. Do not be overly concerned if your answers are not exactly the same as those suggested. The purpose of this exercise is to improve and evaluate your understanding of management topics and relationships rather than to encourage you to memorize.

The posttest, which consists of multiple choice questions and true or false statements, provides immediate feedback about your comprehension of all the major topics in the chapter. It will show at a glance if there are any areas that require further study or review.

The last part of each chapter supplies the answers to all the objective questions, including the pretest, multiple choice questions, true or false statements, matching exercise, and the posttest. These answers are provided to help you evaluate your understanding of the material in the textbook chapter. To achieve this purpose, you should refer to these answers only after you have completed the questions.

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CHAPTER I

MANAGING AND THE MANAGER'S JOB

PRETEST

- _____ 1. One of the *basic* activities involved in the management process is
 - a. procuring physical resources.
 - b. organizing.
 - c. handling disturbances.
 - d. managerial development.
 - e. learning.

- _____ 2. Resources used to achieve organizational goals include
 - a. human resources.
 - b. planning and decision-making resources.
 - c. health care facilities.
 - d. managerial roles.
 - e. analytical skills.

- _____ 3. _____ could be defined as a group of two or more people working together to attain a set of goals.
 - a. Management
 - b. Decision making
 - c. Business

- d. Managers
 - e. Organizations
- _____ 4. Managers achieve organizational goals by carrying out four basic managerial functions. These functions do *not* include
- a. planning and decision making.
 - b. controlling.
 - c. leading.
 - d. human resource processing.
 - e. organizing.
- _____ 5. Decisional roles performed by a manager include that of
- a. monitor.
 - b. entrepreneur.
 - c. disseminator.
 - d. spokesperson.
 - e. leader.
- _____ 6. Managerial skills that involve the ability to communicate with, understand, and motivate individuals and groups are
- a. informational skills.
 - b. interpersonal skills.
 - c. technical skills.
 - d. diagnostic skills.
 - e. conceptual skills.
- _____ 7. The potential advantages of education as a source of management skills include
- a. a well-developed program of study.
 - b. familiarity with current research related to management.
 - c. the ability of students to devote full-time energy to learning.
 - d. increased understanding of management theory.
 - e. all of these.
- T F** 8. Formal college education is the only way to learn management skills.
- T F** 9. A manager's job involves combining and coordinating resources to achieve the organization's goals.
- T F** 10. Efficiency means doing things in a systematic fashion without unnecessary waste.

- T F 11. Middle managers are primarily responsible for implementing and following through on operating policies and plans.**
- T F 12. Operations managers are concerned with establishing the systems that produce an organization's products and services and they control the day-to-day activities within these systems.**
- T F 13. There is only one right way to combine managerial functions and organizational resources to achieve organization goals.**

LEARNING OBJECTIVES

1. Define management and managers.
2. Identify and briefly explain the four basic management functions.
3. Describe different kinds of managers from both levels of management and areas of management responsibility.
4. List and discuss the main kinds of managerial roles, giving examples of each.
5. Identify and describe the five basic skills required for effective management.
6. Discuss the advantages and relative merits of education and experience as sources of management skills.
7. Demonstrate the scope of management by identifying several kinds of management settings.

CHAPTER OUTLINE

- I. Management and Managers Defined
- II. The Management Process: An Overview of the Book
 - A. Planning and decision making: Determining courses of action
 - B. Organizing: Coordinating activities and resources
 - C. Leading: Motivating and managing employees
 - D. Controlling: Monitoring and evaluating activities
- III. Kinds of Managers
 - A. Levels of management
 1. Top managers
 2. Middle managers
 3. First-line managers
 - B. Areas of management
 1. Marketing managers
 2. Financial managers
 3. Operations managers
 4. Human resource managers
 5. Administrative managers
 6. Other kinds of managers
- IV. Roles and Skills of Managers
 - A. Managerial roles
 1. Interpersonal roles

- 2. Informational roles
 - 3. Decisional roles
- B. Managerial skills
 - 1. Technical skills
 - 2. Interpersonal skills
 - 3. Conceptual skills
 - 4. Diagnostic skills
 - 5. Analytic skills
- V. Sources of Management Skills
 - A. Education as a source of management skills
 - B. Experience as a source of management skills
- VI. The Scope of Management
 - A. Management in profit-seeking organizations
 - 1. Large businesses
 - 2. Small businesses
 - 3. International management
 - B. Management in not-for-profit organizations
 - 1. Government organizations
 - 2. Educational organizations
 - 3. Health care facilities
 - 4. Management in nontraditional settings
- VII. Summary of Key Points

KEY TERMS

organization
management
manager
top managers
middle managers
first-line managers
interpersonal roles
informational roles
decisional roles

MULTIPLE CHOICE QUESTIONS

- _____ 1. Goals toward which an organization might work include
- profit.
 - social satisfaction.
 - growth in sales.
 - return to stockholders.
 - all of these.
- _____ 2. Raw materials, production facilities, and equipment are examples of _____ resources.
- human
 - monetary
 - physical
 - information
 - none of these
- _____ 3. Which of the following is *not* a managerial function?
- organizing activities
 - controlling organizational activities
 - efficiently obtaining resources
 - planning and decision making
 - leading
- _____ 4. The process of planning, organizing, leading, and controlling resources to achieve organization goals is
- management.
 - organization.
 - strategic planning.
 - motivation.
 - administration.
- _____ 5. Titles of individuals considered to be first-line managers include
- president.
 - plant manager.
 - division head.
 - foreman.
 - chief executive officer.
- _____ 6. Managers who typically spend a large portion of their time directly supervising the work of subordinates include
- top managers.

- b. middle managers.
 - c. chief executive officers.
 - d. first-line managers.
 - e. plant managers.
- _____ 7. According to Mintzberg, a manager who serves in a figurehead, leadership, or liaison role is filling a/an
- a. informational role.
 - b. operations role.
 - c. decisional role.
 - d. disturbance handler role.
 - e. interpersonal role.
- _____ 8. The decisional role of the manager does *not* include acting as
- a. spokesperson.
 - b. disturbance handler.
 - c. resource allocator.
 - d. negotiator.
 - e. entrepreneur.
- _____ 9. Prerequisite skills for managerial success at the middle and lower organizational levels include
- a. technical skills.
 - b. financial skills.
 - c. marketing skills.
 - d. negotiating skills.
 - e. managerial skills.
- _____ 10. Skills that enable the manager to recognize an organization's problem and to identify its probable cause are
- a. technical skills.
 - b. diagnostic skills.
 - c. interpersonal skills.
 - d. analytic skills.
 - e. negotiating skills.
- _____ 11. Managerial skills may be developed through
- a. executive development programs.
 - b. in-house training programs.
 - c. experience.
 - d. formal education.
 - e. all of these.

- _____ 12. Examples of not-for-profit organizations do *not* include
- a. government organizations.
 - b. health care facilities.
 - c. churches.
 - d. educational organizations.
 - e. international corporations.
- _____ 13. The largest number of profit-seeking businesses in the United States are
- a. small businesses.
 - b. large businesses.
 - c. international businesses.
 - d. governmental agencies.
 - e. health care facilities.

TRUE OR FALSE STATEMENTS

- T F 1. Physical resources utilized by a manager include the financial capital employed in operations.
- T F 2. Successful management involves being both efficient and effective
- T F 3. Managers progress through the management process in a step-by-step fashion.
- T F 4. Planning focuses on an expected or desired future situation.
- T F 5. First-line managers supervise and coordinate the activities of operating employees.
- T F 6. After establishing a workable plan, the next step for the manager is to motivate and manage the employees through the process of leading.
- T F 7. Administrative or general managers have some familiarity with all functional areas of management.
- T F 8. According to the research of Mintzberg, in a typical day the majority of a CEO's time is spent in scheduled meetings.

- T F** 9. One of the key findings from Mintzberg's research is that managers need a limited number of skills to perform their jobs efficiently and effectively.
- T F** 10. Technical skills are most important in enabling managers to grasp the ways in which components of the organization fit together and to see "the big picture."
- T F** 11. A manager may have good analytical skills without having good decision-making skills.
- T F** 12. The proportion of managers with college degrees has increased during recent years.
- T F** 13. Most organizations in the United States are big businesses.
- T F** 14. International management has dramatically declined in importance as a field of study in management.
- T F** 15. Good management skills are unnecessary in not-for-profit organizations.
- T F** 16. There are many ways in which managerial functions and the organization's resources can be combined to achieve organizational goals.

MATCHING EXERCISE

Use the set of terms to identify the following sentences and phrases. On the blank line next to each sentence or phrase, place the letter of the term that the statement describes. (*Note:* Some terms may not be used. Some statements may require more than one answer.)

- | | |
|----------------------|----------------------------|
| A. organization | J. technical |
| B. education | K. human resource managers |
| C. manager | L. diagnostic |
| D. top management | M. analytic |
| E. controlling | N. management |
| F. operations | O. financial resources |
| G. middle management | P. not-for-profit |
| H. planning | Q. experience |
| I. conceptual | |