Leadership Variables

**Multiple Choice Questions**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. | Historically, researchers have focused upon two main theories of leadership effectiveness: \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Ancient; modern |

|  |  |
| --- | --- |
| B.  | Male; female |

|  |  |
| --- | --- |
| C.  | Centralized; decentralized |

|  |  |
| --- | --- |
| D.  | Trait; behavior |

|  |  |
| --- | --- |
| E.  | Time-sensitive; timeless |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | Almost always listed as important for leadership success is/are \_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Basic intelligence |

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| --- | --- |
| B.  | Clear and strong values |

|  |  |
| --- | --- |
| C.  | High level of personal energy |

|  |  |
| --- | --- |
| D.  | All of these |

|  |  |
| --- | --- |
| E.  | Training |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | In \_\_\_\_\_\_\_, a classic study of leadership \_\_\_\_\_\_\_ was conducted by \_\_\_\_\_\_\_.

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| --- | --- |
| A.  | 1989; contingencies; Ken Blanchard |

|  |  |
| --- | --- |
| B.  | 1969; qualities; Peter Drucker |

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| --- | --- |
| C.  | 1949; environment; Elton Mayo |

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| --- | --- |
| D.  | 1939; behavior; Kurt Lewin |

|  |  |
| --- | --- |
| E.  | None of these |

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| 4. | In \_\_\_\_\_\_\_, Ralph Stogdill and others at \_\_\_\_\_\_\_ evaluated leadership effectiveness based upon \_\_\_\_\_\_. At about the same time, \_\_\_\_\_\_\_ and others at University of Michigan studied \_\_\_\_\_\_\_ leadership.

|  |  |
| --- | --- |
| A.  | 1945; Ohio State University; initiating structure and consideration; Rensis Likert; job-centered and employee-centered |

|  |  |
| --- | --- |
| B.  | 1955; Stanford University; time and place; Abraham Maslow; motivation and personality |

|  |  |
| --- | --- |
| C.  | 1965; Harvard University; education and experience; W. Edwards Deming; technical process and eclectic |

|  |  |
| --- | --- |
| D.  | All of these |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | Leadership effectiveness depends upon \_\_\_\_\_\_\_\_\_ of leaders, \_\_\_\_\_\_\_\_\_ of followers, and the \_\_\_\_\_\_\_\_\_ of the situation.

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| --- | --- |
| A.  | Timing; pulse; memory |

|  |  |
| --- | --- |
| B.  | Age; number; notification |

|  |  |
| --- | --- |
| C.  | Height; weight; length |

|  |  |
| --- | --- |
| D.  | Qualities; characteristics; nature |

|  |  |
| --- | --- |
| E.  | Gender; race; training |

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| 6. | Psychologist David McClelland states that leaders do not use \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_; leaders arouse \_\_\_\_\_\_\_\_\_ in followers.

|  |  |
| --- | --- |
| A.  | Envy; spite; skill |

|  |  |
| --- | --- |
| B.  | Prestige; position; desire |

|  |  |
| --- | --- |
| C.  | Ability; drive; hope |

|  |  |
| --- | --- |
| D.  | Intimidation; force; confidence |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. | Vince Lombardi had a \_\_\_\_\_\_\_\_\_ personality; his followers' goal was to be equal to their understanding of his \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Schizophrenic; needs |

|  |  |
| --- | --- |
| B.  | Mercurial; orders |

|  |  |
| --- | --- |
| C.  | Stoic; desires |

|  |  |
| --- | --- |
| D.  | Charismatic; values and goals |

|  |  |
| --- | --- |
| E.  | Difficult; deficiencies |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. | Transformational leaders use \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ to raise the performance of followers.

|  |  |
| --- | --- |
| A.  | Optimism; charm |

|  |  |
| --- | --- |
| B.  | Knowledge; skill |

|  |  |
| --- | --- |
| C.  | Preparation; perseverance |

|  |  |
| --- | --- |
| D.  | Energy; motion |

|  |  |
| --- | --- |
| E.  | Education; practice |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. | Qualities belonging potentially to everyone, but possessed more fully by leaders, include all of the following except \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Vision and enthusiasm |

|  |  |
| --- | --- |
| B.  | Stability and concern for others |

|  |  |
| --- | --- |
| C.  | Self-confidence and persistence |

|  |  |
| --- | --- |
| D.  | Vitality and integrity |

|  |  |
| --- | --- |
| E.  | Hearing and size |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. | Antoine de Saint-Exupéry spoke to the \_\_\_\_\_\_\_\_\_, when he said, "A rock pile ceases to be a rock pile the moment a single man contemplates it, bearing within him the image of a cathedral."

|  |  |
| --- | --- |
| A.  | Imaginative nature of vision |

|  |  |
| --- | --- |
| B.  | Fact that all great leaders are builders |

|  |  |
| --- | --- |
| C.  | Principle that only a man can be a leader |

|  |  |
| --- | --- |
| D.  | Need for leading from a sound foundation |

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| --- | --- |
| E.  | None of these |

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| 11. | \_\_\_\_\_\_\_\_\_ is an example of a visionary statement by \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | "Seek first to understand"; Will Rogers |

|  |  |
| --- | --- |
| B.  | "Where do you want to go today?"; Bill Gates |

|  |  |
| --- | --- |
| C.  | "A mechanic in the White House"; Ross Perot |

|  |  |
| --- | --- |
| D.  | "Make my day"; Clint Eastwood |

|  |  |
| --- | --- |
| E.  | "A chicken in every pot"; Martha Stewart |

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| 12. | Regarding the importance of enthusiasm for leadership effectiveness, \_\_\_\_\_\_\_\_\_ said, "Good work is never done in cold blood; heat is needed to forge anything. Every great achievement is the story of a flaming heart."

|  |  |
| --- | --- |
| A.  | Martin Luther King |

|  |  |
| --- | --- |
| B.  | George Patton |

|  |  |
| --- | --- |
| C.  | Harry Truman |

|  |  |
| --- | --- |
| D.  | Colin Powell |

|  |  |
| --- | --- |
| E.  | Eleanor Roosevelt |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. | Problems with \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_ are fertile fields for emotional instability that can reduce leadership effectiveness.

|  |  |
| --- | --- |
| A.  | Methods; procedures; processes |

|  |  |
| --- | --- |
| B.  | Plant; equipment; supplies |

|  |  |
| --- | --- |
| C.  | Products; environment; government |

|  |  |
| --- | --- |
| D.  | Alcohol; money; relationships |

|  |  |
| --- | --- |
| E.  | Education; liquidation; infiltration |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. | Concern for others requires \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_, and the result is \_\_\_\_\_\_\_\_, which is the foundation of \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Experience; fortitude; learning; survival |

|  |  |
| --- | --- |
| B.  | Patience; listening; trust; loyalty |

|  |  |
| --- | --- |
| C.  | Discussion; contemplation; education; expression |

|  |  |
| --- | --- |
| D.  | Time; place; emotion; community |

|  |  |
| --- | --- |
| E.  | None of these |

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| 15. | According to Roger Staubach, the key to self-confidence is \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | The leader's natural-born talent |

|  |  |
| --- | --- |
| B.  | The support of caring teammates |

|  |  |
| --- | --- |
| C.  | How hard the leader works |

|  |  |
| --- | --- |
| D.  | Opportunity and position |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. | About effective leadership, \_\_\_\_\_\_\_\_\_ said, "Nothing in life just happens. It isn't enough to just believe in something. You have to have perseverance to meet obstacles and overcome them, to struggle."

|  |  |
| --- | --- |
| A.  | Winston Churchill |

|  |  |
| --- | --- |
| B.  | Martin Luther King |

|  |  |
| --- | --- |
| C.  | Henry Ford |

|  |  |
| --- | --- |
| D.  | Abraham Lincoln |

|  |  |
| --- | --- |
| E.  | Golda Meir |

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| 17. | Even if the spirit is willing, \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ are needed to fulfill the tasks of leadership. The leader needs \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Strength; stamina; vitality |

|  |  |
| --- | --- |
| B.  | Money; machines; planning |

|  |  |
| --- | --- |
| C.  | Manpower; methods; organization |

|  |  |
| --- | --- |
| D.  | Order; materials; control |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18. | \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_ are traits found in all charismatic leaders.

|  |  |
| --- | --- |
| A.  | Education; opportunity; attention to detail |

|  |  |
| --- | --- |
| B.  | Training; sensitivity; patience |

|  |  |
| --- | --- |
| C.  | Experience; collaboration; emotional stability |

|  |  |
| --- | --- |
| D.  | Optimism; extroversion; a sense of adventure |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. | The most important quality of leadership is \_\_\_\_\_\_\_\_, including \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Knowledge; on-the-job learning; formal education |

|  |  |
| --- | --- |
| B.  | Motivation; desire; effort |

|  |  |
| --- | --- |
| C.  | Integrity; honesty; courage |

|  |  |
| --- | --- |
| D.  | Decisiveness; information finding; willingness to take orders |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. | \_\_\_\_\_\_\_\_\_ once said, "The ear of the leader must ring with the voices of the people. Together they rise to the challenge of the day."

|  |  |
| --- | --- |
| A.  | George Patton |

|  |  |
| --- | --- |
| B.  | Will Durant |

|  |  |
| --- | --- |
| C.  | Kurt Lewin |

|  |  |
| --- | --- |
| D.  | Woodrow Wilson |

|  |  |
| --- | --- |
| E.  | None of these |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. | Characteristics of followers that influence the leadership process are \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Race; gender |

|  |  |
| --- | --- |
| B.  | Respect for authority; interpersonal trust |

|  |  |
| --- | --- |
| C.  | Past mistakes; future plans |

|  |  |
| --- | --- |
| D.  | Abstract reasoning; concrete experience |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. | Successful leaders today function more as \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_, and less as \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Facilitators; teachers; enforcers; disciplinarians |

|  |  |
| --- | --- |
| B.  | Experts; performers; coaches; guides |

|  |  |
| --- | --- |
| C.  | Goal-directed; bottom-line oriented; considerate; supportive |

|  |  |
| --- | --- |
| D.  | Tellers; doers; askers; helpers |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. | In \_\_\_\_\_\_\_\_\_, Stuart Levine and Michael Crom write about building trust in the workplace. His prescription includes \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | "Habits of the Heart"; respect society's rules; trust in time; end bitterness |

|  |  |
| --- | --- |
| B.  | "The Road Less Traveled"; never travel alone; always take a friend; be dependable |

|  |  |
| --- | --- |
| C.  | "A Great Place to Work"; do what you love; lend a helping hand; be considerate |

|  |  |
| --- | --- |
| D.  | "Leading the Way"; deal openly with everyone; keep promises; care about people |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. | \_\_\_\_\_\_\_\_\_ describes contemporary patterns of work that challenge the skills of today's leaders, including \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Margaret Wheatley; contextual; sequential; organizational |

|  |  |
| --- | --- |
| B.  | Laurie Beth Jones; ongoing; intermittent; one-time-only |

|  |  |
| --- | --- |
| C.  | Herb Kelleher; speed; potency; customer-related |

|  |  |
| --- | --- |
| D.  | Robert Reich; knowledge work; technical skill; group interaction |

|  |  |
| --- | --- |
| E.  | Charles Handy; working at home; flextime; independent contractors |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. | In general, when work to be done is \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_, a(n) \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ leadership approach is best.

|  |  |
| --- | --- |
| A.  | Immediate; consequential; technical; aggressive; directive |

|  |  |
| --- | --- |
| B.  | Clear-cut; routine; monotonous; non-directive; supportive |

|  |  |
| --- | --- |
| C.  | Caused by errors; high profile; high-energy; high maintenance; no-nonsense |

|  |  |
| --- | --- |
| D.  | New or dangerous; traditional; person-centered; soft; understanding |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. | If you have \_\_\_\_\_\_\_\_\_ intelligence, you have the ability to deal with people; if you have musical-rhythmic intelligence, you appreciate \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Intrapersonal; sculpting; surgery |

|  |  |
| --- | --- |
| B.  | Verbal/linguistic; logical reasoning; exploring patterns |

|  |  |
| --- | --- |
| C.  | Musical/rhythmic; saying words; using your body |

|  |  |
| --- | --- |
| D.  | Interpersonal; pitch; rhythm |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. | The concept of \_\_\_\_\_\_\_\_\_ is relevant to leadership development because leadership effectiveness is in direct proportion to \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_, which come from within the person.

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| --- | --- |
| A.  | Multiple intelligence; commitment; passion |

|  |  |
| --- | --- |
| B.  | Hand grip; size; strength |

|  |  |
| --- | --- |
| C.  | Interpersonal attraction; identification; need |

|  |  |
| --- | --- |
| D.  | Political alliance; confidence; pride |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | \_\_\_\_\_\_\_\_\_ advocated a \_\_\_\_\_\_\_\_\_ style of leadership and \_\_\_\_\_\_\_\_\_ advocated a \_\_\_\_\_\_\_\_\_ style of leadership.

|  |  |
| --- | --- |
| A.  | Jefferson; directive; Eisenhower; non-directive |

|  |  |
| --- | --- |
| B.  | Machiavelli; directive; Lao-Tzu; non-directive |

|  |  |
| --- | --- |
| C.  | Eisenhower; directive; Patton; non-directive |

|  |  |
| --- | --- |
| D.  | Lao-Tzu; directive; Elizabeth I; non-directive |

|  |  |
| --- | --- |
| E.  | Patton; directive; Jefferson; non-directive |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. | Increasingly, the American workplace is becoming \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Contemplative; rule-based; quality conscious |

|  |  |
| --- | --- |
| B.  | Moderate; rational; organized |

|  |  |
| --- | --- |
| C.  | Fast-paced; culturally diverse; global |

|  |  |
| --- | --- |
| D.  | Customer driven; finance focused; geography-bound |

|  |  |
| --- | --- |
| E.  | None of these |

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| 30. | Over time, the shift in emphasis for business success has been from \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Communities; systems |

|  |  |
| --- | --- |
| B.  | Command and control; relationship management |

|  |  |
| --- | --- |
| C.  | Innovation; hierarchy |

|  |  |
| --- | --- |
| D.  | Team building; skill building |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | Participative followers \_\_\_\_\_\_\_\_\_ such management practices as regular staff meetings, the open door policy and sharing concern for people's feelings.

|  |  |
| --- | --- |
| A.  | Oppose |

|  |  |
| --- | --- |
| B.  | Avoid |

|  |  |
| --- | --- |
| C.  | Dislike |

|  |  |
| --- | --- |
| D.  | Prefer |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | \_\_\_\_\_\_\_\_\_ describes how difficult the leader's job can be: "…since no important decision ever pleases everyone in an organization, the leader must also absorb the displeasure, and sometimes the severe hostility, of those who would have taken a different course."

|  |  |
| --- | --- |
| A.  | Peter Drucker |

|  |  |
| --- | --- |
| B.  | Margaret Wheatley |

|  |  |
| --- | --- |
| C.  | Chris Argyris |

|  |  |
| --- | --- |
| D.  | Douglas McGregor |

|  |  |
| --- | --- |
| E.  | Ken Blanchard |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. | Trait leadership theory makes the assumption that distinctive \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ characteristics account for leadership effectiveness.

|  |  |
| --- | --- |
| A.  | Physical; cognitive |

|  |  |
| --- | --- |
| B.  | Cognitive; emotional |

|  |  |
| --- | --- |
| C.  | Physical; psychological |

|  |  |
| --- | --- |
| D.  | Values; psychological |

|  |  |
| --- | --- |
| E.  | None of these |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. | \_\_\_\_\_\_\_\_\_ is a special personal quality that generates others' interest and causes them to follow.

|  |  |
| --- | --- |
| A.  | Vitality |

|  |  |
| --- | --- |
| B.  | Charisma |

|  |  |
| --- | --- |
| C.  | Integrity |

|  |  |
| --- | --- |
| D.  | Stability |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. | \_\_\_\_\_\_\_\_\_ is understood as honesty, strength of character, and courage.

|  |  |
| --- | --- |
| A.  | Vitality |

|  |  |
| --- | --- |
| B.  | Charisma |

|  |  |
| --- | --- |
| C.  | Integrity |

|  |  |
| --- | --- |
| D.  | Stability |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. | Successful leaders today must master challenges such as \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_, as well as traditional duties such as \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Purchasing; inventory control; staffing; accounting |

|  |  |
| --- | --- |
| B.  | Advertising; sales; engineering; production |

|  |  |
| --- | --- |
| C.  | Office politics; re-engineering; work design; wage administration |

|  |  |
| --- | --- |
| D.  | Giving orders; quality control; public speaking; report writing |

|  |  |
| --- | --- |
| E.  | Developing people; doing the right things; organizing work; implementing plans |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. | Characteristics of followers that influence the leadership process are \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Vision; enthusiasm |

|  |  |
| --- | --- |
| B.  | Respect for authority; interpersonal trust |

|  |  |
| --- | --- |
| C.  | Integrity; charisma |

|  |  |
| --- | --- |
| D.  | Persistence; concern for others |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. | Different kinds of intelligence include all of the following except:

|  |  |
| --- | --- |
| A.  | Verbal/linguistic |

|  |  |
| --- | --- |
| B.  | Logical/mathematical |

|  |  |
| --- | --- |
| C.  | Visual/spatial |

|  |  |
| --- | --- |
| D.  | Bodily/kinesthetic |

|  |  |
| --- | --- |
| E.  | Memory/recall |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. | A transformational leader does all but which of the following:

|  |  |
| --- | --- |
| A.  | Develops a vision that is compelling to followers |

|  |  |
| --- | --- |
| B.  | Articulates a strategy for bringing vision to life |

|  |  |
| --- | --- |
| C.  | Builds momentum by recognizing progress |

|  |  |
| --- | --- |
| D.  | Demonstrates character by setting an example |

|  |  |
| --- | --- |
| E.  | Takes credit for the accomplishments of others |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. | In the passage, "He Made Me Feel Important," Vince Lombardi influenced his players because of his:

|  |  |
| --- | --- |
| A.  | Physical size |

|  |  |
| --- | --- |
| B.  | Charismatic personality |

|  |  |
| --- | --- |
| C.  | Native intelligence |

|  |  |
| --- | --- |
| D.  | Personal insecurity |

|  |  |
| --- | --- |
| E.  | Physical Skill |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41. | Qualities of transformational leaders include:

|  |  |
| --- | --- |
| A.  | Determination, diligence, and attention to detail |

|  |  |
| --- | --- |
| B.  | Perception, persistence, and practical-mindedness |

|  |  |
| --- | --- |
| C.  | Bravery, strength, and technical expertise |

|  |  |
| --- | --- |
| D.  | Consideration, compassion, and reliability |

|  |  |
| --- | --- |
| E.  | Optimism, charm, and intelligence |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. | An important factor in determining leadership effectiveness is \_\_\_\_\_\_\_\_\_ based on preferred styles of leading and following.

|  |  |
| --- | --- |
| A.  | The number used |

|  |  |
| --- | --- |
| B.  | Income and geography |

|  |  |
| --- | --- |
| C.  | Size and distance |

|  |  |
| --- | --- |
| D.  | Leader-follower compatibility |

|  |  |
| --- | --- |
| E.  | All of these |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. | Select the answer that best describes the quality of the leader, characteristic of the follower, and nature of the situation most conducive to leadership taking place.

|  |  |
| --- | --- |
| A.  | Selfishness, mistrust, emergency |

|  |  |
| --- | --- |
| B.  | Intelligence, experience, despair |

|  |  |
| --- | --- |
| C.  | Humanism, anger, routine |

|  |  |
| --- | --- |
| D.  | Self-confidence, obedience, confusion |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. | Key factors in determining leadership effectiveness include:

|  |  |
| --- | --- |
| A.  | Time, space, energy |

|  |  |
| --- | --- |
| B.  | Qualities of leaders, characteristics of followers, nature of the situation |

|  |  |
| --- | --- |
| C.  | Age, experience, gender |

|  |  |
| --- | --- |
| D.  | Government, business, industry |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45. | Situational factors that influence the leadership process include:

|  |  |
| --- | --- |
| A.  | Size of the organization |

|  |  |
| --- | --- |
| B.  | Social and psychological climate |

|  |  |
| --- | --- |
| C.  | Employment patterns |

|  |  |
| --- | --- |
| D.  | Type, place, purpose of work performed |

|  |  |
| --- | --- |
| E.  | All of these |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. | Edwin Ghisselli's six traits for effective leadership includes all but which of the following:

|  |  |
| --- | --- |
| A.  | Need for achievement |

|  |  |
| --- | --- |
| B.  | Intelligence |

|  |  |
| --- | --- |
| C.  | Decisiveness |

|  |  |
| --- | --- |
| D.  | Self-confidence |

|  |  |
| --- | --- |
| E.  | Social status |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. | All of the following are important qualities of leadership except:

|  |  |
| --- | --- |
| A.  | Ability |

|  |  |
| --- | --- |
| B.  | Stability |

|  |  |
| --- | --- |
| C.  | Persistence |

|  |  |
| --- | --- |
| D.  | Charisma |

|  |  |
| --- | --- |
| E.  | Seniority |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. | Causes of reduced willingness to trust in American society include the following:

|  |  |
| --- | --- |
| A.  | Breakdown of traditional family structure |

|  |  |
| --- | --- |
| B.  | Decline of social structures such as church and school |

|  |  |
| --- | --- |
| C.  | Lack of shared community values, focus on self-satisfaction |

|  |  |
| --- | --- |
| D.  | Influential leaders putting self-gain above the public good |

|  |  |
| --- | --- |
| E.  | All of these |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. | All of the following are factors that influence the nature of the situation or the context of leadership except:

|  |  |
| --- | --- |
| A.  | Type of work performed |

|  |  |
| --- | --- |
| B.  | Size of organization |

|  |  |
| --- | --- |
| C.  | Social climate |

|  |  |
| --- | --- |
| D.  | Employee wages |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. | The participative style of leading and following is:

|  |  |
| --- | --- |
| A.  | Leader-centered decision-making |

|  |  |
| --- | --- |
| B.  | Follower-centered decision-making |

|  |  |
| --- | --- |
| C.  | Leader and followers share decision-making |

|  |  |
| --- | --- |
| D.  | Follow the leader |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51. | If a decision is important, and the leader has little confidence in the judgment of subordinates, the leader is more likely to be:

|  |  |
| --- | --- |
| A.  | Directive |

|  |  |
| --- | --- |
| B.  | Participative |

|  |  |
| --- | --- |
| C.  | Free-rein |

|  |  |
| --- | --- |
| D.  | Over the top |

 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 52. | The three styles of leadership are:

|  |  |
| --- | --- |
| A.  | High, low, middle |

|  |  |
| --- | --- |
| B.  | Directive, participative, free-rein |

|  |  |
| --- | --- |
| C.  | Traditional, modern, new wave |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 53. | Ghiselli identified six traits as being important for effective leadership. Which of the following is not one of them?

|  |  |
| --- | --- |
| A.  | Supervisory ability |

|  |  |
| --- | --- |
| B.  | Initiative |

|  |  |
| --- | --- |
| C.  | Intelligence |

|  |  |
| --- | --- |
| D.  | Strong ego |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54. | The cornerstone of Shackleton's leadership behavior included all but one of the following:

|  |  |
| --- | --- |
| A.  | Leading by example |

|  |  |
| --- | --- |
| B.  | Communicating a vision |

|  |  |
| --- | --- |
| C.  | Keeping records |

|  |  |
| --- | --- |
| D.  | Maintaining a positive attitude |

 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 55. | Todd McFarlane's leadership success could be traced to:

|  |  |
| --- | --- |
| A.  | Business location and financial management |

|  |  |
| --- | --- |
| B.  | Willingness to take a risk and focus on what he could control |

|  |  |
| --- | --- |
| C.  | Start up capital and delegation skills |

 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 56. | Qualities of ineffective leaders have been identified by \_\_\_\_\_\_\_\_\_. Six behaviors or flaws are:

|  |  |
| --- | --- |
| A.  | Robert Blake; lack of job knowledge, poor communication, low commitment, poor preparation, bullying style, negative attitude. |

|  |  |
| --- | --- |
| B.  | Barbara Kellerman; incompetence, rigidity, intemperance, callousness, corruption, cruelty. |

|  |  |
| --- | --- |
| C.  | Francis Galton; low trust, abrasive style, poor technical skill, inability to delegate, overly ambitious, poor time management. |

|  |  |
| --- | --- |
| D.  | None of these. |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 57. | A crisis can create \_\_\_\_\_\_\_ followers looking for a leader to resolve their dilemma.

|  |  |
| --- | --- |
| A.  | Security-seeking |

|  |  |
| --- | --- |
| B.  | Loss-aversive |

|  |  |
| --- | --- |
| C.  | Group-oriented |

|  |  |
| --- | --- |
| D.  | Charisma hungry |

|  |  |
| --- | --- |
| E.  | None of these |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58. | Factors accounting for the victory of allied forces in Europe in the Second World War, according to Andrew Roberts, included:

|  |  |
| --- | --- |
| A.  | The ferocity of the Russian soldier |

|  |  |
| --- | --- |
| B.  | The American arsenal of armaments |

|  |  |
| --- | --- |
| C.  | Germany's decision to fight a two-front war |

|  |  |
| --- | --- |
| D.  | The determination of Winston Churchill never to give in |

|  |  |
| --- | --- |
| E.  | All of these |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 59. | The most serious derailment pattern for leaders seeking promotion is:

|  |  |
| --- | --- |
| A.  | Inability to build positive relations with co-workers |

|  |  |
| --- | --- |
| B.  | Inability to build and lead a team |

|  |  |
| --- | --- |
| C.  | Inability to adapt to changing bosses, followers, and situations |

|  |  |
| --- | --- |
| D.  | Inadequate preparation for promotion |

|  |  |
| --- | --- |
| E.  | Failure to meet performance objectives |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60. | Sergio Marchionne is to \_\_\_\_\_\_\_\_ style of leadership, as Robert Selander is to \_\_\_\_\_\_\_\_ style of leadership, and Daniel Amos is to \_\_\_\_\_\_\_\_ style of leadership.

|  |  |
| --- | --- |
| A.  | Free-rein; directive; participative |

|  |  |
| --- | --- |
| B.  | Directive; free rein; participative |

|  |  |
| --- | --- |
| C.  | Participative; directive; free-rein |

|  |  |
| --- | --- |
| D.  | Directive; participative; free-rein |

|  |  |
| --- | --- |
| E.  | None of these |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 61. | Research shows transformational leadership has a \_\_\_\_\_\_ effect on performance, resulting in \_\_\_\_\_\_\_\_ levels of \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ as well.

|  |  |
| --- | --- |
| A.  | Positive; positive; education; seniority |

|  |  |
| --- | --- |
| B.  | Negative; negative; engagement; retention |

|  |  |
| --- | --- |
| C.  | Positive; negative; pay; promotion |

|  |  |
| --- | --- |
| D.  | Positive; positive; motivation; organizational commitment |

|  |  |
| --- | --- |
| E.  | None of these |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 62. | The dark side of leadership refers to:

|  |  |
| --- | --- |
| A.  | The toxic effect a destructive leader has on individuals and organizations |

|  |  |
| --- | --- |
| B.  | The beginning phase of leadership before light and learning occurs |

|  |  |
| --- | --- |
| C.  | The depression a leader experiences when times are difficult |

|  |  |
| --- | --- |
| D.  | The second half of a leader's tenure in office |

|  |  |
| --- | --- |
| E.  | All of these |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63. | \_\_\_\_\_\_ thinking is needed when there is only one right answer; \_\_\_\_\_\_ thinking is needed when there can be many right answers.

|  |  |
| --- | --- |
| A.  | High; low |

|  |  |
| --- | --- |
| B.  | Abstract; concrete |

|  |  |
| --- | --- |
| C.  | Fluid; crystallized |

|  |  |
| --- | --- |
| D.  | Convergent; divergent |

|  |  |
| --- | --- |
| E.  | Pure; mixed |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64. | Kinds of intelligence include all but one of the following:

|  |  |
| --- | --- |
| A.  | Verbal-linguistic |

|  |  |
| --- | --- |
| B.  | Logical-mathematical |

|  |  |
| --- | --- |
| C.  | Visual-spatial |

|  |  |
| --- | --- |
| D.  | Permanent-irreducible |

|  |  |
| --- | --- |
| E.  | Interpersonal |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 65. | A combination of \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_ are needed for a place to be a magnet and multiplier for human achievement.

|  |  |
| --- | --- |
| A.  | Timing; tension; ignition |

|  |  |
| --- | --- |
| B.  | People; products; processes |

|  |  |
| --- | --- |
| C.  | Environmental; energy; education |

|  |  |
| --- | --- |
| D.  | Faith; fortitude; fidelity |

|  |  |
| --- | --- |
| E.  | Talent; technology; tolerance |

 |

**True / False Questions**

|  |  |
| --- | --- |
| 66. | In the case study, Mr. Black, Ms. Blue, and Mr. White, their leadership performance problems were poor time management, bullying behavior, and lack of job knowledge.  True    False |

|  |  |
| --- | --- |
| 67. | Negative behaviors that harm leader effectiveness include: incompetence, rigidity, intemperance, callousness, corruption, and cruelty.  True    False |

|  |  |
| --- | --- |
| 68. | Seven kinds of intelligence have been identified including: verbal-linguistic, musical-rhythmic, logical-mathematical, visual-spatial, bodily-kinesthetic, intrapersonal, and interpersonal.  True    False |

|  |  |
| --- | --- |
| 69. | Characteristic of the directive style of leadership is follower-centered decision- making, while the participative style utilizes shared decision-making.  True    False |

|  |  |
| --- | --- |
| 70. | The best style of leadership depends on qualities of the leader, characteristics of followers, and the nature of the situation.  True    False |

|  |  |
| --- | --- |
| 71. | The nature of the situation can have significant influence on the leadership process.  True    False |

|  |  |
| --- | --- |
| 72. | Some people are more trusting and therefore more easily led than others.  True    False |

|  |  |
| --- | --- |
| 73. | Behavioral leadership theory assumes that there are distinctive actions that effective leaders take.  True    False |

|  |  |
| --- | --- |
| 74. | Factors conducive to leadership change from leader to leader, follower to follower, and situation to situation.  True    False |

|  |  |
| --- | --- |
| 75. | Explorer Ernest Shakeleton's leadership success was based upon four cornerstones1) leadership by example;2) communicating a vision;3) keeping up morale; and4) maintaining a positive attitude.  True    False |

|  |  |
| --- | --- |
| 76. | R.J. House identifies the characteristics of charismatic leaders as being experienced, having technical knowledge, and having a strong need for control.  True    False |

|  |  |
| --- | --- |
| 77. | James MacGregor Burns identifies Gandhi as an example of a transactional leader.  True    False |

|  |  |
| --- | --- |
| 78. | Crystallized intelligence represents one's lifetime of intellectual attainment, while fluid intelligence is defined as mental flexibility as shown by the ability to solve problems in novel situations.  True    False |

**Matching Questions**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 79. | Match the items below with their descriptions:

|  |  |  |
| --- | --- | --- |
| 1. autocratic, democratic, laissez-faire or (free-rein)  |      a theoretical emphasis in leadership studies  |   \_\_\_\_  |
| 2. trait  |      leadership effectiveness depends upon qualities of leaders, characteristics of followers, the nature of the situation  |   \_\_\_\_  |
| 3. intelligence, values, energy  |      a theoretical emphasis in leadership studies  |   \_\_\_\_  |
| 4. vision, ability, concern for people, persistence, vitality, integrity  |      factors of followers that influence the leadership process  |   \_\_\_\_  |
| 5. initiating structure, showing consideration  |      the ability to elevate follower's performance beyond previous expectations  |   \_\_\_\_  |
| 6. size of the organization, psychological climate, patterns of employment, type and purpose of the work performed  |      leadership dimensions theorist  |   \_\_\_\_  |
| 7. respect for authority, interpersonal trust  |      qualities that mark a leader  |   \_\_\_\_  |
| 8. transformational leadership  |      situational factors influencing the leadership process  |   \_\_\_\_  |
| 9. Contingency Theory  |      important leadership traits  |   \_\_\_\_  |
| 10. Ralph Stogdill  |      dimensions of leadership  |   \_\_\_\_  |
| 11. Kurt Lewin  |      styles of leadership  |   \_\_\_\_  |
| 12. behavior  |      leadership styles theorist  |   \_\_\_\_  |
| 13. art  |      principles for developing trust  |   \_\_\_\_  |
| 14. deal openly with anyone, consider all points of views, keep promises, care about people  |      the nature of effective leadership  |   \_\_\_\_  |

 |

Part 1 Leadership Variables Chapters 2 and 3 Answer Key

**Multiple Choice Questions**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. | Historically, researchers have focused upon two main theories of leadership effectiveness: \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

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| --- | --- |
| A.  | Ancient; modern |

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| --- | --- |
| B.  | Male; female |

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| --- | --- |
| C.  | Centralized; decentralized |

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| --- | --- |
| **D.**  | Trait; behavior |

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| E.  | Time-sensitive; timeless |

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| 2. | Almost always listed as important for leadership success is/are \_\_\_\_\_\_\_.

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| A.  | Basic intelligence |

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| --- | --- |
| B.  | Clear and strong values |

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| --- | --- |
| C.  | High level of personal energy |

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| **D.**  | All of these |

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| --- | --- |
| E.  | Training |

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| 3. | In \_\_\_\_\_\_\_, a classic study of leadership \_\_\_\_\_\_\_ was conducted by \_\_\_\_\_\_\_.

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| A.  | 1989; contingencies; Ken Blanchard |

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| B.  | 1969; qualities; Peter Drucker |

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| --- | --- |
| C.  | 1949; environment; Elton Mayo |

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| **D.**  | 1939; behavior; Kurt Lewin |

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| E.  | None of these |

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| 4. | In \_\_\_\_\_\_\_, Ralph Stogdill and others at \_\_\_\_\_\_\_ evaluated leadership effectiveness based upon \_\_\_\_\_\_. At about the same time, \_\_\_\_\_\_\_ and others at University of Michigan studied \_\_\_\_\_\_\_ leadership.

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| --- | --- |
| **A.**  | 1945; Ohio State University; initiating structure and consideration; Rensis Likert; job-centered and employee-centered |

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| --- | --- |
| B.  | 1955; Stanford University; time and place; Abraham Maslow; motivation and personality |

|  |  |
| --- | --- |
| C.  | 1965; Harvard University; education and experience; W. Edwards Deming; technical process and eclectic |

|  |  |
| --- | --- |
| D.  | All of these |

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| --- | --- |
| E.  | None of these |

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| 5. | Leadership effectiveness depends upon \_\_\_\_\_\_\_\_\_ of leaders, \_\_\_\_\_\_\_\_\_ of followers, and the \_\_\_\_\_\_\_\_\_ of the situation.

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| A.  | Timing; pulse; memory |

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| --- | --- |
| B.  | Age; number; notification |

|  |  |
| --- | --- |
| C.  | Height; weight; length |

|  |  |
| --- | --- |
| **D.**  | Qualities; characteristics; nature |

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| --- | --- |
| E.  | Gender; race; training |

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| 6. | Psychologist David McClelland states that leaders do not use \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_; leaders arouse \_\_\_\_\_\_\_\_\_ in followers.

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| --- | --- |
| A.  | Envy; spite; skill |

|  |  |
| --- | --- |
| B.  | Prestige; position; desire |

|  |  |
| --- | --- |
| C.  | Ability; drive; hope |

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| --- | --- |
| **D.**  | Intimidation; force; confidence |

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| --- | --- |
| E.  | None of these |

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| 7. | Vince Lombardi had a \_\_\_\_\_\_\_\_\_ personality; his followers' goal was to be equal to their understanding of his \_\_\_\_\_\_\_\_\_.

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| A.  | Schizophrenic; needs |

|  |  |
| --- | --- |
| B.  | Mercurial; orders |

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| --- | --- |
| C.  | Stoic; desires |

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| **D.**  | Charismatic; values and goals |

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| E.  | Difficult; deficiencies |

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| 8. | Transformational leaders use \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ to raise the performance of followers.

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| --- | --- |
| **A.**  | Optimism; charm |

|  |  |
| --- | --- |
| B.  | Knowledge; skill |

|  |  |
| --- | --- |
| C.  | Preparation; perseverance |

|  |  |
| --- | --- |
| D.  | Energy; motion |

|  |  |
| --- | --- |
| E.  | Education; practice |

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| 9. | Qualities belonging potentially to everyone, but possessed more fully by leaders, include all of the following except \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Vision and enthusiasm |

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| --- | --- |
| B.  | Stability and concern for others |

|  |  |
| --- | --- |
| C.  | Self-confidence and persistence |

|  |  |
| --- | --- |
| D.  | Vitality and integrity |

|  |  |
| --- | --- |
| **E.**  | Hearing and size |

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| 10. | Antoine de Saint-Exupéry spoke to the \_\_\_\_\_\_\_\_\_, when he said, "A rock pile ceases to be a rock pile the moment a single man contemplates it, bearing within him the image of a cathedral."

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| **A.**  | Imaginative nature of vision |

|  |  |
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| B.  | Fact that all great leaders are builders |

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| --- | --- |
| C.  | Principle that only a man can be a leader |

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| D.  | Need for leading from a sound foundation |

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| E.  | None of these |

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| 11. | \_\_\_\_\_\_\_\_\_ is an example of a visionary statement by \_\_\_\_\_\_\_\_\_.

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| A.  | "Seek first to understand"; Will Rogers |

|  |  |
| --- | --- |
| **B.**  | "Where do you want to go today?"; Bill Gates |

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| C.  | "A mechanic in the White House"; Ross Perot |

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| --- | --- |
| D.  | "Make my day"; Clint Eastwood |

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| E.  | "A chicken in every pot"; Martha Stewart |

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| 12. | Regarding the importance of enthusiasm for leadership effectiveness, \_\_\_\_\_\_\_\_\_ said, "Good work is never done in cold blood; heat is needed to forge anything. Every great achievement is the story of a flaming heart."

|  |  |
| --- | --- |
| A.  | Martin Luther King |

|  |  |
| --- | --- |
| B.  | George Patton |

|  |  |
| --- | --- |
| **C.**  | Harry Truman |

|  |  |
| --- | --- |
| D.  | Colin Powell |

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| --- | --- |
| E.  | Eleanor Roosevelt |

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| 13. | Problems with \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_ are fertile fields for emotional instability that can reduce leadership effectiveness.

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| --- | --- |
| A.  | Methods; procedures; processes |

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| --- | --- |
| B.  | Plant; equipment; supplies |

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| --- | --- |
| C.  | Products; environment; government |

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| --- | --- |
| **D.**  | Alcohol; money; relationships |

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| --- | --- |
| E.  | Education; liquidation; infiltration |

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| 14. | Concern for others requires \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_, and the result is \_\_\_\_\_\_\_\_, which is the foundation of \_\_\_\_\_\_\_\_\_.

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| A.  | Experience; fortitude; learning; survival |

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| --- | --- |
| **B.**  | Patience; listening; trust; loyalty |

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| --- | --- |
| C.  | Discussion; contemplation; education; expression |

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| --- | --- |
| D.  | Time; place; emotion; community |

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| --- | --- |
| E.  | None of these |

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| 15. | According to Roger Staubach, the key to self-confidence is \_\_\_\_\_\_\_\_\_.

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| A.  | The leader's natural-born talent |

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| --- | --- |
| B.  | The support of caring teammates |

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| --- | --- |
| **C.**  | How hard the leader works |

|  |  |
| --- | --- |
| D.  | Opportunity and position |

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| --- | --- |
| E.  | None of these |

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| 16. | About effective leadership, \_\_\_\_\_\_\_\_\_ said, "Nothing in life just happens. It isn't enough to just believe in something. You have to have perseverance to meet obstacles and overcome them, to struggle."

|  |  |
| --- | --- |
| A.  | Winston Churchill |

|  |  |
| --- | --- |
| B.  | Martin Luther King |

|  |  |
| --- | --- |
| C.  | Henry Ford |

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| --- | --- |
| D.  | Abraham Lincoln |

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| --- | --- |
| **E.**  | Golda Meir |

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| 17. | Even if the spirit is willing, \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ are needed to fulfill the tasks of leadership. The leader needs \_\_\_\_\_\_\_\_\_.

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| **A.**  | Strength; stamina; vitality |

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| --- | --- |
| B.  | Money; machines; planning |

|  |  |
| --- | --- |
| C.  | Manpower; methods; organization |

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| --- | --- |
| D.  | Order; materials; control |

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| --- | --- |
| E.  | None of these |

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| 18. | \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_ are traits found in all charismatic leaders.

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| A.  | Education; opportunity; attention to detail |

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| --- | --- |
| B.  | Training; sensitivity; patience |

|  |  |
| --- | --- |
| C.  | Experience; collaboration; emotional stability |

|  |  |
| --- | --- |
| D.  | Optimism; extroversion; a sense of adventure |

|  |  |
| --- | --- |
| **E.**  | None of these |

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| 19. | The most important quality of leadership is \_\_\_\_\_\_\_\_, including \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Knowledge; on-the-job learning; formal education |

|  |  |
| --- | --- |
| B.  | Motivation; desire; effort |

|  |  |
| --- | --- |
| **C.**  | Integrity; honesty; courage |

|  |  |
| --- | --- |
| D.  | Decisiveness; information finding; willingness to take orders |

|  |  |
| --- | --- |
| E.  | None of these |

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| 20. | \_\_\_\_\_\_\_\_\_ once said, "The ear of the leader must ring with the voices of the people. Together they rise to the challenge of the day."

|  |  |
| --- | --- |
| A.  | George Patton |

|  |  |
| --- | --- |
| B.  | Will Durant |

|  |  |
| --- | --- |
| C.  | Kurt Lewin |

|  |  |
| --- | --- |
| **D.**  | Woodrow Wilson |

|  |  |
| --- | --- |
| E.  | None of these |

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| 21. | Characteristics of followers that influence the leadership process are \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Race; gender |

|  |  |
| --- | --- |
| **B.**  | Respect for authority; interpersonal trust |

|  |  |
| --- | --- |
| C.  | Past mistakes; future plans |

|  |  |
| --- | --- |
| D.  | Abstract reasoning; concrete experience |

|  |  |
| --- | --- |
| E.  | None of these |

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| 22. | Successful leaders today function more as \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_, and less as \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| **A.**  | Facilitators; teachers; enforcers; disciplinarians |

|  |  |
| --- | --- |
| B.  | Experts; performers; coaches; guides |

|  |  |
| --- | --- |
| C.  | Goal-directed; bottom-line oriented; considerate; supportive |

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| --- | --- |
| D.  | Tellers; doers; askers; helpers |

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| --- | --- |
| E.  | None of these |

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| 23. | In \_\_\_\_\_\_\_\_\_, Stuart Levine and Michael Crom write about building trust in the workplace. His prescription includes \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | "Habits of the Heart"; respect society's rules; trust in time; end bitterness |

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| --- | --- |
| B.  | "The Road Less Traveled"; never travel alone; always take a friend; be dependable |

|  |  |
| --- | --- |
| C.  | "A Great Place to Work"; do what you love; lend a helping hand; be considerate |

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| --- | --- |
| D.  | "Leading the Way"; deal openly with everyone; keep promises; care about people |

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| --- | --- |
| **E.**  | None of these |

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| 24. | \_\_\_\_\_\_\_\_\_ describes contemporary patterns of work that challenge the skills of today's leaders, including \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Margaret Wheatley; contextual; sequential; organizational |

|  |  |
| --- | --- |
| B.  | Laurie Beth Jones; ongoing; intermittent; one-time-only |

|  |  |
| --- | --- |
| C.  | Herb Kelleher; speed; potency; customer-related |

|  |  |
| --- | --- |
| D.  | Robert Reich; knowledge work; technical skill; group interaction |

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| --- | --- |
| **E.**  | Charles Handy; working at home; flextime; independent contractors |

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| 25. | In general, when work to be done is \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_, a(n) \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ leadership approach is best.

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| --- | --- |
| A.  | Immediate; consequential; technical; aggressive; directive |

|  |  |
| --- | --- |
| **B.**  | Clear-cut; routine; monotonous; non-directive; supportive |

|  |  |
| --- | --- |
| C.  | Caused by errors; high profile; high-energy; high maintenance; no-nonsense |

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| --- | --- |
| D.  | New or dangerous; traditional; person-centered; soft; understanding |

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| --- | --- |
| E.  | None of these |

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| 26. | If you have \_\_\_\_\_\_\_\_\_ intelligence, you have the ability to deal with people; if you have musical-rhythmic intelligence, you appreciate \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Intrapersonal; sculpting; surgery |

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| --- | --- |
| B.  | Verbal/linguistic; logical reasoning; exploring patterns |

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| --- | --- |
| C.  | Musical/rhythmic; saying words; using your body |

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| --- | --- |
| **D.**  | Interpersonal; pitch; rhythm |

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| --- | --- |
| E.  | None of these |

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| 27. | The concept of \_\_\_\_\_\_\_\_\_ is relevant to leadership development because leadership effectiveness is in direct proportion to \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_, which come from within the person.

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| **A.**  | Multiple intelligence; commitment; passion |

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| --- | --- |
| B.  | Hand grip; size; strength |

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| --- | --- |
| C.  | Interpersonal attraction; identification; need |

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| --- | --- |
| D.  | Political alliance; confidence; pride |

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| --- | --- |
| E.  | None of these |

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| 28. | \_\_\_\_\_\_\_\_\_ advocated a \_\_\_\_\_\_\_\_\_ style of leadership and \_\_\_\_\_\_\_\_\_ advocated a \_\_\_\_\_\_\_\_\_ style of leadership.

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| --- | --- |
| A.  | Jefferson; directive; Eisenhower; non-directive |

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| --- | --- |
| **B.**  | Machiavelli; directive; Lao-Tzu; non-directive |

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| --- | --- |
| C.  | Eisenhower; directive; Patton; non-directive |

|  |  |
| --- | --- |
| D.  | Lao-Tzu; directive; Elizabeth I; non-directive |

|  |  |
| --- | --- |
| E.  | Patton; directive; Jefferson; non-directive |

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| 29. | Increasingly, the American workplace is becoming \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_.

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| --- | --- |
| A.  | Contemplative; rule-based; quality conscious |

|  |  |
| --- | --- |
| B.  | Moderate; rational; organized |

|  |  |
| --- | --- |
| **C.**  | Fast-paced; culturally diverse; global |

|  |  |
| --- | --- |
| D.  | Customer driven; finance focused; geography-bound |

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| --- | --- |
| E.  | None of these |

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| 30. | Over time, the shift in emphasis for business success has been from \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_.

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| A.  | Communities; systems |

|  |  |
| --- | --- |
| **B.**  | Command and control; relationship management |

|  |  |
| --- | --- |
| C.  | Innovation; hierarchy |

|  |  |
| --- | --- |
| D.  | Team building; skill building |

|  |  |
| --- | --- |
| E.  | None of these |

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| 31. | Participative followers \_\_\_\_\_\_\_\_\_ such management practices as regular staff meetings, the open door policy and sharing concern for people's feelings.

|  |  |
| --- | --- |
| A.  | Oppose |

|  |  |
| --- | --- |
| B.  | Avoid |

|  |  |
| --- | --- |
| C.  | Dislike |

|  |  |
| --- | --- |
| **D.**  | Prefer |

|  |  |
| --- | --- |
| E.  | None of these |

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| 32. | \_\_\_\_\_\_\_\_\_ describes how difficult the leader's job can be: "…since no important decision ever pleases everyone in an organization, the leader must also absorb the displeasure, and sometimes the severe hostility, of those who would have taken a different course."

|  |  |
| --- | --- |
| A.  | Peter Drucker |

|  |  |
| --- | --- |
| B.  | Margaret Wheatley |

|  |  |
| --- | --- |
| C.  | Chris Argyris |

|  |  |
| --- | --- |
| **D.**  | Douglas McGregor |

|  |  |
| --- | --- |
| E.  | Ken Blanchard |

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| 33. | Trait leadership theory makes the assumption that distinctive \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ characteristics account for leadership effectiveness.

|  |  |
| --- | --- |
| A.  | Physical; cognitive |

|  |  |
| --- | --- |
| B.  | Cognitive; emotional |

|  |  |
| --- | --- |
| **C.**  | Physical; psychological |

|  |  |
| --- | --- |
| D.  | Values; psychological |

|  |  |
| --- | --- |
| E.  | None of these |

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| 34. | \_\_\_\_\_\_\_\_\_ is a special personal quality that generates others' interest and causes them to follow.

|  |  |
| --- | --- |
| A.  | Vitality |

|  |  |
| --- | --- |
| **B.**  | Charisma |

|  |  |
| --- | --- |
| C.  | Integrity |

|  |  |
| --- | --- |
| D.  | Stability |

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| 35. | \_\_\_\_\_\_\_\_\_ is understood as honesty, strength of character, and courage.

|  |  |
| --- | --- |
| A.  | Vitality |

|  |  |
| --- | --- |
| B.  | Charisma |

|  |  |
| --- | --- |
| **C.**  | Integrity |

|  |  |
| --- | --- |
| D.  | Stability |

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| 36. | Successful leaders today must master challenges such as \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_, as well as traditional duties such as \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Purchasing; inventory control; staffing; accounting |

|  |  |
| --- | --- |
| B.  | Advertising; sales; engineering; production |

|  |  |
| --- | --- |
| C.  | Office politics; re-engineering; work design; wage administration |

|  |  |
| --- | --- |
| D.  | Giving orders; quality control; public speaking; report writing |

|  |  |
| --- | --- |
| **E.**  | Developing people; doing the right things; organizing work; implementing plans |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. | Characteristics of followers that influence the leadership process are \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Vision; enthusiasm |

|  |  |
| --- | --- |
| **B.**  | Respect for authority; interpersonal trust |

|  |  |
| --- | --- |
| C.  | Integrity; charisma |

|  |  |
| --- | --- |
| D.  | Persistence; concern for others |

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| 38. | Different kinds of intelligence include all of the following except:

|  |  |
| --- | --- |
| A.  | Verbal/linguistic |

|  |  |
| --- | --- |
| B.  | Logical/mathematical |

|  |  |
| --- | --- |
| C.  | Visual/spatial |

|  |  |
| --- | --- |
| D.  | Bodily/kinesthetic |

|  |  |
| --- | --- |
| **E.**  | Memory/recall |

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| 39. | A transformational leader does all but which of the following:

|  |  |
| --- | --- |
| A.  | Develops a vision that is compelling to followers |

|  |  |
| --- | --- |
| B.  | Articulates a strategy for bringing vision to life |

|  |  |
| --- | --- |
| C.  | Builds momentum by recognizing progress |

|  |  |
| --- | --- |
| D.  | Demonstrates character by setting an example |

|  |  |
| --- | --- |
| **E.**  | Takes credit for the accomplishments of others |

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| 40. | In the passage, "He Made Me Feel Important," Vince Lombardi influenced his players because of his:

|  |  |
| --- | --- |
| A.  | Physical size |

|  |  |
| --- | --- |
| **B.**  | Charismatic personality |

|  |  |
| --- | --- |
| C.  | Native intelligence |

|  |  |
| --- | --- |
| D.  | Personal insecurity |

|  |  |
| --- | --- |
| E.  | Physical Skill |

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| 41. | Qualities of transformational leaders include:

|  |  |
| --- | --- |
| A.  | Determination, diligence, and attention to detail |

|  |  |
| --- | --- |
| B.  | Perception, persistence, and practical-mindedness |

|  |  |
| --- | --- |
| C.  | Bravery, strength, and technical expertise |

|  |  |
| --- | --- |
| D.  | Consideration, compassion, and reliability |

|  |  |
| --- | --- |
| **E.**  | Optimism, charm, and intelligence |

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| 42. | An important factor in determining leadership effectiveness is \_\_\_\_\_\_\_\_\_ based on preferred styles of leading and following.

|  |  |
| --- | --- |
| A.  | The number used |

|  |  |
| --- | --- |
| B.  | Income and geography |

|  |  |
| --- | --- |
| C.  | Size and distance |

|  |  |
| --- | --- |
| **D.**  | Leader-follower compatibility |

|  |  |
| --- | --- |
| E.  | All of these |

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| 43. | Select the answer that best describes the quality of the leader, characteristic of the follower, and nature of the situation most conducive to leadership taking place.

|  |  |
| --- | --- |
| A.  | Selfishness, mistrust, emergency |

|  |  |
| --- | --- |
| B.  | Intelligence, experience, despair |

|  |  |
| --- | --- |
| C.  | Humanism, anger, routine |

|  |  |
| --- | --- |
| **D.**  | Self-confidence, obedience, confusion |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. | Key factors in determining leadership effectiveness include:

|  |  |
| --- | --- |
| A.  | Time, space, energy |

|  |  |
| --- | --- |
| **B.**  | Qualities of leaders, characteristics of followers, nature of the situation |

|  |  |
| --- | --- |
| C.  | Age, experience, gender |

|  |  |
| --- | --- |
| D.  | Government, business, industry |

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| 45. | Situational factors that influence the leadership process include:

|  |  |
| --- | --- |
| A.  | Size of the organization |

|  |  |
| --- | --- |
| B.  | Social and psychological climate |

|  |  |
| --- | --- |
| C.  | Employment patterns |

|  |  |
| --- | --- |
| D.  | Type, place, purpose of work performed |

|  |  |
| --- | --- |
| **E.**  | All of these |

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| 46. | Edwin Ghisselli's six traits for effective leadership includes all but which of the following:

|  |  |
| --- | --- |
| A.  | Need for achievement |

|  |  |
| --- | --- |
| B.  | Intelligence |

|  |  |
| --- | --- |
| C.  | Decisiveness |

|  |  |
| --- | --- |
| D.  | Self-confidence |

|  |  |
| --- | --- |
| **E.**  | Social status |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. | All of the following are important qualities of leadership except:

|  |  |
| --- | --- |
| A.  | Ability |

|  |  |
| --- | --- |
| B.  | Stability |

|  |  |
| --- | --- |
| C.  | Persistence |

|  |  |
| --- | --- |
| D.  | Charisma |

|  |  |
| --- | --- |
| **E.**  | Seniority |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. | Causes of reduced willingness to trust in American society include the following:

|  |  |
| --- | --- |
| A.  | Breakdown of traditional family structure |

|  |  |
| --- | --- |
| B.  | Decline of social structures such as church and school |

|  |  |
| --- | --- |
| C.  | Lack of shared community values, focus on self-satisfaction |

|  |  |
| --- | --- |
| D.  | Influential leaders putting self-gain above the public good |

|  |  |
| --- | --- |
| **E.**  | All of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. | All of the following are factors that influence the nature of the situation or the context of leadership except:

|  |  |
| --- | --- |
| A.  | Type of work performed |

|  |  |
| --- | --- |
| B.  | Size of organization |

|  |  |
| --- | --- |
| C.  | Social climate |

|  |  |
| --- | --- |
| **D.**  | Employee wages |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. | The participative style of leading and following is:

|  |  |
| --- | --- |
| A.  | Leader-centered decision-making |

|  |  |
| --- | --- |
| B.  | Follower-centered decision-making |

|  |  |
| --- | --- |
| **C.**  | Leader and followers share decision-making |

|  |  |
| --- | --- |
| D.  | Follow the leader |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51. | If a decision is important, and the leader has little confidence in the judgment of subordinates, the leader is more likely to be:

|  |  |
| --- | --- |
| **A.**  | Directive |

|  |  |
| --- | --- |
| B.  | Participative |

|  |  |
| --- | --- |
| C.  | Free-rein |

|  |  |
| --- | --- |
| D.  | Over the top |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 52. | The three styles of leadership are:

|  |  |
| --- | --- |
| A.  | High, low, middle |

|  |  |
| --- | --- |
| **B.**  | Directive, participative, free-rein |

|  |  |
| --- | --- |
| C.  | Traditional, modern, new wave |

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| 53. | Ghiselli identified six traits as being important for effective leadership. Which of the following is not one of them?

|  |  |
| --- | --- |
| A.  | Supervisory ability |

|  |  |
| --- | --- |
| B.  | Initiative |

|  |  |
| --- | --- |
| C.  | Intelligence |

|  |  |
| --- | --- |
| **D.**  | Strong ego |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54. | The cornerstone of Shackleton's leadership behavior included all but one of the following:

|  |  |
| --- | --- |
| A.  | Leading by example |

|  |  |
| --- | --- |
| B.  | Communicating a vision |

|  |  |
| --- | --- |
| **C.**  | Keeping records |

|  |  |
| --- | --- |
| D.  | Maintaining a positive attitude |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 55. | Todd McFarlane's leadership success could be traced to:

|  |  |
| --- | --- |
| A.  | Business location and financial management |

|  |  |
| --- | --- |
| **B.**  | Willingness to take a risk and focus on what he could control |

|  |  |
| --- | --- |
| C.  | Start up capital and delegation skills |

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| 56. | Qualities of ineffective leaders have been identified by \_\_\_\_\_\_\_\_\_. Six behaviors or flaws are:

|  |  |
| --- | --- |
| A.  | Robert Blake; lack of job knowledge, poor communication, low commitment, poor preparation, bullying style, negative attitude. |

|  |  |
| --- | --- |
| **B.**  | Barbara Kellerman; incompetence, rigidity, intemperance, callousness, corruption, cruelty. |

|  |  |
| --- | --- |
| C.  | Francis Galton; low trust, abrasive style, poor technical skill, inability to delegate, overly ambitious, poor time management. |

|  |  |
| --- | --- |
| D.  | None of these. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 57. | A crisis can create \_\_\_\_\_\_\_ followers looking for a leader to resolve their dilemma.

|  |  |
| --- | --- |
| A.  | Security-seeking |

|  |  |
| --- | --- |
| B.  | Loss-aversive |

|  |  |
| --- | --- |
| C.  | Group-oriented |

|  |  |
| --- | --- |
| **D.**  | Charisma hungry |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58. | Factors accounting for the victory of allied forces in Europe in the Second World War, according to Andrew Roberts, included:

|  |  |
| --- | --- |
| A.  | The ferocity of the Russian soldier |

|  |  |
| --- | --- |
| B.  | The American arsenal of armaments |

|  |  |
| --- | --- |
| C.  | Germany's decision to fight a two-front war |

|  |  |
| --- | --- |
| D.  | The determination of Winston Churchill never to give in |

|  |  |
| --- | --- |
| **E.**  | All of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 59. | The most serious derailment pattern for leaders seeking promotion is:

|  |  |
| --- | --- |
| A.  | Inability to build positive relations with co-workers |

|  |  |
| --- | --- |
| B.  | Inability to build and lead a team |

|  |  |
| --- | --- |
| C.  | Inability to adapt to changing bosses, followers, and situations |

|  |  |
| --- | --- |
| D.  | Inadequate preparation for promotion |

|  |  |
| --- | --- |
| **E.**  | Failure to meet performance objectives |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60. | Sergio Marchionne is to \_\_\_\_\_\_\_\_ style of leadership, as Robert Selander is to \_\_\_\_\_\_\_\_ style of leadership, and Daniel Amos is to \_\_\_\_\_\_\_\_ style of leadership.

|  |  |
| --- | --- |
| A.  | Free-rein; directive; participative |

|  |  |
| --- | --- |
| B.  | Directive; free rein; participative |

|  |  |
| --- | --- |
| C.  | Participative; directive; free-rein |

|  |  |
| --- | --- |
| **D.**  | Directive; participative; free-rein |

|  |  |
| --- | --- |
| E.  | None of these |

 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 61. | Research shows transformational leadership has a \_\_\_\_\_\_ effect on performance, resulting in \_\_\_\_\_\_\_\_ levels of \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ as well.

|  |  |
| --- | --- |
| A.  | Positive; positive; education; seniority |

|  |  |
| --- | --- |
| B.  | Negative; negative; engagement; retention |

|  |  |
| --- | --- |
| C.  | Positive; negative; pay; promotion |

|  |  |
| --- | --- |
| **D.**  | Positive; positive; motivation; organizational commitment |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 62. | The dark side of leadership refers to:

|  |  |
| --- | --- |
| **A.**  | The toxic effect a destructive leader has on individuals and organizations |

|  |  |
| --- | --- |
| B.  | The beginning phase of leadership before light and learning occurs |

|  |  |
| --- | --- |
| C.  | The depression a leader experiences when times are difficult |

|  |  |
| --- | --- |
| D.  | The second half of a leader's tenure in office |

|  |  |
| --- | --- |
| E.  | All of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63. | \_\_\_\_\_\_ thinking is needed when there is only one right answer; \_\_\_\_\_\_ thinking is needed when there can be many right answers.

|  |  |
| --- | --- |
| A.  | High; low |

|  |  |
| --- | --- |
| B.  | Abstract; concrete |

|  |  |
| --- | --- |
| C.  | Fluid; crystallized |

|  |  |
| --- | --- |
| **D.**  | Convergent; divergent |

|  |  |
| --- | --- |
| E.  | Pure; mixed |

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| 64. | Kinds of intelligence include all but one of the following:

|  |  |
| --- | --- |
| A.  | Verbal-linguistic |

|  |  |
| --- | --- |
| B.  | Logical-mathematical |

|  |  |
| --- | --- |
| C.  | Visual-spatial |

|  |  |
| --- | --- |
| **D.**  | Permanent-irreducible |

|  |  |
| --- | --- |
| E.  | Interpersonal |

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| 65. | A combination of \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_ are needed for a place to be a magnet and multiplier for human achievement.

|  |  |
| --- | --- |
| A.  | Timing; tension; ignition |

|  |  |
| --- | --- |
| B.  | People; products; processes |

|  |  |
| --- | --- |
| C.  | Environmental; energy; education |

|  |  |
| --- | --- |
| D.  | Faith; fortitude; fidelity |

|  |  |
| --- | --- |
| **E.**  | Talent; technology; tolerance |

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**True / False Questions**

|  |  |
| --- | --- |
| 66. | In the case study, Mr. Black, Ms. Blue, and Mr. White, their leadership performance problems were poor time management, bullying behavior, and lack of job knowledge.  **FALSE** |

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| --- | --- |
| 67. | Negative behaviors that harm leader effectiveness include: incompetence, rigidity, intemperance, callousness, corruption, and cruelty.  **TRUE** |

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| --- | --- |
| 68. | Seven kinds of intelligence have been identified including: verbal-linguistic, musical-rhythmic, logical-mathematical, visual-spatial, bodily-kinesthetic, intrapersonal, and interpersonal.  **TRUE** |

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| 69. | Characteristic of the directive style of leadership is follower-centered decision- making, while the participative style utilizes shared decision-making.  **FALSE** |

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| --- | --- |
| 70. | The best style of leadership depends on qualities of the leader, characteristics of followers, and the nature of the situation.  **TRUE** |

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| --- | --- |
| 71. | The nature of the situation can have significant influence on the leadership process.  **TRUE** |

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| 72. | Some people are more trusting and therefore more easily led than others.  **TRUE** |

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| 73. | Behavioral leadership theory assumes that there are distinctive actions that effective leaders take.  **TRUE** |

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| 74. | Factors conducive to leadership change from leader to leader, follower to follower, and situation to situation.  **TRUE** |

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| 75. | Explorer Ernest Shakeleton's leadership success was based upon four cornerstones1) leadership by example;2) communicating a vision;3) keeping up morale; and4) maintaining a positive attitude.  **TRUE** |

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| 76. | R.J. House identifies the characteristics of charismatic leaders as being experienced, having technical knowledge, and having a strong need for control.  **FALSE** |

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| 77. | James MacGregor Burns identifies Gandhi as an example of a transactional leader.  **FALSE** |

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| 78. | Crystallized intelligence represents one's lifetime of intellectual attainment, while fluid intelligence is defined as mental flexibility as shown by the ability to solve problems in novel situations.  **TRUE** |

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**Matching Questions**

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| 79. | Match the items below with their descriptions:

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| 1. autocratic, democratic, laissez-faire or (free-rein)  |      a theoretical emphasis in leadership studies  |   **2**  |
| 2. trait  |      leadership effectiveness depends upon qualities of leaders, characteristics of followers, the nature of the situation  |   **9**  |
| 3. intelligence, values, energy  |      a theoretical emphasis in leadership studies  |   **12**  |
| 4. vision, ability, concern for people, persistence, vitality, integrity  |      factors of followers that influence the leadership process  |   **7**  |
| 5. initiating structure, showing consideration  |      the ability to elevate follower's performance beyond previous expectations  |   **8**  |
| 6. size of the organization, psychological climate, patterns of employment, type and purpose of the work performed  |      leadership dimensions theorist  |   **10**  |
| 7. respect for authority, interpersonal trust  |      qualities that mark a leader  |   **4**  |
| 8. transformational leadership  |      situational factors influencing the leadership process  |   **6**  |
| 9. Contingency Theory  |      important leadership traits  |   **3**  |
| 10. Ralph Stogdill  |      dimensions of leadership  |   **5**  |
| 11. Kurt Lewin  |      styles of leadership  |   **1**  |
| 12. behavior  |      leadership styles theorist  |   **11**  |
| 13. art  |      principles for developing trust  |   **14**  |
| 14. deal openly with anyone, consider all points of views, keep promises, care about people  |      the nature of effective leadership  |   **13**  |

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