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| 1. Leadership involves maintaining the status quo, not creating change.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Leadership is reciprocal. The people involved in the relationship want substantive changes —leadership involves creating change, not maintaining the status quo. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 2. The qualities needed for effective leadership are the same as those needed to be an effective follower.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | A stereotype is that leaders are somehow different, that they are above others; however, in reality, the qualities needed for effective leadership are the same as those needed to be an effective follower. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 3. At present, social connectedness and mobility are the central aspects of every leader’s job.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Social connectedness and mobility are becoming central aspects of every leader’s job. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 4. In a hyperconnected, networked age, competition becomes more important than collaboration.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | In a hyperconnected, networked age, collaboration becomes more important than competition. Successful leaders harness and make the most of ideas, talent, and resources from across boundaries of all kinds. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.02 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 5. A humble leader may make more risky and daring decisions, whereas a hero leader will seek advice.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | A hero leader may make more risky and daring decisions, often without considering the greater good, whereas a humble leader will seek advice and take time to think through the possible consequences of his or her actions. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.02 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 6. Derailed managers are people who reached a plateau, were fired, or were forced to retire early, and later excelled in a functional area.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Derailment refers to a phenomenon in organizations in which a manager with an impressive track record reaches a certain level but goes off track and can’t advance because of a mismatch between job needs and the manager’s personal skills and qualities. Derailed managers are successful people who excelled in a functional area and were expected to go far, but they reached a plateau, were fired, or were forced to retire early. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.03 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 7. A derailed manager has the ability to see the big picture when promoted into a general management position.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Unsuccessful managers are often insensitive and critical, not trustworthy, do not learn from feedback and mistakes, can’t build and develop the right teams, and are unable to see the big picture when promoted into a general management position. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.03 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 8. The best leaders, at all levels, are those who are genuinely interested in other people and find ways to bring out the best in them.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | The best leaders, at all levels, are those who are genuinely interested in other people and find ways to bring out the best in them. Successful organizations pay attention to developing leaders in the soft skills needed to effectively lead technical people in a changing environment. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.03 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 9. Managers and leaders are inherently different types of people as leadership and management cannot go hand-in-hand.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Managers and leaders are not inherently different types of people. Leadership cannot replace management; the two have to go hand-in-hand. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.04 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 10. Management is concerned with communicating the vision and developing a shared culture and set of core values that can lead to the desired future state.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Leadership is concerned with communicating the vision and developing a shared culture and set of core values that can lead to the desired future state. Whereas the vision describes the destination, the culture and values help define the journey toward it so that everyone is lined up in the same direction. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.04 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 11. In terms of relationships, management focuses on getting the most results out of people so that production goals are achieved.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | In terms of relationships, management focuses on getting the most results out of people so that production goals are achieved and goods and services are provided to customers in a timely manner. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.04 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 12. The role of leadership is to motivate people through rewards and punishments.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Leadership relies on influence which is less likely to use coercion. The role of leadership is to attract and energize people, motivating them through purpose and challenge rather than rewards or punishments. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.05 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 13. Leadership skills and qualities can be learned solely from a textbook.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Leadership is an art because many leadership skills and qualities cannot be learned from a textbook. It takes practice and hands-on experience, as well as intense personal exploration and development. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 14. Leaders influence people to change by providing an inspiring vision of the future and shaping the culture and values needed to attain it.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Influence theories of leadership examine influence processes between leaders and followers. Leaders influence people to change by providing an inspiring vision of the future and shaping the culture and values needed to attain it. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 15. According to the relational theories of leadership, interpersonal relationships are seen as the most important facet of leadership effectiveness.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | According to the relational theories of leadership, interpersonal relationships are seen as the most important facet of leadership effectiveness. Leadership is viewed as a relational process that meaningfully engages all participants and enables each person to contribute to achieving the vision. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 16. Identify the correct statement regarding leadership.   |  |  |  | | --- | --- | --- | |  | a. | Leadership involves administrative paperwork. | |  | b. | Leadership involves noncoercive influence. | |  | c. | Leadership involves unidirectional influence. | |  | d. | Leadership involves maintaining the status quo. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Leadership involves influence; it occurs among people; those people intentionally desire significant changes; and the changes reflect purposes shared by leaders and followers. Influence means that the relationship among people is not passive; however, also inherent in this definition is the concept that influence is multidirectional and noncoercive. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 17. Which of the following statements is true of people involved in the leadership relationship?   |  |  |  | | --- | --- | --- | |  | a. | They share a passive relationship. | |  | b. | They seek changes dictated by leaders. | |  | c. | They intentionally desire significant changes. | |  | d. | They use coercion to bring about change. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Leadership involves influence; it occurs among people; those people intentionally desire significant changes; and the changes reflect purposes shared by leaders and followers. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 18. An important aspect of leadership is:   |  |  |  | | --- | --- | --- | |  | a. | dictating changes required in an organization. | |  | b. | maintaining a passive relationship with followers. | |  | c. | maintaining the status quo and not creating change. | |  | d. | influencing others to come together around a common vision. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | An important aspect of leadership is influencing others to come together around a common vision. Leadership involves the influence of people to bring about change toward a desirable future. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 19. Which of the following statements is a stereotype about leaders?   |  |  |  | | --- | --- | --- | |  | a. | Leaders are different and above others. | |  | b. | All leaders are sometimes followers as well. | |  | c. | Leaders should not commit to something outside their own self-interest. | |  | d. | Leaders need not know how to follow or set an example for others. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | A stereotype is that leaders are somehow different, that they are above others; however, in reality, the qualities needed for effective leadership are the same as those needed to be an effective follower. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 20. It becomes easier for people to see their own opportunities for leadership when they:   |  |  |  | | --- | --- | --- | |  | a. | start seeing leaders as individuals who are above others. | |  | b. | understand that the concept of leadership cannot continue to develop. | |  | c. | stop equating leadership with greatness and public visibility. | |  | d. | comprehend that leadership involves maintaining the status quo. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | When people stop equating leadership with greatness and public visibility, it becomes easier to see their own opportunities for leadership and recognize the leadership of people they interact with every day. Leaders come in all shapes and sizes, and many true leaders are working behind the scenes. | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 21. Which of the following is a characteristic of old paradigm leaders?   |  |  |  | | --- | --- | --- | |  | a. | They are facilitators. | |  | b. | They are humble. | |  | c. | They are collaborators. | |  | d. | They are diversity avoiders. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Refer to Exhibit 1.2. Old paradigm leaders are diversity avoiders. Many of today’s organizations were built on assumptions of uniformity, separation, and specialization. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.02 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 22. Which of the following is a characteristic of new paradigm leaders?   |  |  |  | | --- | --- | --- | |  | a. | They are humble. | |  | b. | They are competitive. | |  | c. | They are stabilizers. | |  | d. | They are diversity avoiders. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Refer to Exhibit 1.2. New paradigm leaders are humble. They seek advice and take time to think through the possible consequences of their actions. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.02 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 23. Steve leads the administrative department of Mayo Pvt. Ltd. He encourages people to perform to their maximum potential by providing support and regular feedback. He ensures that the opinions of his team members are considered before a decision is  taken. He does not believe in rigidity and inviolate procedures. In the context of the given scenario, Steve holds that:   |  |  |  | | --- | --- | --- | |  | a. | wealthy employees should be given more power. | |  | b. | people at the bottom of the organizational hierarchy should have no power. | |  | c. | human capital is more important than financial capital. | |  | d. | tangible assets form the financial basis of today's economy. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Human capital is becoming more important than financial capital, which increases the power of employees. Success today depends on the intellectual capacity of all employees. | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.02 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 24. Which of the following statements is true of leaders who work collaboratively?   |  |  |  | | --- | --- | --- | |  | a. | They learn to keep the lines of communication open. | |  | b. | They wield their authority rather than using influence. | |  | c. | They encourage internal competition and aggressiveness. | |  | d. | They hoard power rather than share it. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Leaders with a collaborative mindset learn to keep the lines of communication open and use influence rather than wielding their authority to quell harmful politicking, get buy-in on important matters, and move things forward. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.02 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 25. Daniel, a management professor, wants to explain why a new paradigm leader is a facilitator rather than being a controller. Which of the following is the correct reason?   |  |  |  | | --- | --- | --- | |  | a. | The most important element of an organization's revenues is becoming the number of working hours. | |  | b. | The financial basis of today's economy is becoming information rather than tangible assets. | |  | c. | The old assumptions of sharing power and getting all employees involved are no longer valid. | |  | d. | The success of an organization in today's world depends on the wealth of its owners. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | A reason that a leader is a facilitator rather than being a controller is that the financial basis of today's economy is becoming information rather than the tangible assets of land, buildings, and machines. This means human capital is becoming more important than financial capital, which increases the power of employees. | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.02 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 26. Which of the following statements is true of uniformity in organizations?   |  |  |  | | --- | --- | --- | |  | a. | It is encouraged in the new paradigm of leadership. | |  | b. | People with similar job skills are placed in separate departments. | |  | c. | Homogenous groups find it challenging to communicate with one another. | |  | d. | Uniform thinking can be a disaster in a multinational and diverse world. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Many of today’s organizations were built on assumptions of uniformity, separation, and specialization. The uniform thinking that arises, however, can be a disaster in a world becoming more multinational and diverse. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.02 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 27. Erica, a team manager, was known for heading projects with diligence and conscientiousness. However, she was insensitive and excessively ambitious. She did not take feedback in a constructive manner. As a result, this prevented her from moving forward in terms of her career since she had problems communicating with her team members and motivating them. In the context of the given scenario, which of the following phenomenon does Erica experience?   |  |  |  | | --- | --- | --- | |  | a. | Communication apprehension | |  | b. | Fear-based motivation | |  | c. | Paradigm change | |  | d. | Derailment |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Derailment refers to a phenomenon in organizations in which a manager with an impressive track record reaches a certain level but goes off track and can’t advance because of a mismatch between job needs and the manager’s personal skills and qualities. Unsuccessful managers are often insensitive and critical, not trustworthy, do not learn from feedback and mistakes, can’t build and develop the right teams, and are unable to see the big picture when promoted into a general management position. | | *DIFFICULTY:* | Challenging | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.03 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 28. Attempts to achieve collaboration, empowerment, and diversity can succeed only if:   |  |  |  | | --- | --- | --- | |  | a. | leaders follow the principles and practices of the industrial era. | |  | b. | managers want to treat people the way they treat machines or the bottom line. | |  | c. | leaders intentionally practice and apply new paradigm principles. | |  | d. | leaders hire people who think and work alike. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Attempts to achieve collaboration, empowerment, and diversity in organizations may fail because the beliefs and thought processes of leaders as well as employees are stuck in an old paradigm that values control, stability, and homogeneity. Leaders can make the leap to a new paradigm by intentionally practicing and applying new paradigm principles. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.03 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 29. Executive coaches:   |  |  |  | | --- | --- | --- | |  | a. | help leaders develop emotional distance from their followers. | |  | b. | encourage leaders to confront their flaws that inhibit effective leadership. | |  | c. | intentionally value stability over change. | |  | d. | help people through the transition to an old paradigm of effective leadership. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Executive coaches encourage leaders to confront their own flaws and hang-ups that inhibit effective leadership, and then help them develop stronger emotional and interpersonal skills. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.03 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 30. Managers and leaders are different because:   |  |  |  | | --- | --- | --- | |  | a. | managers promote nonconformity while leaders promote conformity. | |  | b. | managers maximize opportunities while leaders minimize risk for sure results. | |  | c. | managers invest in people while leaders invest in goods. | |  | d. | managers maintain stability while leaders promote change. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Management maintains a degree of stability, predictability, and order through a culture of efficiency. Leadership, on the other hand, creates change within a culture of agility and integrity that helps the organization thrive over the long haul by promoting openness and honesty, positive relationships, and long- term innovation. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.04 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 31. Which of the following is a quality of managers?   |  |  |  | | --- | --- | --- | |  | a. | They create vision and strategy instead of planning and budgeting. | |  | b. | They use personal influence instead of the power of their position. | |  | c. | They invest in people instead of investing in goods. | |  | d. | They have expert minds rather than open minds. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Refer to Exhibit 1.3. In terms of personal qualities, managers have expert minds, whereas leaders have open minds or mindfulness. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.04 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 32. Management focuses on getting the most results out of people so that:   |  |  |  | | --- | --- | --- | |  | a. | followers can be motivated through purpose rather than rewards or punishments. | |  | b. | goods and services are provided to customers in a timely manner. | |  | c. | the relationship with followers can be based on personal influence and trust. | |  | d. | a shared culture and set of core values that can lead to the desired future state is developed. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | In terms of relationships, management focuses on getting the most results out of people so that production goals are achieved and goods and services are provided to customers in a timely manner. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.04 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 33. Which of the following is a personal quality of leaders?   |  |  |  | | --- | --- | --- | |  | a. | Emotional distance | |  | b. | Humility | |  | c. | Conformity | |  | d. | Insight into organization |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Leadership is more than a set of skills; it relies on a number of subtle personal qualities that are hard to see but that are very powerful. These include things like enthusiasm, integrity, courage, and humility. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.05 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 34. Level 5 leaders have :   |  |  |  | | --- | --- | --- | |  | a. | strong egos. | |  | b. | big ambitions. | |  | c. | unpretentious behavior. | |  | d. | larger-than-life personalities. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Level 5 leaders often seem shy and unpretentious and have no need to be in the limelight. They are more concerned with the success of the team or company than with their own success. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.05 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 35. Fred, the president of Choice Inc., is providing general guidelines to managers in his organization on how to develop effective personal qualities. Which of the following should be a part of the guidelines?   |  |  |  | | --- | --- | --- | |  | a. | Invest in people rather than in goods. | |  | b. | Create change and a culture of agility and integrity. | |  | c. | Focus on providing answers and solving problems. | |  | d. | Have the courage to admit mistakes and doubts. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Management means providing answers and solving problems, whereas leadership requires the courage to admit mistakes and doubts, to listen, and to trust and learn from others. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.05 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 36. Melanie has been promoted as the operations head of Apex Inc. She aims to lead the organization in an effective manner. Which of the following should be implemented by Melanie to achieve her aim?   |  |  |  | | --- | --- | --- | |  | a. | Focus on getting the most results out of people so that production goals are achieved. | |  | b. | Ensure that employees are part of a community and feel that they are contributing to something worthwhile. | |  | c. | Maintain a relationship based on position and formal authority and not on personal influence and trust. | |  | d. | Maintain a degree of  stability, predictability, and order through a culture of efficiency. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Good leadership springs from a genuine caring for the work and a genuine concern for other people. Where there is leadership, people become part of a community and feel that they are contributing to something worthwhile. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.05 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 37. Linda heads the proofreading team of Ink Heart Pvt. Ltd., a publishing firm. She wants to align her followers toward  the main objectives of the organization. Which of the following strategies should be applied by Linda?   |  |  |  | | --- | --- | --- | |  | a. | Organize a structure to accomplish the plan. | |  | b. | Staff an organizational structure with employees. | |  | c. | Direct employees and monitor implementation of plans. | |  | d. | Communicate the vision and develop a shared culture. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | In terms of aligning followers, leadership is concerned with communicating the vision and developing a shared culture and set of core values that can lead to the desired future state. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.05 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective thinking | |

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| 38. Wilma supervises the mutual funds team of Verdana Pvt. Ltd. She listens to the needs and opinions of her subordinates and does not believe in simply giving orders. She understands and accepts others when they do not share a certain mindset. She readily admits her mistakes and doubts. Which of the following qualities of Wilma is depicted in this scenario?   |  |  |  | | --- | --- | --- | |  | a. | Conformist qualities | |  | b. | Controlling qualities | |  | c. | Management qualities | |  | d. | Leadership qualities |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | True leaders tend to have open minds that welcome new ideas rather than closed minds that criticize new ideas. Leaders listen and discern what people want and need more than they talk to give advice and orders. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.05 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective thinking | |

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| 39. The belief that leaders were born with certain natural abilities of power and influence characterizes the \_\_\_\_\_ of leadership.   |  |  |  | | --- | --- | --- | |  | a. | Great Man theories | |  | b. | trait theories | |  | c. | behavior theories | |  | d. | contingency theories |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The earliest studies of leadership, the Great Man Theories, adopted the belief that leaders (who were always thought of as male) were born with certain heroic leadership traits and natural abilities of power and influence. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 40. Charismatic leadership is a part of the \_\_\_\_\_ of leadership.   |  |  |  | | --- | --- | --- | |  | a. | influence theories | |  | b. | behavioral theories | |  | c. | trait theories | |  | d. | contingency theories |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Influence theories of leadership examine influence processes between leaders and followers. A primary topic of study is charismatic leadership, which refers to leadership influence based not on position or formal authority but, rather, on the qualities and charismatic personality of the leader. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 41. In Leadership Era 2, \_\_\_\_\_ of leadership worked because leaders could analyze their situation and develop careful plans.   |  |  |  | | --- | --- | --- | |  | a. | influence theories | |  | b. | behavior theories | |  | c. | trait theories | |  | d. | relational theories |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Refer to Exhibit 1.4. The behavior and contingency theories worked in Leadership Era 2 because leaders could analyze their situation, develop careful plans, and control what happened. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 42. Which of the following is an important characteristic of organizations during Leadership Era 3?   |  |  |  | | --- | --- | --- | |  | a. | High-performance culture | |  | b. | Functional management | |  | c. | Cross-functional teams | |  | d. | Pre-bureaucratic organization |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Refer to Exhibit 1.4. Leadership Era 3 sees the emergence of knowledge work, an emphasis on horizontal collaboration, and a shift to influence theories. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 43. Which of the following statements is true of Leadership Era 4?   |  |  |  | | --- | --- | --- | |  | a. | This is the era of Great Man leadership and the emphasis on personal traits of leaders. | |  | b. | This era may be conceptualized as pre-industrial and pre-bureaucratic. | |  | c. | This era sees the rise of the “rational manager” who directs and controls others using an impersonal approach. | |  | d. | This era requires the full scope of leadership that goes beyond rational management or team leadership. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Leadership Era 4 is the era of the agile leader who has made the leap to giving up control in the traditional sense. This era requires the full scope of leadership that goes far beyond rational management or even team leadership. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 44. Which of the following statements is true of the art and science of leadership?   |  |  |  | | --- | --- | --- | |  | a. | Leadership is a science because many leadership skills and qualities cannot be learned from a textbook. | |  | b. | Most people can learn to be good leaders no matter their innate characteristics. | |  | c. | Many people have never tried to be a leader because it requires executive coaching. | |  | d. | Leadership is an art because a growing body of knowledge and objective facts describes the leadership process. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | It may be true that some inborn qualities and personality characteristics can provide a foundation for being a good leader, but most people can learn to be good leaders no matter their innate characteristics. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 45. Many people have never tried to be a leader because:   |  |  |  | | --- | --- | --- | |  | a. | they do not have leadership skills. | |  | b. | they lack the personality traits necessary for leadership. | |  | c. | they have no understanding of what leaders actually do. | |  | d. | leadership requires executive coaching. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Many people have never tried to be a leader because they have no understanding of what leaders actually do. The chapters in this book are designed to help one gain a firm knowledge of what leadership means and some of the skills and qualities that make a good leader. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 46. Leadership involves influence that is multidirectional and \_\_\_\_\_.       |  |  | | --- | --- | | *ANSWER:* | noncoercive | | *RATIONALE:* | Leadership involves influence; it occurs among people; those people intentionally desire significant changes; and the changes reflect purposes shared by leaders and followers. Influence means that the relationship among people is not passive; however, also inherent in this definition is the concept that influence is multidirectional and noncoercive. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 47. Leadership is a \_\_\_\_\_ activity.   |  |  | | --- | --- | | *ANSWER:* | people | | *RATIONALE:* | Leadership is a people activity and is distinct from administrative paperwork or planning activities. Leadership occurs among people; it is not something done to people. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 48. \_\_\_\_\_ can be defined as the attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing, and controlling organizational resources.   |  |  | | --- | --- | | *ANSWER:* | Management | | *RATIONALE:* | Management can be defined as the attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing, and controlling organizational resources. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.04 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 49. A \_\_\_\_\_ is a picture of an ambitious, desirable future for the organization or team.   |  |  | | --- | --- | | *ANSWER:* | vision | | *RATIONALE:* | A vision is a picture of an ambitious, desirable future for an organization or team. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.04 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 50. Management maintains a degree of stability, predictability, and order through a culture of \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | efficiency | | *RATIONALE:* | Management maintains a degree of stability, predictability, and order through a culture of efficiency. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.03 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 51. The \_\_\_\_\_ of leadership conceptualized leadership as a single person who put everything together and influenced others to  follow along based on the strength of inherited traits, qualities, and abilities.   |  |  | | --- | --- | | *ANSWER:* | Great Man theories | | *RATIONALE:* | According to the Great Man theories of leadership, in organizations, social movements, religions, governments, and the military, leadership was conceptualized as a single "Great Man" who put everything together and influenced others to follow along based on the strength of inherited traits, qualities, and abilities. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 52. \_\_\_\_\_ of leadership emphasize that leadership cannot be understood in a vacuum separate from various elements of the group or organizational situation.   |  |  | | --- | --- | | *ANSWER:* | Contingency theories | | *RATIONALE:* | Contingency theories, sometimes called situational theories, emphasize that leadership cannot be understood in a vacuum separate from various elements of the group or organizational situation. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 53. Transformational leadership is a significant \_\_\_\_\_ theory of leadership.   |  |  | | --- | --- | | *ANSWER:* | relational | | *RATIONALE:* | Two significant relational theories are transformational leadership and servant leadership. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 54. \_\_\_\_\_ refers to leadership influence based not on position or formal authority but, rather, on the qualities and personality of the leader.   |  |  | | --- | --- | | *ANSWER:* | Charismatic leadership | | *RATIONALE:* | Influence theories of leadership examine influence processes between leaders and followers. A primary topic of study is charismatic leadership, which refers to leadership influence based not on position or formal authority but, rather, on the qualities and personality of the leader. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 55. Leadership Era 4 is the era of the \_\_\_\_\_ who has made the leap to giving up control in the traditional sense.   |  |  | | --- | --- | | *ANSWER:* | agile leader | | *RATIONALE:* | Era 4 is the era of the agile leader who has made the leap to giving up control in the traditional sense. Leaders emphasize relationships and networks, and they influence others through vision, meaning, purpose, and values rather than management authority and control. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 56. Briefly describe how all leaders are sometimes followers as well.   |  |  | | --- | --- | | *ANSWER:* | Followers are an important part of the leadership process, and all leaders are sometimes followers as well. Good leaders know how to follow, and they set an example for others. The issue of intention or will means that people—leader and followers—are actively involved in the pursuit of change. Each person takes personal responsibility to achieve the desired future. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.01 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 57. Briefly explain why leaders of today promote diversity in organizations.   |  |  | | --- | --- | | *ANSWER:* | Many of today’s organizations were built on assumptions of uniformity, separation, and specialization. People who think alike, act alike, and have similar job skills are grouped into a department, such as accounting or manufacturing, separate from other departments. Homogenous groups find it easy to get along, communicate, and understand one another. The uniform thinking that arises, however, can be a disaster in a world becoming more multinational and diverse. Bringing diversity into the organization is the way to attract the best human talent and develop an organizational mindset broad enough to thrive in a multinational world. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.02 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 58. Briefly describe some of the characteristics of derailed managers.   |  |  | | --- | --- | | *ANSWER:* | Derailed managers fail to meet business objectives because they spend too much time promoting themselves rather than working. They are overly ambitious and selfish and may not follow through on promises. They are often insensitive and critical, not trustworthy, do not learn from feedback and mistakes, can't build and develop the right teams, and are unable to see the big picture when promoted into a general management position. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.03 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 59. Briefly explain why leadership is an art as well as a science.   |  |  | | --- | --- | | *ANSWER:* | Leadership can be learned, but it is important to remember that leadership is both an art and a science. It is an art because many leadership skills and qualities cannot be learned from a textbook. Leadership takes practice and hands-on experience, as well as intense personal exploration and development. However, leadership is also a science because a growing body of knowledge and objective facts describes the leadership process and how to use leadership skills to attain organizational goals. | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Subjective Short Answer | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 60. Briefly explain the importance of studying leadership.   |  |  | | --- | --- | | *ANSWER:* | Knowing about leadership research helps people analyze situations from a variety of perspectives and learn how to be more effective. By exploring leadership in both business and society, students gain an understanding of the importance of leadership to  an organization's success, as well as the difficulties and challenges involved in being a leader. Studying leadership can also lead to the discovery of abilities one never knew one had. | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Subjective Short Answer | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |

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| 61. Describe the six fundamental transformations in today's organizations and leaders and provide examples.   |  |  | | --- | --- | | *ANSWER:* | p. 7-13 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.02.02 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective thinking | |

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| 62. Compare management to leadership in five areas crucial to organizational performance—providing direction, aligning followers, building relationships, developing personal leadership qualities, and creating outcomes.   |  |  | | --- | --- | | *ANSWER:* | pp. 13-17 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.04 | | *NATIONAL STANDARDS:* | BUSPROG: Reflective Thinking | |

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| 63. Give an overview of the various leadership theories and the four leadership eras.   |  |  | | --- | --- | | *ANSWER:* | pp. 17-20 | | *DIFFICULTY:* | Moderate | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | LEAD.DAFT.15.01.06 | | *NATIONAL STANDARDS:* | BUSPROG: Analytic | |