

EXAM QUESTIONS 211

1. What makes a **good presentation**? What are the most common **purposes** of making a presentation? Which **factors** need to be taken into account when preparing and delivering a presentation?

- **Good presentation**

- + Add some pictures or animations (to make it interesting and clear)
- + Maintain eye contact with your audience (during the whole time of your presentation)
- + Speak clearly and loudly (so everyone can hear you, especially if there are more than 10 people in your audience)
- + Leave some space for questions and if there are any, answer them
- + Keep it entertaining, do not speak monotonously (so people don't fall asleep during your presentation)

- **DO NOT!**

- » Do not read your notes or the slides in your presentation (explain it in your own words while presenting)
- » Do not fill your slide with text and never-ending sentences
→ keep it simple (explain everything with your own words when presenting)
- » Never turn back to your audience

- Most common **purposes** of a presentation

- Training people
- Stimulating interest in a subject
- Giving information (informing)
- Provoking discussion
- Gaining support
- Inspiring
- Educating

- **Factors** that need to be taken into account:

- Audience → Who am I presenting for?
- Aim → What am I trying to achieve by presenting?
- Deadlines → Do not forget when your presentation must be ready.

2. What are the most important characteristics of a **good manager**? Is it possible to **learn to be a good manager**? What is the difference between **leadership and management**? What are the basic **tasks** managers are responsible for?

- **Characteristics of a good manager:**

- | | |
|---------------------------|-----------------|
| » Responsible | » Flexible |
| » Passionate | » Persuasive |
| » Confident | » Communicative |
| » Determined | » Charismatic |
| » Driven to achieve goals | » Decisive |
| » Authoritative | » Competitive |
| | » Caring |

- **Is it possible to learn to be good manager?**

- Some traits can and need to be learned and come with time for sure but not everyone has what it takes to be a manager and I don't think anyone can learn it.
- If you have the right preconditions then surely learning can be useful and help you to become better manager.
- However, if you are not born communicative, naturally confident and persuasive or charismatic, I do not reckon you can ever be able to become a good manager no matter how hard you try.



Leaders vs. Managers

Leaders	Managers
Appeal to people's hearts	Appeal to people's heads
Are people-oriented	Are Organization-oriented
Comfortable with taking risks	Uncomfortable with taking risks
Mostly famous people (W. Churchill, S. Jobs...)	Usually not very famous people

Manager's tasks:

- | | |
|---|----------------------------|
| ✓ Motivating people (employees, subordinates) | ✓ Leading |
| ✓ Organizing (own work, others - subordinates) | ✓ Staffing |
| ✓ Delegating (tasks that need to be done) | ✓ Coaching |
| ✓ Planning | ✓ Forecasting |
| | ✓ Controlling |
| | ✓ Setting deadlines |

3. How can managers **motivate** their employees? Do you know any **management theories** about employee **motivation**?

- **Employee motivation:**

- » Adequate salary (+other remuneration)
- » Chance for promotion
- » Job security
- » Good working conditions
- » Employee benefits / perks (car or cell phone for personal use, multisport card, meal vouchers, more holidays, bonuses, 13th salary)
- » Opportunity for self-development
- » Freedom (room / space for creativity and own ideas)
- » Clearly defined job description
- » Being involved in decision-making
- » Respect and recognition for work done
- » Interesting and challenging work

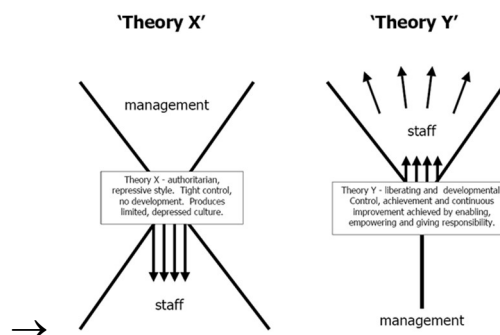
- **Management theories about motivation:**

- » Abraham Maslow : Hierarchy of needs

→ To motivate employees basic needs must be secured



- » Douglas McGregor : Theory X and Y

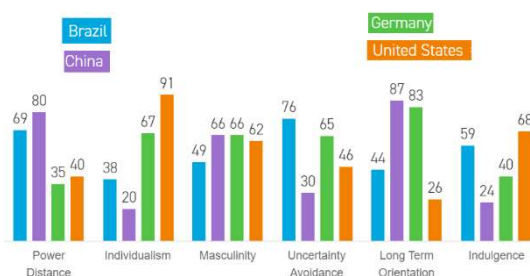


- » Elton Mayo: Hawthorne effect and HR movement
- » F. Herzberg: Hygiene factors and motivators
- » F. W. Taylor: Scientific management
- » Management by objectives
- » Management by walking about

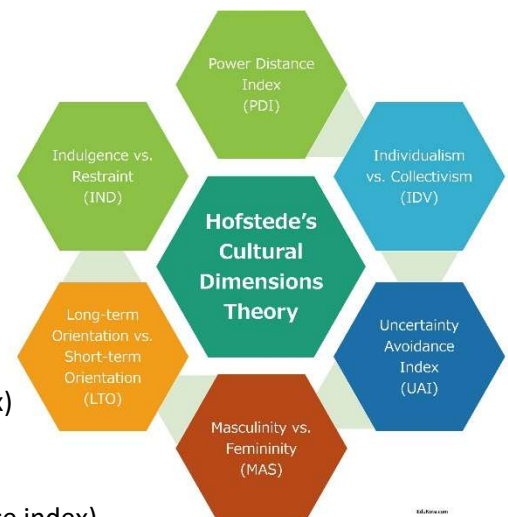
4. Why is it vitally important to understand **cross-cultural differences** when doing **international business**? What are the most effective ways to **deepen cultural awareness and avoid assumptions and stereotypes**?

- **Cross-culture communication** = seeks to understand how people from different countries and cultures act, communicate and perceive the world around them
- **Cross cultural-differences** = differences that arise when people from different cultures work and live together
- **Importance of understanding cross-cultural differences when doing international business:**
 - You work with people from different cultures and of different habits and so you need to know how to approach them properly
 - Something completely normal or polite can be in another culture seen as strange or rude (for example the size of personal space)
- **Ways to deepen cultural awareness and avoid assumptions and stereotypes:**
 - Talk about your cultures and their differences
 - Don't be shy and ask about other peoples' cultures and respect them
 - Don't be ashamed of your own culture, embrace it
 - Meet people from different cultures and get to know them better







5. What are the **four cultural dimensions** from the study of Professor **Geert Hofstede**? Explain how they **characterize the culture of a country** and give some **examples**.



- **Four cultural dimensions (by G. Hofstede):**
 - Low and high PDI (power distance index)
 - Low and high IDV (individualistic index)
 - Masculine and Feminine
 - Low and high UAI (uncertainty avoidance index)



6. What is typical of **low and high power distance index cultures** as described by Geert Hofstede?







	Low power distance ↓	High power distance ↑	
	Power is shared	Hierarchy – everyone has their place	
	Superiors treat subordinates with respect	Subordinates are not given important work	
	Superiors often accept blame for problems	Subordinates expect to be given guidelines from leaders	
Countries			
	Austria, Israel, Denmark	Malaysia, Mexico, China	

7. What is typical of **individualistic and collectivist cultures** as described by Geert Hofstede?







	Individualistic	Collectivist	
	People take less responsibility for the actions and outcomes or others	Personal needs are less important than the group's needs	
	Weak interpersonal connection among those who are not part of a "core" family	People are supposed to be loyal to the family and group	
	It is accepted to pursue goals at the expenses of others	People take responsibility for wellbeing of others	
Countries			
	USA, Australia, UK	Venezuela, S. Korea, Thailand	

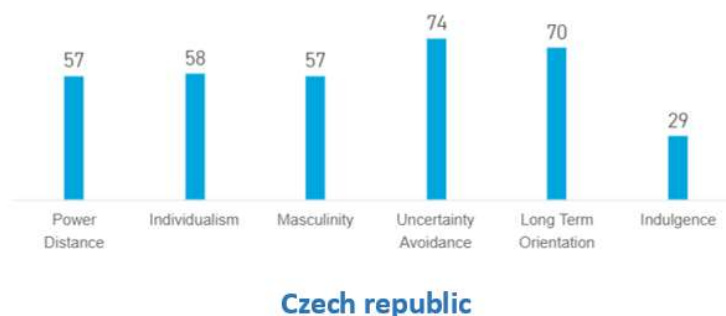


8. What is typical of **masculine and feminine cultures** as described by Geert Hofstede?

	Masculine	Feminine	
	Emotional roles are distinct	Gender roles overlap so you can see women work hard	
	Men should provide for the family, while women should be focused on the quality of life	Men are allowed to be more sensitive and women can work hard for professional success	
	Professionals live to work = holidays are shorter	Professionals work to live = longer holidays	
Countries			
	Japan, Hungary, Italy	Netherlands, Sweden, Norway	

9. What is typical of cultures with **low and high uncertainty avoidance** indexes as described by Geert Hofstede?

	Low uncertainty avoidance ↓	High uncertainty avoidance ↑	
	People enjoy novel events and value differences	People try to avoid ambiguous situations	
	People are encouraged to discover their own truth	Uncertainty is taken as a threat	
	People embrace diversity and innovations	Tendencies to make life as predictable as possible	
Countries			
	Singapore, Jamaica, Denmark	Greece, Portugal, Belgium	



10. How should supervisors tailor **cross-cultural training** for staff? What are the **steps** such a training programme should consist of?

- **Cross-cultural training for staff:**

- I. They should know the customs of their own country
- II. They need to learn about customs in every other culture involved in the training
- III. They need to integrate what they know and what they have learned about different cultures of all the participants

- **Steps of the training programme:**

- I. At first, everyone should introduce themselves and say a few things about where he/she is from and something he finds important about the culture
 - This way, even the participants (not only the supervisor) will get to know the cultures of one another
- II. Then I would take the same steps as with any other training and maybe involve some games for learning about cultures

» **During the whole training session participants should:**

- Talk slowly and articulate
- Skip jokes
- Don't use idioms
- Never assume anything in advance



11. Describe the **recruitment process** from the perspective of the **employer**. What is happening during this process?

- **Recruitment process** = attracting, selecting and appointing suitable candidates for a job position that can be undertaken by

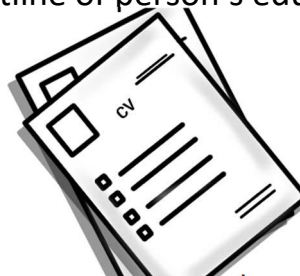
- » HR department (personnel department)
- » Recruitment agency
- » Head-hunters

- **The process from the employer's perspective:**

- I. Firstly, the job is advertised in the media, candidates are asked to provide CV and covering letter
- II. Then the responses are sorted
- III. A shortlist of the best qualified candidates is drawn up
- IV. The candidates are interviewed
- V. Unsuccessful candidates receive rejection letters and successful candidates are hired and put on the payroll

12. What is the **purpose of a covering letter and a C.V.**? What kind of **information** should be **included** in each of them?

- **Purpose of covering letter and a CV** is to give information about one's qualifications, experience and skills
- **Covering letter** = written document submitted with a job application explaining why you are interested in the offered position and what can you offer
 - Explaining why we are writing (Opening)
 - Skills
 - What else can we offer
 - Repeating our interest
- **CV (curriculum vitae)** = an outline of person's educational and professional history
 - Contact details
 - Acquired education
 - Other Qualifications
 - Previous experience
 - Skills, Traits (languages, programmes...)
 - References



13. Explain the term **unemployment** and name the **three main types**. What **causes** them? What is their **impact on the economy** and on the **behaviour of employees**?

- **Unemployment** = occurs when people who are actively searching for employment are unable to find work
 - Measure of unemployment is the unemployment rate
- **3 main types of unemployment:**
 - » Structural = mismatch between jobs and workers due to the lack of applicable skills (resulting from changes in the economy itself)
 - » Frictional = transactional cost of finding a new job (period of time when you are changing jobs or when you are trying to find job for the first time)
 - » Cyclical = attributed to economic contractions; resulting from fluctuations in economic activity

14. What are the causes of **youth unemployment** not only in developing countries but also in the US and some European countries? What are the **possible social consequences**? Can you suggest any **solutions** to this problem?

- **Youth unemployment**

- » In the UK, youth unemployment has averaged higher than the main unemployment rate. This is a similar situation to the US and European economies.

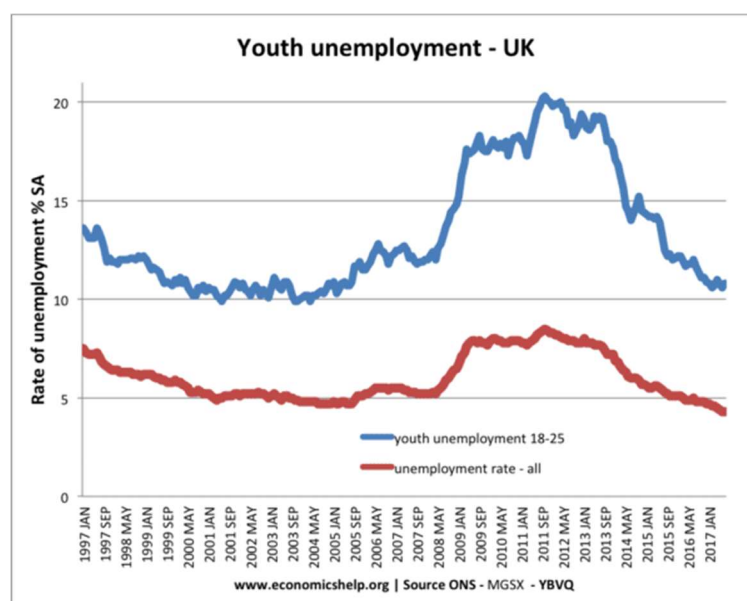
- » However, in the Czech republic this rate is very low (about 1% in 2017)

- » **Reasons for youth unemployment:**

- » Lack of qualifications
- » Geographical unemployment (depending on location)
- » Lack of graduate jobs
- » Main types of unemployment (cyclical, frictional...)
- » Cultural/social factors (e.g. children from broken families)

- » **Possible solutions:**

- Encouraging young people to work
- Make colleges more about praxis so students can gain real experience and become more employable
- Provide some graduate jobs (by the state)



15. Describe some **forms of traditional advertising**. What is **viral marketing** and what are its **advantages**? Can you give some **examples**? What does the **choice of advertising method** depend on?

- **Traditional advertising** = refers to mass media that delivers commercial messages to mass audiences
 - » Television
 - » Radio
 - » Outdoor billboards
 - » Print media – Magazines, Newspapers
- **Viral marketing** = involves choosing a small group of well-connected individuals to launch a product or service via the internet or their mobile phones;
 - » it is meant to work like the spread of an epidemic
 - + You target a lot of people (with almost zero effort)
 - + Your product / service basically markets itself
 - + Word of mouth is the best way of advertisement
 - + It creates “love brand”
 - A person likes the product / service → shares it with her group (friends, family) and these people like it too and share it with their group as well → as a chain it goes on
- **The choice of advertising method (marketing strategy)**
 - » Market segments (a group of people to whom the product satisfies a similar need)
 - » Target markets (groups of people at whom a specific product will be aimed)
 - » Product portfolio (the range of products marketed)
 - » Product positioning (categories)
 - » Marketing mix (product, price, place, promotion)



16. What are three basic **types of job interview**? What is each of them **targeted** at? Give examples of **questions** typically used in them.

- **Types of job interviews:**

- » **Structured interview** = standardized way of interviewing job candidates based on the specific needs of the job they are applying for. Candidates are asked the same questions in the same order, and are all compared on the same scale.

- *Talk about how you would handle...*

- *Give me an example of a time you had to...*

- *Which other companies in [your industry] do you admire?*

- » **Case interview** = a job interview in which the applicant is presented with a challenging business scenario that he/she must investigate and propose a solution to. Case interviews are designed to test the candidate's analytical skills and "soft" skills within a realistic business context.

- *How much time does it take to relocate an average size mountain 10 miles using an average size dump truck?*

- *How many gallons of gasoline does an average gas station in America sell on an average day?*

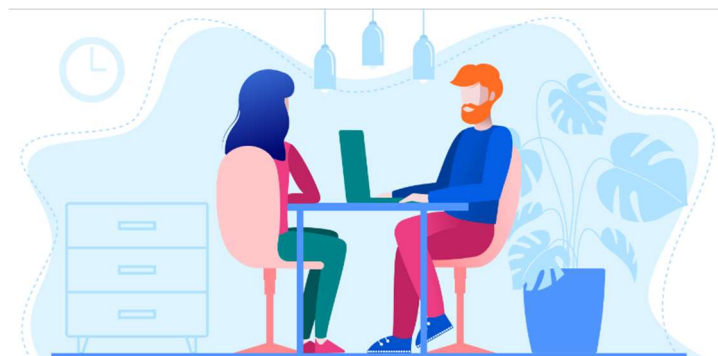
- *Your client is a \$300 million a year copper mining company. ...*

- » **Behavioural interview** = Behavioural interview questions are generally formatted by presenting a situation, inquiring about what action you have taken to respond to something similar in the past, and what the result was.

- *Tell me about a time when you handled a challenging situation.*

- *Tell me about a time when you made a mistake and how you handled it.*

- *Tell me about a time when you (or your boss) made an unpopular decision that had to be executed by your team.*



17. What are **marketing strategy** and **marketing mix**? What is the **role of marketing** in today's business world?

- **Marketing strategy** = a plan to identify consumers' needs and bring together the resources needed to satisfy those needs
- **Marketing mix** = the combination of elements that the firm uses to pursue its marketing goals
- **Role of marketing today** = is bigger than ever with the internet and social media on the rise – marketing is almost everywhere around us



18. What is the purpose of **market research**? Name the **two main methods** of market research and **explain the difference** between them. **Compare** the most commonly used **sources** of both **primary and secondary data**.

- **Market research** = is used to find out information about target markets and their needs, competitors, market trends, customer satisfaction with products, etc.
 - » **Desk research** = obtains secondary data
 - **Secondary data** = already exists in a variety of sources, both internal and external
 - **Internal sources:** company reports, sales figures, inventory records, customer database, customer feedback
 - **External sources:** media reports and articles, the Internet, commercial databases, government departments, economic reports, trade associations
 - » **Field research** = obtains primary data
 - **Primary data** = data that did not previously exist; more valuable than secondary data (up to date, specific, but much more expensive)

19. What is **product differentiation**? What is a **brand**? What are **brand recognition** and a **tagline**? Why do companies **protect their brands**?



- **Product differentiation** = something that makes the product appeal to the target market and stand out from competition
- **Brand** = distinguishing name, symbol, mark, logo, word, sentence or a combination of these items that companies use to distinguish their product from others in the market
- **Brand recognition** = the extent to which public is able to identify a brand by its attributes
- **Tagline = Promotional slogan** = with just a few words; must be catchy, understandable, summarise the product or service offering, build trust, or encourage buying



- **Brand protection** = Trade mark = legal protection given to a brand
 - Companies need to protect their brands in order to prevent others from using their logo and doing things under their brand name. (making customers believe it's the original company)
 - Trademark forbids other subjects to use the particular brand without the company knowing and allowing it
 - Not having a trade mark could harm the brand (someone could misuse it and act badly in their name)



20. Are there any **regulations** applied to advertisements to **protect consumers** (e.g. some products which shouldn't be advertised)? How do their **producers react** to them? Are there any **advertisements** which **don't have a commercial purpose**? Can you give any **examples**?

- **Regulations applied to advertising to protect customers:**
 - » Unfair Trading Regulations – companies cannot mislead or harass consumers
 - » Tobacco products cannot be advertised and their containers (boxes) must be labelled with horrible pictures (e.g. of how cigarettes damage lungs) that should prevent consumers from buying these products
 - » Companies cannot use a competitor's logo or trademark
 - » Companies cannot compare their product to a competitor's product
- **Producers' reactions:** In my opinion they don't matter because they need to obey. Of course they probably don't like these regulations because they regulate their earnings.
- **Non-commercial advertisements:**
 - Political parties' campaigns
 - Non-profit organisations – for charitable institutions
 - Religious organizations
 - Civic organizations
 - Public service announcements

