Leadership Variables

**Multiple Choice Questions**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | Almost always listed as important for leadership success is/are \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Basic intelligence |  |  |  | | --- | --- | | B. | Clear and strong values |  |  |  | | --- | --- | | C. | High level of personal energy |  |  |  | | --- | --- | | D. | All of these |  |  |  | | --- | --- | | E. | Training | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | In \_\_\_\_\_\_\_, a classic study of leadership \_\_\_\_\_\_\_ was conducted by \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | 1989; contingencies; Ken Blanchard |  |  |  | | --- | --- | | B. | 1969; qualities; Peter Drucker |  |  |  | | --- | --- | | C. | 1949; environment; Elton Mayo |  |  |  | | --- | --- | | D. | 1939; behavior; Kurt Lewin |  |  |  | | --- | --- | | E. | None of these | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | Leadership effectiveness depends upon \_\_\_\_\_\_\_\_\_ of leaders, \_\_\_\_\_\_\_\_\_ of followers, and the \_\_\_\_\_\_\_\_\_ of the situation.      |  |  | | --- | --- | | A. | Timing; pulse; memory |  |  |  | | --- | --- | | B. | Age; number; notification |  |  |  | | --- | --- | | C. | Height; weight; length |  |  |  | | --- | --- | | D. | Qualities; characteristics; nature |  |  |  | | --- | --- | | E. | Gender; race; training | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. | Vince Lombardi had a \_\_\_\_\_\_\_\_\_ personality; his followers' goal was to be equal to their understanding of his \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Schizophrenic; needs |  |  |  | | --- | --- | | B. | Mercurial; orders |  |  |  | | --- | --- | | C. | Stoic; desires |  |  |  | | --- | --- | | D. | Charismatic; values and goals |  |  |  | | --- | --- | | E. | Difficult; deficiencies | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. | Even if the spirit is willing, \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ are needed to fulfill the tasks of leadership. The leader needs \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Strength; stamina; vitality |  |  |  | | --- | --- | | B. | Money; machines; planning |  |  |  | | --- | --- | | C. | Manpower; methods; organization |  |  |  | | --- | --- | | D. | Order; materials; control |  |  |  | | --- | --- | | E. | None of these | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. | The concept of \_\_\_\_\_\_\_\_\_ is relevant to leadership development because leadership effectiveness is in direct proportion to \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_, which come from within the person.      |  |  | | --- | --- | | A. | Multiple intelligence; commitment; passion |  |  |  | | --- | --- | | B. | Hand grip; size; strength |  |  |  | | --- | --- | | C. | Interpersonal attraction; identification; need |  |  |  | | --- | --- | | D. | Political alliance; confidence; pride |  |  |  | | --- | --- | | E. | None of these | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. | Over time, the shift in emphasis for business success has been from \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Communities; systems |  |  |  | | --- | --- | | B. | Command and control; relationship management |  |  |  | | --- | --- | | C. | Innovation; hierarchy |  |  |  | | --- | --- | | D. | Team building; skill building |  |  |  | | --- | --- | | E. | None of these | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 cornerstones  1) leadership by example; 2) communicating a vision; 3) keeping up morale; and 4) 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**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | Almost always listed as important for leadership success is/are \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Basic intelligence |  |  |  | | --- | --- | | B. | Clear and strong values |  |  |  | | --- | --- | | C. | High level of personal energy |  |  |  | | --- | --- | | **D.** | All of these |  |  |  | | --- | --- | | E. | Training | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | In \_\_\_\_\_\_\_, a classic study of leadership \_\_\_\_\_\_\_ was conducted by \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | 1989; contingencies; Ken Blanchard |  |  |  | | --- | --- | | B. | 1969; qualities; Peter Drucker |  |  |  | | --- | --- | | C. | 1949; environment; Elton Mayo |  |  |  | | --- | --- | | **D.** | 1939; behavior; Kurt Lewin |  |  |  | | --- | --- | | E. | None of these | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | Leadership effectiveness depends upon \_\_\_\_\_\_\_\_\_ of leaders, \_\_\_\_\_\_\_\_\_ of followers, and the \_\_\_\_\_\_\_\_\_ of the situation.      |  |  | | --- | --- | | A. | Timing; pulse; memory |  |  |  | | --- | --- | | B. | Age; number; notification |  |  |  | | --- | --- | | C. | Height; weight; length |  |  |  | | --- | --- | | **D.** | Qualities; characteristics; nature |  |  |  | | --- | --- | | E. | Gender; race; training | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. | Vince Lombardi had a \_\_\_\_\_\_\_\_\_ personality; his followers' goal was to be equal to their understanding of his \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Schizophrenic; needs |  |  |  | | --- | --- | | B. | Mercurial; orders |  |  |  | | --- | --- | | C. | Stoic; desires |  |  |  | | --- | --- | | **D.** | Charismatic; values and goals |  |  |  | | --- | --- | | E. | Difficult; deficiencies | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. | Even if the spirit is willing, \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ are needed to fulfill the tasks of leadership. The leader needs \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | **A.** | Strength; stamina; vitality |  |  |  | | --- | --- | | B. | Money; machines; planning |  |  |  | | --- | --- | | C. | Manpower; methods; organization |  |  |  | | --- | --- | | D. | Order; materials; control |  |  |  | | --- | --- | | E. | None of these | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. | The concept of \_\_\_\_\_\_\_\_\_ is relevant to leadership development because leadership effectiveness is in direct proportion to \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_, which come from within the person.      |  |  | | --- | --- | | **A.** | Multiple intelligence; commitment; passion |  |  |  | | --- | --- | | B. | Hand grip; size; strength |  |  |  | | --- | --- | | C. | Interpersonal attraction; identification; need |  |  |  | | --- | --- | | D. | Political alliance; confidence; pride |  |  |  | | --- | --- | | E. | None of these | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. | Over time, the shift in emphasis for business success has been from \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Communities; systems |  |  |  | | --- | --- | | **B.** | Command and control; relationship management |  |  |  | | --- | --- | | C. | Innovation; hierarchy |  |  |  | | --- | --- | | D. | Team building; skill building |  |  |  | | --- | --- | | E. | None of these | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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.    **FALSE** |

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

|  |  |
| --- | --- |
| 75. | Explorer Ernest Shakeleton's leadership success was based upon four cornerstones  1) leadership by example; 2) communicating a vision; 3) keeping up morale; and 4) maintaining a positive attitude.    **TRUE** |

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

**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** | | 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** | |

|  |
| --- |
|  |