<22509>: <MAN>: <Management>: <Directing and controlling at supervisory level >:

<LO1 -Justify the chosen needs of the directions and instructions to the subordinates to complete the specific task>:

<Assessments>: <Formative>

#### <Pravin Pathak >

# Assessment Type: Formative Assessments: Embedded questions in video

| Set 1: Question No 1                                       | Set 1: Question No 2                                      | Set 1: Question No 3  |
|--|---|---|
| What are the benefits to supervisor of understanding team? | Directions by supervisors cannot avoid following problems | Instructions by supervisor should be  1. Clear 2. Simple 3. On time 4. Specific |
| Recall/ Remembering  | Understanding   | Application   |
| a) To take perfect decision                                | a) Wastages of time                                       | a) 1,2 correct, 3,4 wrong   |
| b) Promotion   | b) Rework   | b) 1 2 wrong, 3 4 correct   |
| c) Status  | c) Machine capacity                                       | c) All of the above correct   |
| d) Increments  | d) Repetitive mistakes                                    | d) All of the above wrong   |
| Ans: <a></a>   | Ans: <b></b>  | Ans: <c></c>  |

| Set 2: Question No 1   | Set 2: Question No 2   | Set 2: Question No 3  |
|--|--|---|
| What is chronology of steps in control process  1. Setting performance 2. Comparing actual performance 3. Taking corrective actions 4. Measurement of actual performance | In giving directions when supervisor says "goal of workers and organization are same". Then such directions are called | Correct OR Wrong 1. Direction should not be face to face. 2. there should be unity of command in directions |
| Recall/ Remembering  | Understanding  | Application   |
| a) 1-4-2-3   | a) Unity of command  | a) Only 1 correct   |
| a) 1-2-4-3   | b) Harmony of objective  | b) Only 2 correct   |
| b) 1-3-2-4   | c) Direct supervision  | c) Both are correct   |
| c) 2-1-4-3   | d) Follow through  | d) Both are wrong   |
| Ans: <a></a>   | Ans: <b></b>   | Ans: <b></b>  |

<22509>: <MAN>: <Management>: <Directing and controlling at supervisory level >:

<LO2 -Select the appropriate method of communication. >:

<Assessments>: <Formative>

<Pravin Pathak >

Assessment Type: Formative Assessments: Embedded questions in video

| Set 1: Question No 1          | Set 1: Question No 2                                    | Set 1: Question No 3     |  |
|-------------------------------|---|--------------------------|--|
| What are the types of audits? | Out of following which is not the qualitative standards | Too many controlsworkers |  |
| Recall/ Remembering           | Understanding   | Application              |  |
| b) Internal                   | e) Relations  | a) motivate              |  |
| f) External                   | c) Goodwill   | b) assist                |  |
| d) Management                 | g) Motivation   | c) irritate              |  |
| d)All of the above            | h) Time   | d) benefit               |  |
| Ans: <d></d>                  | Ans: <d></d>  | Ans: <c></c>             |  |

| Set 2: Question No 1                 | Set 2: Question No 2  | Set 2: Question No 3   |  |  |
|--------------------------------------|---|--|--|--|
| Communication with all department is | When instructions are in written form  1. Subjects are importance 2. Details are not involved 3. No geographical distance with subordinates | Instructions by supervisor should be 1. Clear 2. Simple 3. On time 4. Specific |  |  |
| Recall/ Remembering                  | Understanding   | Application  |  |  |
| a) Open loop                         | a) 1 and 2 correct  | a) 1,2 correct, 3,4 wrong  |  |  |
| b) Closed loop                       | b) 2 and 3 incorrect  | b) 1 2 wrong, 3 4 correct  |  |  |
| c) Oral                              | c) 1 and 3 correct  | c) All of the above correct  |  |  |
| d) Non verbal                        | d) 1 and 3 incorrect  | d) All of the above wrong  |  |  |
| Ans: <a></a>                         | Ans: <a></a>  | Ans: <c></c>   |  |  |

# **MANAGEMENT (22509)**

## Unit 3: Directing and controlling at supervisory level

## CO3: Use principles of directing and controlling for implementing the plans

|    |         | MULTIPLE CHOICE QUESTIONS      |
|----|---------|--------------------------------|
| 1. | What is | s meant by understanding team? |
|    | a)      | Specialty of team              |
|    | b)      | Number of team members         |
|    | c)      | Requirements of team           |

2. Why understanding team is needed?

d) All of the above

- a) To assign team work
- b) To control activities of team
- c) To satisfy needs of team
- d) All of the above
- 3. What are the benefits to supervisor of understanding team.
  - a) To take perfect decision
  - b) Promotion
  - c) Status
  - d) Increments
- 4. Due to link with maintenance department, supervisor\_\_\_\_
  - a) Can give intimation of breakdown
  - b) Can avoid production stoppages
  - c) Both are correct
  - d) Both are incorrect
- 5. Due to link of supervisors with stores and inventory
  - 1. Material can be arrived in time
  - 2. Accumulation of material is avoided
  - a) 1 is correct
  - b) Both correct
  - c) 2 is correct
  - d) Both wrong
- 6. Due to link of supervisor with quality control\_\_\_\_\_
  - 1. Errors can be understood
  - 2. Errors can be rectified
    - a) 1 is correct
    - b) Both correct
    - c) 2 is correct
    - d) Both wrong

Compiled by Vishal Chavare

| 7.  | Co  | mmunication with all department is                     |
|-----|-----|--|
|     | a)  | Open loop  |
|     | b)  | Closed loop  |
|     | c)  | Oral   |
|     | d)  | Non verbal   |
| 8.  | Wł  | ny directions by supervisor are necessary?             |
|     | a)  | To avoid mistakes                                      |
|     | b)  | Peoples get directions                                 |
|     | c)  | Time is saved  |
|     | d)  | All of the above                                       |
| 9.  | Dir | ections by supervisors cannot avoid following problems |
|     | a)  | Wastages of time                                       |
|     | b)  | Rework   |
|     | c)  | Machine capacity                                       |
|     | d)  | Repetitive mistakes                                    |
| 10. | De  | viation in work is possible when there are no          |
|     | a)  | Directions   |
|     | b)  | Instructions   |
|     | c)  | Control  |
|     | d)  | All of the above                                       |
| 11. | Fol | lowing are the features of complete instructions       |
|     | a)  | Instructions at proper time                            |
|     | b)  | By proper person                                       |
|     | c)  | Simple and clear                                       |
|     | d)  | All of the above                                       |
| 12. | Ins | tructions by supervisor should be                      |
|     | 1.  | Clear  |
|     | 2.  | Simple   |
|     | 3.  | On time  |
|     | 4.  | Specific   |
|     | a)  | 1,2 correct, 3,4 wrong                                 |
|     | b)  | 1 2 wrong, 3 4 correct                                 |
|     | c)  | All of the above correct                               |
|     | d)  | All of the above wrong                                 |
| 13. | Go  | od supervisor is not the following                     |
|     | a)  | Counsellor   |
|     | b)  | Advisor  |
|     | c)  | Mentor   |
|     | d)  | Teacher  |

Compiled by Vishal Chavare

| <ul><li>14. Why counselling</li><li>a) Loss of confid</li><li>b) Dull working</li><li>c) Need support</li><li>d) All of the about</li></ul> | conditions<br>t                                |
|---|--|
| 15. Following is not o  | uality of supervisor as counsellor             |
| a) Emotional  |  |
| b) Stable   |  |
| c) Motivator  |  |
| d) Listener   |  |
| 16. To give future pre  | edictions                                      |
| <ol> <li>Understandir</li> </ol>  | ng present is not important                    |
| <ol><li>Logical thinki</li></ol>  | ng is needed.                                  |
| a) Only 1 correc  | t  |
| b) Only 2 correc  | t  |
| c) Both correct   |  |
| d) Both wrong   |  |
| 17. Future losses can   | be minimized by                                |
| a) Future predic  | tions  |
| b) Planning   |  |
| c) organizing   |  |
| d) Staffing   |  |
|   | n taken by higher management, decision must be |
| a) Elaborated   |  |
| b) Canceled   |  |
| c) Forced   |  |
| d) Reversed   |  |
| 19. How decision can  | be elaborated                                  |
| a) By written do  | cument   |
| b) By conducting  | g meeting                                      |
| c) By counsellin  | -  |
| d) All of the abo   | ove  |
| 20. What are not way  | ys to lay disciplinary standards               |
| a) Disciplinary a   |  |
| b) Training for d   | iscipline                                      |
| c) Policy decisio   | ns in discipline                               |
| d) Forgiving for  | few times                                      |

| 21. | Ste           | ps in controlling process are                        |
|-----|---------------|--|
|     | a)            | <del> </del>   |
|     | b)            | Measurement of actual performance                    |
|     | c)            | Comparing actual performance with standards          |
|     | d)            | All of the above the above                           |
| 22  | \/\h          | at is chronology of steps in control process         |
| 22. |               | Setting performance                                  |
|     |               | Comparing actual performance                         |
|     |               | Taking corrective actions                            |
|     |               | Measurement of actual performance                    |
|     | ٠.            | a) 1-4-2-3   |
|     |               | b) 1-2-4-3cou  |
|     |               | c) 1-3-2-4   |
|     |               | d) 2-1-4-3   |
|     |               | •  |
| 23. |               | of following which is not the quantitative standards |
|     | •             | Cost   |
|     | •             | Time   |
|     | •             | Relations  |
|     | d)            | Amount   |
| 24. | Out           | of following which is not the qualitative standards  |
|     |               | Relations  |
|     | b)            | Goodwill   |
|     | c)            | Motivation   |
|     | d)            | Time   |
| 25  | \ <b>\</b> /h | ich is the method of measuring actual performance    |
| 25. |               | Sample checking                                      |
|     | •             |  |
|     |               | Counting Personal observation                        |
|     | ,             | All of the above the above                           |
|     | ,             |  |
| 26. | Crit          | ical point control method is concerned with          |
|     | a)            | Taking corrective actions                            |
|     | b)            | Measurement of actual performance                    |
|     | -             | Analysing deviations                                 |
|     | d)            | None of the above                                    |
| 27. | Afte          | er identifying the deviations                        |
|     | a)            | Causes are analyzed                                  |
|     | •             | Actions are taken on workers                         |
|     | •             | Measurements are taken                               |
|     | •             | Performance standards are calculated                 |
|     |               |  |

- 28. If machinery is obsolete then what is the correct action
  - a) Do technological upgradation of machinery
  - b) Replace it
  - c) Sell it
  - d) Destroy it
- 29. If the cause of deviation is defective process, then the correct action is
  - a) Replace the process by new work
  - b) Postpone the work
  - c) Change the specification standards
  - d) None of the above
- 30. If material used is defective then how to correct it
  - a) Change the material
  - b) Cancel the process
  - c) Take action on the supplier
  - d) Change the quality standards of the material
- 31. If machinery used is defective then how to take corrective action on it?
  - a) Repair the existing machine
  - b) Sell out the machinery
  - c) Upgrade the machinery
  - d) None of the above
- 32. If physical condition of work is defective then how to take the correct actions
  - a) Improvement in physical conditions
  - b) Change the operator
  - c) Take action on the architecture
  - d) None of the above
- 33. For controlling overall organizational performance following technics are used
  - a) Observations
  - b) Performance evaluation
  - c) Spot inspections
  - d) All of the above
- 34. Following is not the quantitative control technic
  - a) Ratio analysis
  - b) Breakeven analysis
  - c) Observations
  - d) Audits
- 35. What are the types of audits
  - a) Internal
  - b) External
  - c) Management
  - d) All of the above

Compiled by Vishal Chavare

- 36. For effective controlling by supervisors' essential parameters are a) Timely and forward looking b) Flexible c) Comprehensive d) All of the above 37. 1. Controlling should never be flexible 2. objectives of control should be clear a) only 1 correct b) only 2 correct c) both correct d) both wrong 38. The benefits obtained from the control system should be\_\_\_ then the cost involved in implementing it 1) more 2) less 3) equal 4) none of the above 39. Correct OR Wrong 1. Control system should be periodically reviewed 2. control system should be flexible a. only 1 correct
  - b. only 2 correct
  - c. both correct
  - d. both wrong
  - 40. Why workers do resistance to managerial control
    - 1) too many controls
    - 2) incomplete measurements
    - 3) unreasonable standards
    - 4) all of the above
  - 41. Too many controls \_\_\_workers
    - 1) motivate
    - 2) assist
    - 3) irritate
    - 4) benefit
  - 42. Employees always dislike control because
    - 1) they don't want controls
    - 2) they want to control management
    - 3) controls are too many, incomplete in nature, unreasonable, discloses unpleasant facts
    - 4) none of the above

| 43. | Which   | is not the control technic  |
|-----|---------|---|
|     | 1)      | past oriented and future oriented                                 |
|     | 2)      | market control  |
|     | 3)      | production control  |
|     | 4)      | clan control  |
| 11  | Inchect | ions of job is  |
| 44. | -       | past control  |
|     |         | future control  |
|     | -       |   |
|     | -       | clan control  |
|     | 4)      | new control   |
| 45. | Funds f | flow analysis is  |
|     | 1)      | past control  |
|     | 2)      | future control  |
|     | 3)      | clan control  |
|     | 4)      | old control   |
| 4.0 | Duinne  | of any divide and divide which controlls                          |
| 46. |         | of products are due to which control?                             |
|     |         | past control  |
|     |         | future control  |
|     |         | market control  |
|     | d.      | clan control  |
| 47. | is      | established by generating trust, tradition and shared belief      |
|     | 1)      | past control  |
|     | 2)      | future control  |
|     | 3)      | market control  |
|     | 4)      | clan control  |
| 10  | Contro  | Is due to government rules are                                    |
| 40. |         | past  |
|     |         | future  |
|     | -       | market  |
|     | -       | bureaucratic  |
|     | -,      |   |
| 49. |         | al and accounting based controls are                              |
|     | -       | future  |
|     | -       | old   |
|     | 3)      | market  |
|     | 4)      | clan  |
| 50. | pro     | ovide that information which is not available with old techniques |
|     |         | Old   |
|     | •       | New   |
|     | -       | Clan  |
|     | -       | Market  |
|     | .,      | Compiled by Vishal Chayar   |

| 51. Which    | are needs of directions by supervisors?   |
|--------------|---|
| 1)           | Harmony of objective  |
| 2)           | Direct supervision  |
| 3)           | Unity of command  |
| 4)           | All of the above  |
| F2 la airia  |   |
| _            | g directions when supervisor says "goal of workers and organization are same". Then rections are called |
|              | Unity of command  |
| -            | Harmony of objectives   |
| -            | Direct supervision  |
|              | Follow through  |
| 7)           | Tollow through  |
| 53. Correc   | t OR Wrong  |
| 1. Dire      | ction should not be face to face.   |
| 2. ther      | e should be unity of command in directions  |
| 1)           | Only 1 correct  |
| =            | Only 2 correct  |
| 3)           | Both are correct  |
| 4)           | Both are wrong  |
| 54. Superv   | isors gives directions, check this performance and help the workers. This is called                     |
| •            | Unity of command  |
| -            | Follow through  |
| -            | Harmony of objectives   |
| -            | Efficient communications  |
| ,            |   |
| 55. Face to  | face suggestions are  |
| 1)           | More effective  |
| 2)           | Less effective  |
| 3)           | Not necessary   |
| 4)           | Avoided   |
| 56. Correc   | t OR Wrong.   |
|              | er should be clear and complete.  |
|              | er should be non-compatible   |
|              | Only 1 correct  |
| 2)           | Only 2 correct  |
| 3)           |   |
| 4)           | Both wrong  |
| [7 NA/ls = ] | instructions are in written form  |
|              | instructions are in written form  |
| 1)           | Subjects are importance  Details are not involved   |
| ,            |   |
| 3)           | No geographical distance with subordinates  |

Compiled by Vishal Chavare

a) 1 and 2 correct

b) 2 and 3 incorrect

|     |  | b. Ob. a. a. a. Saa    |                      |     |   |
|-----|--|------------------------|----------------------|-----|---|
| 58. |  | h the pairs:           |                      |     |   |
|     | 1.   | Harmony of objectiv    | es es                |     | do what I say otherwise                     |
|     | 2.   | Force                  |                      |     | do what I say because I am good to you      |
|     |  | Paternalism            |                      | -   | you do as I say                             |
|     | 4.   | Bargain                |                      | D)  | if we perform together, each will benefited |
|     | 1  | 1-D, 2-A, 3-B, 4-C     |                      |     |   |
|     | 2  | 1-D, 2-A, 3-C, 4-B     |                      |     |   |
|     | 3  | 1-A, 2-D, 3-B, 4-C     |                      |     |   |
|     | 4  | 1-B, 2-C, 3-D, 4-A     |                      |     |   |
| 59. | "Do w  | vhat I say or otherwis | se" is instructi     | on. |   |
|     | 1  | ) Force                |                      |     |   |
|     | 2  | ) Paternalism          |                      |     |   |
|     | 3  | ) Bargain              |                      |     |   |
|     | 4  | ) Harmony              |                      |     |   |
| 60. | "Do what I say because I am good to you" is instruction. |                        |                      |     |   |
|     | 1  | ) Force                |                      |     |   |
|     | 2  | ) Paternalism          |                      |     |   |
|     |  | ) Bargain              |                      |     |   |
|     |  | ) Harmony              |                      |     |   |
| 61. | "You   | do as I say "is        | instruction.         |     |   |
|     |  | ) Force                |                      |     |   |
|     | 2  | ) Paternalism          |                      |     |   |
|     |  | ) Bargain              |                      |     |   |
|     |  | ) Harmony              |                      |     |   |
| 62. | "If we   | e perform together e   | ach will achieve his | goa | al" is instructions.                        |
|     |  | ) Force                |                      | Ū   |   |
|     | 2  | ,<br>) Paternalism     |                      |     |   |
|     | 3  | •                      |                      |     |   |
|     | 4  |                        |                      |     |   |
| 63. | Good   | instruction is         |                      |     |   |
|     |  | ) Reasonable           |                      |     |   |
|     | 2  | •                      |                      |     |   |
|     |  | ) Clear                |                      |     |   |
|     |  | ,                      |                      |     |   |

4) All of the above

c) 1 and 3 correct d) 1 and 3 incorrect

- 64. Good instruction is\_\_\_\_\_
  - 1) Understandable
  - 2) Complete
  - 3) Appropriate tone
  - 4) All of the above
- 65. Good instruction is not \_\_\_\_
  - 1) Reasonable
  - 2) Oral
  - 3) Complete
  - 4) Clearly defined
- 66. Correct OR Wrong.
  - 1. Directions starts from top and goes to bottom
  - 2. Direction is not continuing process
    - 1) Only 1 correct
    - 2) Only 2 correct
    - 3) Both correct
    - 4) Both wrong