***Becoming a Master Manager, 6thedition Test Bank***

**Concluding Chapter:   
Integration and the Road to Mastery**

***Multiple Choice Questions***

**Integration and Behavioral Complexity**

1. Which of the following is true about master managers?
2. They are equally skilled at all the competencies that we have studied throughout this text
3. They are equally skilled at all four action imperatives associated with the competing values framework
4. They are never willing to make tradeoffs
5. They are able to integrate and blend apparently competing competencies in innovative ways that meet the needs of the situation at hand
6. They frequently make tradeoffs to speed up the decision making process

Ans: D

Response: See page 313

Level: Medium

1. What is meant by behavioral complexity?
2. The ability to act out a cognitively complex strategy by playing multiple, even competing, roles in a highly integrated and complementary way
3. The ability to act in different ways under different circumstances
4. The number of different competencies that and individual is aware of and can apply in different situations
5. The number of different ways that an individual is able to “see” a situation and come up with alternative approaches for responding to that situation
6. None of these is the meaning of behavioral complexity

Ans: A

Response: See page 316

Level: Medium

1. What is behavioral differentiation?
2. The number of management competencies a manager can use effectively
3. The ability to recognize different management styles that others are using in different situations
4. The ability to use competencies you have developed differently, depending on the situation
5. The number of alternative ways of behaving that you have in a particular situation
6. The ability to distinguish between appropriate and inappropriate behavior in a particular situation

Ans: C

Response: See page 316

Level: Medium

1. When an individual uses a single approach to management throughout their careers, what is likely to happen?
2. They excel throughout their careers because they are practicing the same skills and therefore continue to improve their performance
3. They encounter serious career setbacks because the strengths that were helpful early in their careers eventually become a source of failure
4. They are more likely to take risks because they have performed so well in the past
5. They are less likely to take risks because they do not want to risk their past successes
6. None of these are likely outcomes when an individual uses a single approach to management throughout their careers

Ans: B

Response: See page 316

Level: Medium

1. The concept of the “negative zone” in the competing values framework refers to:
2. Poor individual-level performance due to lack of behavioral complexity
3. Poor individual level performance due to lack of awareness or ability to perform different management skills
4. Poor organizational-level performance due to unclear or counteractive values that result in loss of direction
5. All of these
6. Poor individual-level performance due to lack of behavioral complexity and poor organizational-level performance due to unclear or counteractive values that result in loss of direction, but not poor individual level performance due to lack of awareness or ability to perform different management skills

Ans: D

Response: See page 317

Level: Medium

1. When leaders focus too much on increasing cohesiveness and commitment, they are likely to become…
2. Impractical dreamers
3. Oppressive egotists
4. Permissive pushovers
5. Rigid bureaucrats
6. Master managers

Ans: C

Response: See page 317, Figure C.2

Level: Easy

1. When leaders are extremely focused on competition, they are likely to become…
2. Impractical dreamers
3. Oppressive egotists
4. Permissive pushovers
5. Rigid bureaucrats
6. Master managers

Ans: B

Response: See page 317, Figure C.2

Level: Easy

1. When leaders are constantly trying to come up with new ideas and innovations, they are likely to become…
2. Impractical dreamers
3. Oppressive egotists
4. Permissive pushovers
5. Rigid bureaucrats
6. Master managers

Ans: A

Response: See page 317, Figure C.2

Level: Easy

1. When leaders focus too much on control, they are likely to become…
2. Impractical dreamers
3. Oppressive egotists
4. Permissive pushovers
5. Rigid bureaucrats
6. Master managers

Ans: D

Response: See page 317, Figure C.2

Level: Easy

1. Organizations that have a culture characterized as a “frozen bureaucracy” are most likely to…
2. Fail to comply with government regulations
3. Make rapid decisions
4. Encourage employees to contribute suggestions for new rules and procedures
5. Fail to earn a profit
6. Stifle employee creativity and innovation

Ans: E

Response: See page 317, Figure C.1

Level: Easy

1. One of the major risks that companies focusing primarily on the Compete action imperative face is that…
2. They will spend too much money on training employees
3. They will fail to take advantage of employee skills
4. They will burn out their employees
5. They will be subject to antitrust regulations
6. None of these is a risk associated with focusing primarily on the Compete action imperative

Ans: C

Response: See page 317, Figure C.1

Level: Medium

1. The label “irresponsible country club” is associated with the negative zone in which quadrant of the competing values framework?
2. The open systems quadrant
3. The human relations quadrant
4. The internal process quadrant
5. The rational goal quadrant
6. The scientific management quadrant

Ans: B

Response: See page 317, Figure C.1

Level: Easy

**How Master Managers See the World**

1. What does the term “systems thinking” mean as explained by Peter Senge?
2. A discipline for seeing wholes
3. A framework for seeing interrelationships
4. A way of seeing patterns of change rather than static snapshots
5. All of these are consistent with Peter Senge’s explanation of systems thinking
6. None of these are consistent with Peter Senge’s explanation of systems thinking

Ans: D

Response: See pages 318-319

Level: Easy

1. One of the key concepts of systems thinking is the idea of “reciprocal flow of influence.” Which of the following is an example of that concept?
2. If A influences B, and B influences C, then C will ultimately influence A
3. If A influences B, and B influences C, then C will have no impact on A
4. If A and B both influence C and D, then A must also influence B
5. If neither A or B influences C, then C cannot influence A
6. None of these is an example of the reciprocal flow of influence

Ans: A

Response: See page 318

Level: Medium

1. All of the following are organization paradoxes except?
2. The need for adaptability and stability
3. The need for flexibility and control
4. The need for internal focus and external focus
5. All of these are organizational paradoxes.
6. The need for flexibility and control and internal focus and external focus are organizational paradoxes, but not the need for adaptability and stability

Ans: D

Response: See pages 319-320

Level: Medium

1. What kinds of activities can help you move beyond you comfort zone?
2. Looking at things from different points of view
3. Focusing on perfecting your current job performance
4. Emphasizing interdependencies that are consistent with your current beliefs
5. All of these will help you beyond your comfort zone
6. Looking at things from different points of view and emphasizing interdependencies that are consistent with your current beliefs will help you move beyond your comfort zone, but not focusing on perfecting your current job performance

Ans: A

Response: See page 320

Level: Medium

1. Leonardo da Vinci is an example of a paradoxical thinker because….
2. He designed a hang glider that was capable of harnessing the aerodynamic force of lift
3. He was interested in many different areas of study
4. He excelled at both painting and engineering
5. He was able to translate ideas about flight from birds to the design of man-made flying machines
6. He recognized the value of both art and science

Ans: E

Response: See page 320

Level: Medium

**The Leveraging Power of Lift**

1. The theoretical roots of the concept of “lift” as described in your text go back to positive psychology and positive organizational studies, two approaches that have only recently emerged in these academic disciplines. What distinguishes these newer approaches from older approaches in psychology and organizational studies?
2. These newer approaches are focused on studying problematic behavior and negative outcomes and finding their causes
3. These newer approaches are normative, rather than descriptive
4. These newer approaches are focused on studying positive outcomes and behaviors and finding their causes
5. These newer approaches are descriptive, rather than normative
6. These newer approaches rely more on anecdotes than on empirical studies

Ans: C

Response: See page 321

Level: Medium

1. Research on psychological states has found that…
2. One person’s psychological state can influence another person’s decisions and actions
3. One person’s psychological state can influence another person’s emotions, but not their decisions and actions
4. Positive emotions are contagious, but negative emotions are not contagious
5. Negative emotions are contagious, but positive emotions are not contagious
6. Nonverbal cues are not important when studying the contagiousness of psychological states

Ans: A

Response: See page 321

Level: Medium

1. Which of the following is NOT one of the four psychological states required for “lift” to occur?
2. Being other focused
3. Being guided by popular norms
4. Being internally directed
5. Being externally open
6. Being purpose centered

Ans: B

Response: See page 322, Figure C.3

Level: Easy

1. Seeing other people as having legitimate needs, feelings, and wants reflects which of the four key psychological states required for lift to occur?
2. Being other focused
3. Being guided by popular norms
4. Being internally directed
5. Being externally open
6. Being purpose centered

Ans: A

Response: See page 322, Figure C.3

Level: Easy

1. Wanting to create extraordinary results relates to which of the four key psychological states required for lift to occur?
2. Being other focused
3. Being guided by popular norms
4. Being internally directed
5. Being externally open
6. Being purpose centered

Ans: E

Response: See page 322, Figure C.3

Level: Easy

1. Having malleable traits and a willingness to learn reflects which of the four key psychological states required for lift to occur?
2. Being other focused
3. Being guided by popular norms
4. Being internally directed
5. Being externally open
6. Being purpose centered

Ans: D

Response: See page 322, Figure C.3

Level: Easy

1. Examining one’s integrity gaps and trying to close them reflects which of the four key psychological states required for lift to occur?
2. Being other focused
3. Being guided by popular norms
4. Being internally directed
5. Being externally open
6. Being purpose centered

Ans: C

Response: See page 322, Figure C.3

Level: Easy

**The Never-ending Road to Mastery**

1. How do individuals become master managers?
2. They have a lot of experience
3. They tend to focus on personal development
4. They welcome transitions that are the most challenging
5. All of these help individuals become master managers
6. They have a lot of experience and they welcome transitions that are the most challenging, but they do not tend to focus on personal development

Ans: D

Response: See page 323

Level: Easy

1. All of the following are included in the five steps to mastery except?
   1. Expert stage
   2. Competent stage
   3. Over-achieving stage
   4. Novice stage
   5. Advanced beginner stage

Ans: C

Response: See page 324

Level: Easy

1. In this stage of the five steps to mastery, you gain a better appreciation of the complexity of the task and recognize a much larger set of cues.
2. Expert stage
3. Competent stage
4. Over-achieving stage
5. Novice stage
6. Advanced beginner stage

Ans: B

Response: See page 324

Level: Medium

1. In this stage of the five steps to mastery, experience becomes critical. As real situation are encountered, performance improves and one is able to put into practice the stated facts and rules.
2. Novice stage
3. Over-achieving stage
4. Advanced beginner stage
5. Competent stage
6. Proficient stage

Ans: C

Response: See page 324

Level: Medium

1. In this stage of the five steps to mastery, you learn facts and rules as absolutes; they are never to be violated.
2. Expert stage
3. Competent stage
4. Over-achieving stage
5. Novice stage
6. Advanced beginner stage

Ans: D

Response: See pages 323-324

Level: Easy

1. In this stage of the five steps to mastery, unconscious, fluid, and effortless performance begin to emerge and no one plan is held sacred.
2. Expert Stage
3. Competent stage
4. Proficiency stage
5. Advanced beginner stage
6. Novice stage

Ans: C

Response: See pages 324-325

Level: Medium

1. In this stage of the five steps to mastery, optimal performance becomes second nature. People at this stage are not consciously aware of the details.
2. Expert stage
3. Competent stage
4. Proficiency stage
5. Novice stage
6. Over-achieving stage

Ans: A

Response: See page 325

Level: Easy

1. Reading *Becoming a Master Manager* and completing the assignments in the textbook can help you become a master manager because …
2. You have a framework to help you appreciate the importance of performing in areas that do not come naturally
3. You have had the opportunity to practice using different competencies
4. You should be able to continue to build on the competencies identified and explored in this book
5. All of these are true
6. None of these are true

Ans: D

Response: See page 326

Level: Easy

1. All of the following are excuses for **NOT** making changes **except** …?
2. I am going to work on developing my weak areas
3. I am simply not creative
4. I hate details
5. Different people have different talents
6. Working with people is not my thing

Ans: A

Response: See page 325

Level: Easy

1. All of the following are part of an agenda for self-improvement **except**?
2. Keep a journal
3. Avoid thinking about the cost of improvement
4. Identify specific areas in need of improvement.
5. Implement the change strategy.
6. Develop a social support system.

Ans: B

Response: See page 326

Level: Easy

***Concluding Chapter:   
Integration and the Road to Mastery***

***Essay Questions***

**Integration and Behavioral Complexity**

**C-1. Identify the action imperative with which you are most comfortable as well as the one with which you are least comfortable. Describe specific situations to support your response. What do these two action imperatives have in common? On what dimensions do they differ? (Calls for integration of Assessment on pages 313-315 with material covered throughout the course.)**

***Sample Response:*** *I am most comfortable with the Collaborate action imperative and least comfortable with the Compete action imperative. I enjoy working with others, learning about them, and trying to get everyone to participate on projects, consistent with the Collaborate action imperative. For example, when I am in a group, if someone is not contributing to the discussion, I usually ask them what they are thinking. In terms of the Compete action imperative, I am not comfortable trying to push people in the way that the managing execution and driving results requires. For example, even when my team members miss a deadline, I do not give them negative feedback. I also am not very good at motivating others because I believe that people should be internally motivated. Paradoxically, I find that I am de-motivated when the people around me are not working hard. Because Collaborate and Compete are diagonally opposed, they differ both in terms of their focus (internal versus external, respectively) and their emphasis on flexibility (Collaborate) and control (Compete). They are similar, however, in the sense that managerial leaders must pay attention to both these action imperatives for an organization to be successful. More specifically, although the competency of communicating honestly and effectively is included in the Collaborate quadrant, it is difficult to motivate others and drive for results without being able to communicate concerns (such as missed deadlines).*

**C-2. Identify the two competencies with which you are most comfortable as well as the two competencies with which you are least comfortable. Describe specific situations to support your response. What do these four competencies have in common? On what dimensions do they differ? (Calls for integration of Assessment on pages 313-315 with material covered throughout the course.)**

***Note:*** *See sample response for question C-1, which focuses on broader action imperatives but addresses the same issues.*

**C-3. What is meant by the “negative zone” with respect to individual leaders? Give an example of the type of leader behavior are you likely to observe when a leader is in the negative zone for each of the four quadrants of the competing values framework. (Pages 316-317)**

***Sample Response:*** *At the individual level, the negative zone refers to situations in which a person becomes very skilled in a single approach to management and neglects the other three approaches to management included in the competing values framework. In the Human Relations (Collaborate) quadrant, the manager is likely to become a permissive pushover, letting people do whatever they please, rather than trying to exert any control over them. In the Internal Process (Control) quadrant, the manager becomes a rigid bureaucrat – enforcing rules without thinking about whether they really make sense or not. In the Rational Goal (Compete) quadrant, the manager becomes an oppressive egoist who pushes people beyond their physical and psychological limits. Finally, in the Open Systems (Create) quadrant, the manager becomes an impractical dreamer who is always looking for new ideas and fails to follow through with project.*

**C-4. What is meant by the “negative zone” at the organizational level? What is the organizational culture like in the negative zone for each of the four quadrants of the competing values framework? (Pages 316-318)**

***Sample Response:*** *At the organizational level, the negative zone refers to situations in which the culture of the organization focuses exclusively on a single organizational goal and neglects other important organizational goals that are incorporated in the competing values framework. In the Human Relations (Collaborate) quadrant, the organization is like an irresponsible country club – people’s individual interests are put ahead of what is good for the organization. In the Internal Process (Control) quadrant, the organization becomes a frozen bureaucracy where it takes far too long to get things done and habits replace thoughtful behavior. In the Rational Goal (Compete) quadrant, the organization becomes and oppressive sweat shop, burning out employees in the pursuit of profits. Finally, in the Open Systems (Create) quadrant, the organization becomes a tumultuous anarchy where it is difficult to know who is in charge and what direction the organization should be heading.*

**C-5. Discuss the relationship between behavioral complexity and managerial effectiveness. What do the profiles of more effective managers look like when scores on their competencies are plotted on the competing values framework? (Pages 316-318)**

***Sample Response****: Behavioral complexity is positively related to managerial effectiveness. That is, managers who are comfortable using a variety of different management approaches and who have developed competency in all four quadrants of the competing values framework are typically more effective than managers who demonstrate less behavioral complexity. In terms of their profiles, more effective managers tend to have larger profiles than less effective managers. Even effective managers’ profiles may be slightly unbalanced, but effective managers generally have some skill in most of the competencies associated with the competing values framework. Master managers are those who seem to have transcended style and have large, well-balanced profiles*

***Note****: Students can also be asked to describe their own plan for integrating the competencies in the future, based on specific situations they expect to face.*

**How Master Managers See the World**

**C-6. What is mean by systems thinking? What is meant by paradoxical thinking? How do these two types of thinking help individuals become more successful on their journey toward master? (Pages 318-321)**

***Sample Response:*** *Systems thinking focuses on seeing wholes and understanding interrelationships. In particular, systems thinking recognizes that there is often feedback or a reciprocal flow of influence in response to an action. Rather than thinking in a simplistic problem-solution way, systems thinking encourages us to think about the potential impacts that our solution may have on other aspects of the organization. Systems thinking can be very useful in getting people to consider potential unintended consequences of actions. Paradoxical thinking requires that we engage in contradiction – we must be willing to consider that two things that appear to be mutually exclusive can both be true at the same time. Paradoxical thinking does not assume that tradeoffs will necessarily have to be made. If we begin by assuming a tradeoff is necessary, we short circuit the process and are likely to be less creative in our solutions. Both systems thinking and paradoxical thinking help managers become more successful because they help them identify better quality solutions to problems and to avoid potentially harmful unintended consequences associated with solutions that are implemented without considering interrelationships in the organization and between the organization and its environment.*

**C-7. What can you do to improve your ability to engage in paradoxical thinking? Provide specific examples as well as a general explanation. (Page 320)**

***Sample Response:*** *Paradoxical thinking requires that we engage in contradiction – we must be willing to consider that two things that appear to be mutually exclusive can both be true at the same time. For most people, this is difficult because we are inclined to see things only from one perspective. To improve my ability to engage in paradoxical thinking, I can do three things. First, I can challenge myself by looking at different points of view. For example, if I believe that the age for drinking alcohol should be lowered to 18, I should read and listen to arguments from people who disagree with that position. This type of exercise will help me keep a more open mind to different opinions and options. Second, I can stretch myself by taking on new tasks and responsibilities. By trying things that I have not done before, I will be taking myself out of my comfort zone. I will also be actively trying new things, which goes beyond more passive reading and listening exercises. To continue with the drinking age example, I might try volunteering in a hospital so I can get a more direct understanding of some of the consequences of underage drinking. Finally, I can try to understand the interdependencies between what I value and what I devalue. With respect to the drinking age, what I value is the individual freedom associated with being able to choose whether or not to drink alcohol. What I may not have considered is whether a person’s reaction to alcohol might be influenced by age. Perhaps older people are less susceptible to binge drinking because of some physiological aspect of their brain development or metabolism. If that were the case, then the argument would not be that 18 year olds should not drink alcohol because they should not have the freedom to choose, but that the effects of alcohol on 18 year olds are different than the effects on people who are 21 or older.*

**The Leveraging Power of Lift**

**C-8. What is meant by “lift” in relation to the competing values framework? When does “lift” occur? Why is the concept of lift important to managers? What are the four guiding questions you should ask to help generate the power of lift in yourself and others? (Pages 321-323)**

***Sample Response:*** *“Lift” refers to the idea that an individual can have an energizing, uplifting impact on themselves and on others around them. It is related to the competing values framework because the four psychological states that are required for lift to occur mirror the four quadrants of the competing values model. Lift occurs when a person is (1) internally directed, (2) purpose centered, (3) externally open, and (4) other focused,*

*The four guiding questions that can help me generate the power of lift in myself and others are:*

*(1) What values serve as my anchors, regardless of the situation?*

*(2) What specific results to I want to achieve in this particular situation?*

*(3) What are a few strategies I could use to accomplish my purpose in this situation?*

*(4) How would I feel if I were experiencing this situation from other people’s points of view?*

**The Never-ending Road to Mastery**

**C-9. Explain the three steps for developing a self-improvement plan and develop an outline for self-improvement that includes two *(or specify a different number)* action items for each of the three steps in the process. (Pages 326-327)**

***Note:*** *Students should develop a plan for self-development following three steps: learn about yourself, develop a change strategy, and implement the change strategy. Specific action items will depend upon the individual student.*

***Sample Response:*** *The three steps in the self-improvement plan process are: (1) learn about yourself, (2) develop a change strategy, and (3) implement the change strategy. I can learn about myself by completing the competing values self-assessment, doing a written self-evaluation of each action imperative and/or competency, having others evaluate my competencies, discussing my strengths and weaknesses with people who will be honest, and keeping a journal.*

*I can develop a change strategy by identifying specific areas in need of improvement and set specific goals, consider how I can use my strengths to help me develop in my weaker areas, identify positive role models for my weaker areas, identify courses or workshops that I can take to help me develop new competencies, identify new job assignments, and read relevant books.*

*I can implement the change strategy by being honest about the costs of improvement, developing a social support system, and evaluating my progress on a regular basis and modifying my strategy if necessary.*

*(1) Learn About Yourself*

*Action 1: I will keep a journal and make entries at the end of each day that highlight what I think I did well and where I think I could have done a better job.*

*Action 2: After two weeks of journal keeping, I will meet with my supervisor and ask her to go over my personal assessments and see if she agrees on where I’ve done well and where I could have done better.*

*(2) Develop a change strategy*

*Action 1: One of the areas that I know I need to improve is championing and selling new ideas. To improve in this area, I will ask my boss if I can make a presentation at the next department meeting, which is in three weeks.*

*Action 2: To help me prepare for my presentation, I will read the book Presentation Zen and use it while I am developing my PowerPoint slides.*

*(3) Implement the change strategy*

*Action 1: Because I am nervous about presenting, I will start to develop a social support network by joining the local Toastmasters organization.*

*Action 2: After I have made my presentation at the department meeting, I will ask participants to complete a brief evaluation so I will have some feedback on my performance.*