Test Bank for Leadership Experience 7th Daft

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1. The contingency approach to leadership sought to identify the traits leaders possessed that distinguished them from people who were not leaders.

a. True

b. False

ANSWER:	False
RATIONALE:	The Great Man approach sought to identify the traits leaders possessed that distinguished them from people who were not leaders. Research early in the twentieth century examined leaders who had achieved a level of greatness and hence became known as the Great Man approach.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	p. 36
QUESTION TYPE:	True / False
HAS VARIABLES:	False
LEARNING OBJECTIVES:	LEAD.DAFT.18.02.01
NATIONAL STANDARDS:	United States - BUSPROG: Reflective Thinking
STATE STANDARDS:	United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS:	2-1 The Trait Approach
KEYWORDS:	Bloom's: Comprehension
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DATE MODIFIED:	7/28/2016 7:23 PM

2. A few traits typically considered highly important for leadership are optimism, self-confidence, honesty and integrity, and drive.

a. True

b. False

ANSWER:	True
RATIONALE:	Many researchers still contend that some traits are essential to effective leadership, but only in combination with other factors. A few traits typically considered highly important for leadership are optimism, self-confidence, honesty and integrity, and drive.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	p. 37
QUESTION TYPE:	True / False
HAS VARIABLES:	False
LEARNING OBJECTIVES:	LEAD.DAFT.18.02.01
NATIONAL STANDARDS:	United States - BUSPROG: Reflective Thinking
STATE STANDARDS:	United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS:	2-1 The Trait Approach
KEYWORDS:	Bloom's: Knowledge
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3. Leaders at all levels need some degree of optimism to see possibilities and rally people around a vision for a better tomorrow.

a. True

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b. False

ANSWER: True

RATIONALE: Leaders at all levels need some degree of optimism to see possibilities even through the thickest fog and rally people around a vision for a better tomorrow. Optimism refers to a tendency to see the positive side of things and expect that things will turn out well.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 37

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: LEAD.DAFT.18.02.01

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-1 The Trait Approach

KEYWORDS: Bloom's: Knowledge

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4. Self-confidence doesn't mean being arrogant and prideful but rather knowing and trusting in oneself.

a. True

b. False

ANSWER: True

RATIONALE: Leaders who know themselves develop self-confidence, which is general assurance in one's own judgments, decision making, ideas, and capabilities. Self--confidence doesn't mean being arrogant and prideful but rather knowing and trusting in oneself.

POINTS: 1

DIFFICULTY: Easy

REFERENCES: p. 37–38

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: LEAD.DAFT.18.02.01

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-1 The Trait Approach

KEYWORDS: Bloom's: Knowledge

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5. The myth of a "complete leader" can cause stress and frustration for leaders and followers, as well as damage to the organization.

a. True

b. False

ANSWER: True

RATIONALE: Some people tend to think a leader should have a complete set of skills, characteristics, and abilities to handle any problem, challenge, or opportunity that comes along. This myth of the "complete leader" can cause stress and frustration for leaders and followers, as well as damage to the organization.

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POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 41
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.02
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Comprehension
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6. Talent arises from a strength that has been supported and reinforced with knowledge and skills.
   a. True
   b. False

ANSWER: False
RATIONALE: A strength arises from a natural talent that has been supported and reinforced with knowledge and skills. Talents can be thought of as innate traits and naturally recurring patterns of thought, feeling, and behavior.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pp. 41–42
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.02
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Knowledge
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7. People excel in life by fixing their weaknesses, not by maximizing their strengths.
   a. True
   b. False

ANSWER: False
RATIONALE: You excel in life by maximizing your strengths, not by fixing your weaknesses. When you live and work from your strengths, you are more motivated, competent, and satisfied.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 42
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.02
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

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STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Comprehension
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8. In the operational leadership role, an executive does not have direct control over people and resources to accomplish results.

a. True
b. False

ANSWER: False
RATIONALE: The operational role, a type of leadership role, is the closest to a traditional, vertically oriented management role, where an executive has direct control over people and resources to accomplish results.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pp. 42–43
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.03
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Knowledge
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9. With respect to the three types of leadership roles, leaders in collaborative roles typically don't have the strong position power of the operational role.

a. True
b. False

ANSWER: True
RATIONALE: Leaders in collaborative roles typically don't have the strong position power of the operational role. They often work behind the scenes, using their personal power to influence others and get things done.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 43
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.03
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Comprehension
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10. Leaders in an advisory role are responsible for developing broad organizational capabilities rather than accomplishing specific business results.

a. True

b. False

ANSWER: True

RATIONALE: Leaders in an advisory role provide guidance and support to other people and departments in the organization. These leaders are responsible for developing broad organizational capabilities rather than accomplishing specific business results.

POINTS: 1

DIFFICULTY: Easy

REFERENCES: p. 43

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: LEAD.DAFT.18.02.03

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-2 Know Your Strengths

KEYWORDS: Bloom's: Knowledge

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11. In the context of the trait approach to leadership, the diversity of traits that effective leaders possess indicates that:

a. leadership includes grasping diverse points of view and leaving everybody satisfied.

b. leadership ability is not a genetic endowment.

c. leadership ability cannot be acquired without a complete set of skills.

d. leadership includes being prideful and arrogant.

ANSWER: b

RATIONALE: Generally, research found only a weak relationship between personal traits and leader success. Indeed, the diversity of traits that effective leaders possess indicates that leadership ability is not a genetic endowment.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 36

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: LEAD.DAFT.18.02.01

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-1 The Trait Approach

KEYWORDS: Bloom's: Comprehension

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12. According to the trait approach to leadership, which of the following is categorized as a social characteristic of leaders?

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a. Optimism
b. Knowledge
c. Cooperativeness
d. Humility

ANSWER: c
RATIONALE: Exhibit 2.1 presents some of the traits and their respective categories that have been identified through trait research over the years. Social characteristics include sociability, interpersonal skills, cooperativeness, ability to enlist cooperation, tact, and diplomacy.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pp. 37, 39
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Analysis
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13. _____ refers to a tendency to see the positive side of things and expect that things will turn out well.
a. Integrity
b. Honesty
c. Drive
d. Optimism

ANSWER: d
RATIONALE: Optimism refers to a tendency to see the positive side of things and expect that things will turn out well. Numerous surveys indicate that optimism is the single characteristic most common to top executives.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 37
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Knowledge
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14. Which of the following statements is true of self-confidence?
a. It includes being arrogant and prideful.
b. It causes one to become jaded and pessimistic.

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c. It involves managing competing points of view.

d. It includes knowing and trusting in oneself.

ANSWER: d

RATIONALE: Leaders who know themselves develop self-confidence, which is general assurance in one's own judgments, decision making, ideas, and capabilities. Self-confidence doesn't mean being arrogant and prideful but rather knowing and trusting in oneself.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 37–38

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: LEAD.DAFT.18.02.01

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-1 The Trait Approach

KEYWORDS: Bloom's: Comprehension

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15. People in organizations rise to the top because they:

a. refrain from creating hopes that things will turn out well.

b. have the ability to identify problems.

c. can instill in others a sense of hope for the future.

d. are always cautious when interpreting situations.

ANSWER: c

RATIONALE: People in organization rise to the top because they have the ability to see opportunities where others see problems and can instill in others a sense of hope for the future. Numerous surveys indicate that optimism is the single characteristic most common to top executives.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 37

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: LEAD.DAFT.18.02.01

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-1 The Trait Approach

KEYWORDS: Bloom's: Comprehension

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16. Which of the following is an important aspect that should be kept in mind by active leaders?

a. Uniform thinking should be encouraged among employees.

b. Decision making should be avoided if adequate information is not available.

c. Setbacks have to be managed with a pessimistic mindset.

d. Competing points of view have to be managed, with some people left unsatisfied.

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ANSWER: d
RATIONALE: Leaders initiate change, and they often must make decisions without adequate information. Competing points of view have to be managed, with some people left unsatisfied.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 38
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension
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17. Which of the following statements is true of drive?
    a. Leaders with drive tend to be less ambitious.
    b. Leaders with drive seek achievement and have energy.
    c. Drive refers to truthfulness and nondeception.
    d. Drive is the foundation of trust between leaders and followers.

ANSWER: b
RATIONALE: Drive refers to high motivation that creates a high effort level by a leader. Leaders with drive seek achievement, have energy and tenacity, and are often perceived as ambitious.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 40
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension
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18. Which of the following statements is true of honesty?
    a. It refers to high motivation that creates a high effort level by a leader.
    b. It implies an openness that followers welcome.
    c. It helps leaders interpret situations in more conservative ways.
    d. It includes a complete set of skills and characteristics to handle any problem.

ANSWER: b
RATIONALE: Honesty refers to truthfulness and nondeception. It implies an openness that followers welcome.
POINTS: 1

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DIFFICULTY: Moderate
REFERENCES: p. 39
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension
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19. Which of the following statements is true of talents?
    a. Talents include having a complete set of skills and abilities to handle any problem.
    b. Talents can be turned into strengths by consciously enhancing them.
    c. Talents are not mere aspects of one's potential.
    d. Talents arise from natural strengths.

ANSWER: b
RATIONALE: Talents can be thought of as innate traits and naturally recurring patterns of thought, feeling, and behavior. Once recognized, talents can be turned into strengths by consciously developing and enhancing them with learning and practice.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 41–42
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.02
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Comprehension
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20. Which of the following is a characteristic of collaborative leaders?
    a. They don't have the strong position power of the collaborative role.
    b. They provide guidance and support to other people and departments in the organization.
    c. They need high self-confidence and tend to be assertive.
    d. They are responsible for developing broad organizational capabilities.

ANSWER: a
RATIONALE: Operational leaders are doggedly focused on delivering results. They need high self-confidence and tend to be assertive, always pushing forward and raising the bar.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 43
QUESTION TYPE: Multiple Choice

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HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.03
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Analysis
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21. Which of the following is a characteristic of advisory leaders?
    a. They possess the ability to influence others through communication, knowledge, and personal persuasion.
    b. They are responsible for accomplishing specific business results rather than developing broad organizational capabilities.
    c. They lack an exceptionally high level of integrity and honesty.
    d. They typically do not have the strong position power of the collaborative role.

ANSWER: a
RATIONALE: Leaders in an advisory role provide guidance and support to other people and departments in the organization. Advisory leaders need great people skills and the ability to influence others through communication, knowledge, and personal persuasion.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 43
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.03
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Analysis
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22. Which of the following is an example of consideration behavior of leaders?
    a. Directing tasks and planning
    b. Providing explicit schedules for work activities
    c. Seeking input from subordinates regarding important decisions
    d. Getting people to work hard and ruling with an iron hand

ANSWER: c
RATIONALE: Consideration, a category of leader behavior, describes the extent to which a leader cares about subordinates, respects their ideas and feelings, and establishes mutual trust. Showing appreciation, listening carefully to problems, and seeking input from subordinates regarding important decisions are all examples of consideration behaviors.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 46
QUESTION TYPE: Multiple Choice

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HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.04
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application
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23. Which of the following is an example of initiating structure behavior of leaders?
    a. Showing appreciation
    b. Directing tasks
    c. Seeking input from subordinates
    d. Listening carefully to problems

ANSWER: b
RATIONALE: Initiating structure, a category of leader behavior, describes the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement. This type of leader behavior includes directing tasks, getting people to work hard, planning, providing explicit schedules for work activities, and ruling with an iron hand.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 46
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.04
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application
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24. Leader support and _____ are the two underlying dimensions of employee-centered leadership behavior.
    a. goal emphasis
    b. efficiency achievement
    c. interaction facilitation
    d. work facilitation

ANSWER: c
RATIONALE: Employee-centered leaders display a focus on the human needs of their subordinates. Leader support and interaction facilitation are the two underlying dimensions of employee-centered behavior.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 48
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False

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LEARNING OBJECTIVES: LEAD.DAFT.18.02.04
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STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Analysis
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25. Which of the following is an underlying dimension of job-centered leadership behavior?
    a. Leader support
    b. Interaction facilitation
    c. Conflict minimization
    d. Goal emphasis

ANSWER: d
RATIONALE: The job-centered leader directs activities toward scheduling, accomplishing tasks, and achieving efficiency. Goal emphasis and work facilitation are dimensions of this leadership behavior.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 48
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Analysis
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26. According to the Leadership Grid, _____ occurs when primary emphasis is given to people rather than to work outputs.
    a. team management
    b. authority-compliance management
    c. middle-of-the-road management
    d. country club management

ANSWER: d
RATIONALE: Blake and Mouton of the University of Texas proposed a two-dimensional leadership theory called the Leadership Grid that builds on the work of the Ohio State and Michigan studies. Country club management occurs when primary emphasis is given to people rather than to work outputs.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 49
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False

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LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Comprehension
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DATE MODIFIED: 7/5/2016 11:09 AM

27. Which of the following is an example of people-oriented leader behavior?
    a. Planning use of resources
    b. Setting performance expectations
    c. Evaluating performance
    d. Displaying trust

ANSWER: d
RATIONALE: Refer to Exhibit 2.5. Leaders with people orientation tend to display trust, show acceptance and compassion, acknowledge accomplishments, respect people, be positive, and give time and encouragement.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 51
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application
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28. Which of the following is an example of task-oriented leader behavior?
    a. Giving time and encouragement
    b. Showing acceptance and compassion
    c. Acknowledging accomplishments
    d. Checking the progress and quality of work

ANSWER: d
RATIONALE: Refer to Exhibit 2.5. Task-oriented leader behaviors include checking progress and quality of work, clarifying task objectives and job responsibilities, setting performance expectations, planning use of resources, coordinating activities, and evaluating performance.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 51
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

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STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application
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29. Which of the following statements is true of individualized leadership?
    a. It adopts a general leadership style that is used with all group members.
    b. It looks at the specific relationship between a leader and each individual follower.
    c. It holds that leaders have particular traits that distinguish them from non-leaders.
    d. It conceptualizes leadership as a single great individual who can put everything together and influence others to follow along.

ANSWER: b
RATIONALE: Individualized leadership, a more recent approach to leadership behavior research, looks at the specific relationship between a leader and each individual follower. In this view, leadership is a series of dyads, or a series of two-person interactions.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 52
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Comprehension
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30. Which of the following characteristics was explored by the studies evaluating the characteristics of the leader–member exchange relationship?
    a. Income
    b. Educational qualification
    c. Value agreement
    d. Recruitment process

ANSWER: c
RATIONALE: Studies evaluating characteristics of the leader–member exchange relationship explored such things as communication frequency, value agreement, characteristics of followers, job satisfaction, performance, job climate, and commitment.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 54
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

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STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Knowledge
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31. Which of the following statements is true of individualized leadership?
    a. It holds that leadership is a series of dyads or a series of two-person interactions.
    b. It assumes that a leader adopts a general leadership style that is used with all group members.
    c. It is based on the notion that leaders should not develop relationships with subordinates.
    d. It is against the concept of exchange, what each party gives to and receives from the other.

ANSWER: a
RATIONALE: According to the individualized leadership approach, leadership is a series of dyads, or a series of two-person interactions. The dyadic view focuses on the concept of exchange, what each party gives to and receives from the other.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 52
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Comprehension
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32. Which of the following is a difference between leader behavior toward out-group members and in-group members?
    a. Leaders assign interesting assignments to out-group subordinates, whereas leaders assign primarily routine jobs to in-group subordinates and monitor their work closely.
    b. Leaders usually impose their views on out-group subordinates, whereas leaders sometimes defer to in-group subordinates' opinions.
    c. Leaders give specific directives for how to accomplish tasks and attain goals to in-group subordinates whereas leaders trust out-group subordinates to use their own approaches in solving problems.
    d. Leaders listen to suggestions and ideas given by in-group subordinates, whereas little interest is shown in comments and suggestions given by out-group subordinates.

ANSWER: d
RATIONALE: Refer to Exhibit 2.7. According to the vertical dyad linkage model of individualized leadership, leaders listen to in-group subordinates' suggestions and ideas about how work is done, whereas leaders show little interest in out-group subordinates' comments and suggestions.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 53
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False

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LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Comprehension
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33. Stage two in the development of the individualized leadership theory explored the _____ in more detail.
    a. vertical dyad linkage model
    b. partnership building
    c. leader–member exchange
    d. entrepreneurship model

ANSWER: c
RATIONALE: Stage two in the development of the individualized leadership theory explored the leader–member exchange (LMX) in more detail, discovering that the impact on outcomes depends on how the LMX process develops over time.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 54
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Knowledge
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34. High-quality leader–member exchange relationships:
    a. lead to poor job satisfaction in the long run.
    b. have been found to lead to very positive outcomes for the organization.
    c. pertain to lesser responsibility and authority in the case of followers.
    d. support the sharply differentiated in-group and out-group relationships.

ANSWER: b
RATIONALE: High-quality leader–member exchange (LMX) relationships have been found to lead to very positive outcomes for leaders, followers, work units, and the organization. LMX theory proposes that this higher-quality relationship will lead to higher performance and greater job satisfaction for in-group members, and research in general supports this idea.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 54
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06

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STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Comprehension
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DATE MODIFIED: 7/28/2016 11:11 PM

35. The third phase of research in the development of the individualized leadership theory:
    a. evaluated characteristics of the leader–member exchange relationship by exploring communication frequency and value agreement.
    b. focused on whether leaders could develop positive relationships with a large number of followers.
    c. argues for the importance of the dyad formed by a leader with each member of the group.
    d. included the awareness of a relationship between a leader and each individual rather than between a leader and a group of followers.

ANSWER: b
RATIONALE: The third phase of research in the area of individualized leadership focused on whether leaders could develop positive relationships with a large number of followers. In this approach, the leader views each person independently and may treat each individual in a different but positive way.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 54
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Analysis
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36. In the leader–member exchange research study on individualized leadership, leaders were trained to offer the opportunity for a high-quality relationship to all group members. According to this concept, which of the following is true of followers?
    a. The followers were treated in a positive or a negative way depending on their individual performances.
    b. The boon of establishing sharply differentiated in-group and out-group relationships was established.
    c. The followers who responded to the offer dramatically improved their performance.
    d. The in-group subordinates got better and the out-group subordinates got worse at their work respectively.

ANSWER: c
RATIONALE: In the leader–member exchange research study, leaders were trained to offer the opportunity for a high-quality relationship to all group members, and the followers who responded to the offer dramatically improved their performance.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 54
QUESTION TYPE: Multiple Choice

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HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Knowledge
DATE CREATED: 7/5/2016 11:09 AM
DATE MODIFIED: 7/28/2016 11:11 PM

37. Which of the following statements is true of entrepreneurial leaders?
    a. They stay away from risks and are unwilling to stretch themselves.
    b. They refrain from taking up new opportunities.
    c. They want everything to stay the same.
    d. They are dissatisfied with the present.

ANSWER: d
RATIONALE: Entrepreneurial leaders need strong drive, enthusiasm, and future vision. They tend to be persistent, independent, and action oriented.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 55
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.07
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Entrepreneurial Traits and Behaviors
KEYWORDS: Bloom's: Analysis
DATE CREATED: 7/5/2016 11:09 AM
DATE MODIFIED: 7/7/2016 4:05 PM

38. Which of the following is a characteristic of entrepreneurial leaders?
    a. They are concerned with innovation and creativity.
    b. They are unable to focus on long-term results.
    c. They are unwilling to learn new skills.
    d. They tend to be dependent on their followers.

ANSWER: a
RATIONALE: Entrepreneurial leaders are drawn to new opportunities and are more concerned with innovation, creativity, and creating new processes than with maintaining the status quo. They are typically highly self-motivated and are willing to stretch themselves and take risks for improvement.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 55–56
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.07

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NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Entrepreneurial Traits and Behaviors
KEYWORDS: Bloom's: Analysis
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39. Leaders who are drawn to new opportunities, are action oriented, and are more concerned with innovation, creativity, and creating new processes than with maintaining the status quo are known as:

a. entrepreneurial leaders.
b. autocratic leaders.
c. advisory leaders.
d. traditional leaders.

ANSWER: a
RATIONALE: Entrepreneurial leaders are drawn to new opportunities and are more concerned with innovation, creativity, and creating new processes than with maintaining the status quo. They are typically highly self-motivated and are willing to stretch themselves and take risks for improvement.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 55–56
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.07
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Entrepreneurial Traits and Behaviors
KEYWORDS: Bloom's: Knowledge
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40. Which of the following statements is true of entrepreneurship?

a. Entrepreneurship advocates dependence as the key to effective leadership.
b. Leaders with entrepreneurial traits are dependent on others for making decisions.
c. Entrepreneurship involves maintaining the status quo for established organizations.
d. Leaders with entrepreneurial traits exist within established organizations.

ANSWER: d
RATIONALE: Leaders with entrepreneurial traits exist within established organizations. These leaders take risks to create novel solutions to competitive challenges confronting a business, especially the development or enhancement of products and services.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 56
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.07

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STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Entrepreneurial Traits and Behaviors
KEYWORDS: Bloom's: Comprehension
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41. _____ are the distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance.
ANSWER: Traits
RATIONALE: Traits are the distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 36
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Knowledge
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42. _____ refers to a person's strong belief that he or she can successfully accomplish a specific task or outcome.
ANSWER: Self-efficacy
RATIONALE: Self-confidence is related to self-efficacy, which refers to a person's strong belief that he or she can successfully accomplish a specific task or outcome.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 38
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Knowledge
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43. A(n) _____ arises from a natural talent that has been supported and reinforced with knowledge and skills.
ANSWER: strength
RATIONALE: A strength arises from a natural talent that has been supported and reinforced with knowledge and skills. Talents can be thought of as innate traits and naturally recurring patterns of

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thought, feeling, and behavior.

POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 41
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.02
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Knowledge
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44. The _____, a type of leadership role, is the closest to a traditional, vertically oriented management role, where an executive has direct control over people and resources to accomplish results.

ANSWER: operational role
RATIONALE: The operational role, a type of leadership role, is the closest to a traditional, vertically oriented management role, where an executive has direct control over people and resources to accomplish results.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pp. 42–43
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.03
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Knowledge
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45. The _____ leadership role includes people such as project managers, matrix managers, and team leaders in today's more horizontally organized companies.

ANSWER: collaborative
RATIONALE: The collaborative role, a type of leadership role, is a horizontal role and includes people such as project managers, matrix managers, and team leaders in today's more horizontally organized companies.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 43
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.03
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

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STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Application
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46. _____, a category of leader behavior, describes the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement.
ANSWER: Initiating structure
RATIONALE: Initiating structure, a category of leader behavior, describes the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 46
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Knowledge
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47. In the context of leadership styles, _____ leaders display a focus on the human needs of their subordinates.
ANSWER: employee-centered
RATIONALE: In the context of leadership styles, employee-centered leaders display a focus on the human needs of their subordinates. Leader support and interaction facilitation are the two underlying dimensions of employee-centered behavior.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 48
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Knowledge
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48. Clarifying job responsibilities is an example of _____ leader behavior.
ANSWER: task-oriented
RATIONALE: Refer to Exhibit 2.5. Task-oriented leader behaviors include clarifying task objectives and job

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responsibilities, setting performance expectations, planning use of resources, coordinating activities, checking the progress and quality of work, and evaluating performance.

POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 51
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application
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49. The _____ view of individualized leadership focuses on the concept of exchange, what each party gives to and receives from the other.

ANSWER: dyadic
RATIONALE: Individualized leadership provides a view wherein leadership is a series of dyads, or a series of two-person interactions. The dyadic view of leadership focuses on the concept of exchange, what each party gives to and receives from the other.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 52
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Knowledge
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50. _____ refers to initiating a business venture, organizing the necessary resources, and assuming the associated risks and rewards.

ANSWER: Entrepreneurship
RATIONALE: Entrepreneurship refers to initiating a business venture, organizing the necessary resources, and assuming the associated risks and rewards. An entrepreneur recognizes a viable idea for a business product or service and carries it out by finding and assembling the necessary resources—money, people, machinery, location—to undertake the business venture.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 55
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.07

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STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Entrepreneurial Traits and Behaviors
KEYWORDS: Bloom's: Knowledge
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51. Briefly describe the trait approach to leadership.
ANSWER: Traits are the distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance. Research early in the twentieth century examined leaders who had achieved a level of greatness and hence became known as the Great Man approach. Fundamental to this theory was the idea that some people are born with traits that make them natural leaders. The Great Man approach sought to identify the traits leaders possessed that distinguished them from people who were not leaders. Generally, research found only a weak relationship between personal traits and leader success. Indeed, the diversity of traits that effective leaders possess indicates that leadership ability is not a genetic endowment.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 36
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension
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52. Briefly explain the advisory role of leadership.
ANSWER: Leaders in an advisory role provide guidance and support to other people and departments in the organization. Advisory leadership roles are found, for example, in departments such as legal, finance, and human resources. These leaders are responsible for developing broad organizational capabilities rather than accomplishing specific business results. Advisory leaders need great people skills and the ability to influence others through communication, knowledge, and personal persuasion. In addition, leaders in advisory roles need exceptionally high levels of honesty and integrity to build trust and keep the organization on solid ethical ground.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 43
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.03
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Comprehension

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53. Briefly describe the theories of a "high-high" leader.

ANSWER: Research into the behavior approach to leadership culminated in two predominate types of leadership behaviors—people-oriented and task-oriented. The findings about two underlying dimensions and the possibility of leaders rated high on both dimensions raise three questions to think about. The first question is whether these two dimensions are the most important behaviors of leadership. Certainly, these two behaviors are important. They capture fundamental, underlying aspects of human behavior that must be considered for organizations to succeed. One reason why these two dimensions are compelling is that the findings are based on empirical research, which means that researchers went into the field to study real leaders across a variety of settings. The second question is whether people orientation and task orientation exist together in the same leader, and how. The grid theory argues that yes, both are present when people work with or through others to accomplish an activity. The third question concerns whether people can actually change themselves into leaders high on people- or task orientation. Although “high-high” leadership is not the only effective style, researchers have looked to this kind of leader as a candidate for success in a wide variety of situations.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 50–52
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom’s: Comprehension
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54. Briefly describe the difference between the in-group and the out-group in the vertical dyad linkage model of individualized leadership.

ANSWER: Some leaders may spend a disproportionate amount of time with certain people and that these ‘‘insiders’’ are often highly trusted and may obtain special privileges. In the terminology of the VDL model, these people would be considered to participate in an in-group relationship with the leader, whereas other members of the group who did not experience a sense of trust and extra consideration would participate in an out-group relationship. In-group members, those who rated the leader highly, had developed close relationships with the leader and often became assistants who played key roles in the functioning of the work unit. Out-group members were not key players in the work unit.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 53
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

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TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Analysis
DATE CREATED: 7/5/2016 11:09 AM
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55. In terms of the stages of development of individualized leadership, briefly describe the leader–member exchange.
ANSWER: Stage two in the development of the individualized leadership theory explored the leader–member exchange (LMX) in more detail, discovering that the impact on outcomes depends on how the LMX process develops over time. Studies evaluating characteristics of the LMX relationship explored such things as communication frequency, value agreement, characteristics of followers, job satisfaction, performance, job climate, and commitment. Leaders typically tend to establish in-group exchange relationships with individuals who have characteristics similar to those of the leader, such as similarity in background, interests, and values, and with those who demonstrate a high level of competence and interest in the job.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 54
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Analysis
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56. Is the Great Man perspective on leadership still in use today? Discuss.
ANSWER: People still wonder if some leadership qualities are genetically endowed. In politics, for example, several members of the Kennedy family and several members of the Bush family have risen to high political offices.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 36
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Analysis
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57. Discuss the aspects of being an ethical leader. Discuss the existence of trust in organizations today.

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ANSWER: Leaders who model their ethical convictions through their daily actions command admiration, respect, and loyalty. Honesty and integrity are the foundation of trust between leaders and followers. Sadly, trust is sorely lacking in many organizations following years of corporate scandals and rampant greed. Leaders need the traits of honesty and integrity to rebuild trusting and productive relationships. People today are wary of authority and the deceptive use of power, and they are hungry for leaders who hold high moral standards. Successful leaders have also been found to be highly consistent, doing exactly what they say they will do when they say they will do it. Successful leaders prove themselves trustworthy. They adhere to basic ethical principles and consistently apply them in their leadership.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 39
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.01
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension
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58. Describe the differences between autocratic leaders and democratic leaders.
ANSWER: One study that served as a precursor to the behavior approach recognized autocratic and democratic leadership styles. An autocratic leader is one who tends to centralize authority and derive power from position, control of rewards, and coercion. A democratic leader delegates authority to others, encourages participation, relies on subordinates' knowledge for completion of tasks, and depends on subordinate respect for influence.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 43
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.04
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Analysis
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DATE MODIFIED: 7/28/2016 11:25 PM

59. Which of the following supervisors demonstrates autocratic behavior?
a. Baxter gave a bonus to Marshall for outstanding sales for the quarter.
b. Marcella asked her team to determine a reasonable deadline for the project.
c. Bernice presented a problem to her team and asked for suggestions.
d. Jason joined the group in discussing possible solutions to the client's problem.
ANSWER: a

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RATIONALE: An autocratic leader is one who tends to centralize authority and derive power from position, control of rewards, and coercion.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 43
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.04
NATIONAL STANDARDS: United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application
DATE CREATED: 7/6/2016 10:15 PM
DATE MODIFIED: 7/28/2016 11:25 PM

60. Which of the following supervisors demonstrates consideration?
    a. Jamal listened carefully when Jessica explained why the customer was unhappy.
    b. George instructed his team members to call at last three potential new clients every week.
    c. Samantha assigned part of the project to each team member.
    d. Bella reprimanded Lilly for her tardiness.

ANSWER: a
RATIONALE: Consideration describes the extent to which a leader cares about subordinates,respects their ideas and feelings, and establishes mutual trust. Showing appreciation, listening carefully to problems, and seeking input from subordinates regarding important decisions are all examples of consideration behaviors.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 46
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application
DATE CREATED: 7/7/2016 2:15 AM
DATE MODIFIED: 7/28/2016 11:25 PM

61. If Nancy uses employee-centered leadership, which of the following actions is she more likely to perform if a project is behind schedule?
    a. Support the team's efforts and settle any conflicts that might be a distraction.
    b. Assign more workers to the task
    c. Ask the current team members to work longer hours.
    d. Restructure the task so it is easier to complete on time.

ANSWER: a
RATIONALE: First, employee-centered leaders display a focus on the human needs of their subordinates.

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Leader support and interaction facilitation are the two underlying dimensions of employee-centered behavior. This means that in addition to demonstrating support for their subordinates, employee-centered leaders facilitate positive interaction among followers and seek to minimize conflict.

POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 48
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.05
NATIONAL STANDARDS: United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application
DATE CREATED: 7/7/2016 2:46 AM
DATE MODIFIED: 7/28/2016 11:07 PM

62. Which of the following actions occur during the first stage of the development of individualized leadership?
    a. In-groups and out-groups are created.
    b. Leaders create a positive exchange with every subordinate.
    c. Each dyad involves a unique exchange independent of other dyads.
    d. Leadership is individualized for each subordinate.

ANSWER: a
RATIONALE: Exhibit 2.6 illustrates the development of research in this area. The first stage was the awareness of a relationship between a leader and each individual rather than between a leader and a group of followers.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 52
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: LEAD.DAFT.18.02.06
NATIONAL STANDARDS: United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Analysis
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63. Which of the following characteristics are important for entrepreneurs?
    a. Persistence
    b. Carelessness
    c. Resistance to change
    d. Satisfaction with the status quo

ANSWER: a
RATIONALE: Four characteristics considered highly important to entrepreneurial leaders are the following:

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	(1) vision and dissatisfaction with the present; (2) ability to get people on board; (3) flexibility, openness to feedback, and ability to learn and adapt; and (4) persistence and execution.
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	p. 55–56
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	LEAD.DAFT.18.02.07
NATIONAL STANDARDS:	United States - BUSPROG: Analytic Reflective Thi - BUSPROG: Reflective Thinking
STATE STANDARDS:	United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS:	2-5 Entrepreneurial Traits and Behaviors
KEYWORDS:	Bloom's: Analysis
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