Chapter 01

What Do We Mean by Leadership?

**True / False Questions**

|  |  |
| --- | --- |
| 1. | Leadership is a complex phenomenon involving the leader, the followers, and the situation.    True    False |

|  |  |
| --- | --- |
| 2. | The main reason for using the phrase "desirable opportunities" in a definition of leadership is to distinguish between leadership and management.    True    False |

|  |  |
| --- | --- |
| 3. | Some managers may be effective leaders without ever having taken a course or training program in leadership.    True    False |

|  |  |
| --- | --- |
| 4. | Knowledge of leadership research is a proven prerequisite for leadership effectiveness.    True    False |

|  |  |
| --- | --- |
| 5. | Good leadership is all about calculation, planning, and following a checklist.    True    False |

|  |  |
| --- | --- |
| 6. | The mere presence of a group can cause people to act differently than when they are alone.    True    False |

|  |  |
| --- | --- |
| 7. | While leadership involves both rational and emotional sides of human experiences, aroused feelings cannot be used constructively.    True    False |

|  |  |
| --- | --- |
| 8. | Statements such as "Managers control; leaders inspire" represent a view that leaders and managers are fundamentally different kinds of people.    True    False |

|  |  |
| --- | --- |
| 9. | The most effective leaders focus exclusively on the rational consequences of their actions and ignore the emotions of followers.    True    False |

|  |  |
| --- | --- |
| 10. | You only need common sense to be a good leader.    True    False |

|  |  |
| --- | --- |
| 11. | Formal study and learning from experience are mutually exclusive in terms of developing leadership skills.    True    False |

|  |  |
| --- | --- |
| 12. | The study of leadership can help people develop perspectives to better learn from their experiences.    True    False |

|  |  |
| --- | --- |
| 13. | A widely respected leader chosen from within an organization tends to receive less latitude in a new leadership position than a newcomer because the well-known leader is expected to understand the needs of the organization.    True    False |

|  |  |
| --- | --- |
| 14. | Followers can provide leaders with relevant information for good solutions to be implemented since they are often at the level where many organizational problems occur.    True    False |

|  |  |
| --- | --- |
| 15. | Research indicates that men tend to view leadership as an exchange with subordinates for services rendered.    True    False |

|  |  |
| --- | --- |
| 16. | The primary advantage of reading leadership literature written in the troubadour tradition is the combination of valid research and practical advice.    True    False |

|  |  |
| --- | --- |
| 17. | Leaders tend to have more influence with in-group followers than with out-group followers.    True    False |

|  |  |
| --- | --- |
| 18. | When followers are involved in the selection of a leader, they tend to make fewer demands of the leader.    True    False |

|  |  |
| --- | --- |
| 19. | According to Robert Kelley, alienated followers frequently point out the negative aspects of an organization and are viewed by leaders as adversarial.    True    False |

|  |  |
| --- | --- |
| 20. | According to the glass cliff concept, when an organization's performance is declining, a female candidate is more likely to be hired for an executive position than an equally qualified male candidate.    True    False |

**Multiple Choice Questions**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. | According to some leadership experts, leadership:      |  |  | | --- | --- | | A. | is an interpersonal relation in which others comply because they want to. |  |  |  | | --- | --- | | B. | is the study of leaders independent of the people they interact with. |  |  |  | | --- | --- | | C. | postulates that leaders administer rather than innovate. |  |  |  | | --- | --- | | D. | requires that leaders accept the status quo. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. | Which of the following best defines leadership?      |  |  | | --- | --- | | A. | Actions which focus resources to create desirable opportunities |  |  |  | | --- | --- | | B. | The process by which an agent induces a subordinate to behave in a desired manner |  |  |  | | --- | --- | | C. | Directing and coordinating the work of group members |  |  |  | | --- | --- | | D. | The process of influencing an organized group toward accomplishing its goals | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. | The interactional framework for analyzing leadership includes:      |  |  | | --- | --- | | A. | followers, leaders, and situations. |  |  |  | | --- | --- | | B. | individuals, groups, and organizations. |  |  |  | | --- | --- | | C. | individual followers, groups, and leaders. |  |  |  | | --- | --- | | D. | first-level supervisors, mid-level managers, and top-level leaders. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. | What is the reason behind the usage of the phrase "desirable opportunities" in one of the definitions of leadership?      |  |  | | --- | --- | | A. | To distinguish between leadership and tyranny |  |  |  | | --- | --- | | B. | To distinguish between leadership and management |  |  |  | | --- | --- | | C. | To distinguish between leadership and followership |  |  |  | | --- | --- | | D. | To distinguish between leadership and situation | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. | Which of the following is true of the leadership definitions?      |  |  | | --- | --- | | A. | The field is too complex to attempt to define. |  |  |  | | --- | --- | | B. | The first step requires resolving the differences in definitions. |  |  |  | | --- | --- | | C. | Various definitions illustrate that many factors affect leadership. |  |  |  | | --- | --- | | D. | Only Bennis's definition is comprehensive enough for leadership research. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. | Which of the following statements about the rational and emotional aspects of leadership is most likely false?      |  |  | | --- | --- | | A. | Leaders use rational techniques and/or emotional appeals to influence followers. |  |  |  | | --- | --- | | B. | Effective leadership involves actions based exclusively on reason and logic. |  |  |  | | --- | --- | | C. | Aroused feelings can be used by leaders either positively or negatively. |  |  |  | | --- | --- | | D. | Good leadership involves touching others' feelings. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. | Which term is most often associated with the word "management"?      |  |  | | --- | --- | | A. | Dynamism |  |  |  | | --- | --- | | B. | Risk-taking |  |  |  | | --- | --- | | C. | Efficiency |  |  |  | | --- | --- | | D. | Creativity | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | Leadership is most associated with:      |  |  | | --- | --- | | A. | consistency. |  |  |  | | --- | --- | | B. | planning. |  |  |  | | --- | --- | | C. | control. |  |  |  | | --- | --- | | D. | vision. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. | Which of the following is a conventional distinction that is made between managers and leaders?      |  |  | | --- | --- | | A. | Managers maintain, while leaders develop. |  |  |  | | --- | --- | | B. | Managers innovate, while leaders administer. |  |  |  | | --- | --- | | C. | Managers inspire, while leaders control. |  |  |  | | --- | --- | | D. | Managers originate, while leaders imitate. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. | Which statement about leaders and managers is most likely false?      |  |  | | --- | --- | | A. | Leaders imitate, but managers originate. |  |  |  | | --- | --- | | B. | Leaders focus on risk taking; managers focus on planning. |  |  |  | | --- | --- | | C. | Leaders accept the status quo; managers challenge it. |  |  |  | | --- | --- | | D. | Leaders develop, but managers maintain. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | Which of the following statements is true of leadership and management?      |  |  | | --- | --- | | A. | Leadership and management have both unique functions and an area of overlap. |  |  |  | | --- | --- | | B. | A good leader can be a good manager, but the reverse is never true. |  |  |  | | --- | --- | | C. | Leadership and management are not related due to diverse goals. |  |  |  | | --- | --- | | D. | Leadership and management are effectively the same for all practical purposes. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | Which of the following statements about common sense is most likely true?      |  |  | | --- | --- | | A. | Effective leadership requires little more than common sense. |  |  |  | | --- | --- | | B. | Studies show that female leaders have more common sense than male leaders. |  |  |  | | --- | --- | | C. | Acquiring common sense requires being both an active and a passive follower. |  |  |  | | --- | --- | | D. | A challenge of leadership is to know when common sense applies and when it does not. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. | Which of the following statement about leadership is most likely true?      |  |  | | --- | --- | | A. | Innate factors influence leadership skills more than formative experiences. |  |  |  | | --- | --- | | B. | Research indicates that leadership skills are primarily acquired and rarely innate. |  |  |  | | --- | --- | | C. | Individuals should be categorized, when they are young, as either leaders or non-leaders. |  |  |  | | --- | --- | | D. | Natural characteristics or talents can offer certain leadership advantages or disadvantages. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. | Which statement about in-groups and out-groups is most likely correct?      |  |  | | --- | --- | | A. | Leaders influence out-group followers more than in-group followers. |  |  |  | | --- | --- | | B. | Out-group members experience strong, mutual trust with a leader. |  |  |  | | --- | --- | | C. | In-group members are loyal and committed to a leader. |  |  |  | | --- | --- | | D. | Out-groups and in-groups rely on formal authority. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. | What is Hollander's approach to leadership called?      |  |  | | --- | --- | | A. | Participative |  |  |  | | --- | --- | | B. | Transformational |  |  |  | | --- | --- | | C. | Charismatic |  |  |  | | --- | --- | | D. | Transactional | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. | Which statement about followership styles is most likely true?      |  |  | | --- | --- | | A. | Alienated followers are usually viewed by leaders as lazy and incompetent. |  |  |  | | --- | --- | | B. | Conformist followers focus on negative aspects of an organization. |  |  |  | | --- | --- | | C. | Passive followers are quiet but enthusiastic about their work. |  |  |  | | --- | --- | | D. | Pragmatist followers tend to be mediocre performers. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. | What best describes the leader-follower relationship?      |  |  | | --- | --- | | A. | The relationship is a one-way street. |  |  |  | | --- | --- | | B. | Leadership and followership are the same thing. |  |  |  | | --- | --- | | C. | Leadership and followership merge and are linked concepts. |  |  |  | | --- | --- | | D. | The relationship is based on the idea of "one-man leadership." | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. | Ideal followers are most likely to be perceived as:      |  |  | | --- | --- | | A. | independent. |  |  |  | | --- | --- | | B. | forward-looking. |  |  |  | | --- | --- | | C. | inspiring. |  |  |  | | --- | --- | | D. | innovative. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. | In a complex situation, what is the leader's most important role?      |  |  | | --- | --- | | A. | Adhere to standard practices and policies. |  |  |  | | --- | --- | | B. | Minimize changes to patterns and structures. |  |  |  | | --- | --- | | C. | Ensure that proper procedures are being followed. |  |  |  | | --- | --- | | D. | Increase levels of interaction and communication. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. | Schein's classic study of sex roles:      |  |  | | --- | --- | | A. | evidenced the fact that being a woman and being a manager are a contradiction in terms. |  |  |  | | --- | --- | | B. | found a high correlation between the ways both male and female respondents perceived "female" and "manager." |  |  |  | | --- | --- | | C. | demonstrated how bias in sex role stereotypes created problems for women moving up through managerial roles. |  |  |  | | --- | --- | | D. | found no correlation between the ways the respondents perceived "males" and "managers." | |

**Essay Questions**

|  |  |
| --- | --- |
| 41. | Discuss how leadership is both an art and a science. |

|  |  |
| --- | --- |
| 42. | Explain and illustrate the rational and emotional aspects of leadership. |

|  |  |
| --- | --- |
| 43. | Compare and contrast leadership and management. |

|  |  |
| --- | --- |
| 44. | Compare and contrast leadership and followership. |

|  |  |
| --- | --- |
| 45. | Briefly discuss Rosener's concept of interactive leadership and explain its development. |

|  |  |
| --- | --- |
| 46. | How does the situation variable affect leadership? How does a leader's job differ in simple and complex situations? |

|  |  |
| --- | --- |
| 47. | What are the advantages of formally studying leadership? What role do real-life experiences play in formal studies of leadership? |

|  |  |
| --- | --- |
| 48. | How does a leader's history with an organization affect leadership effectiveness? How does the way in which leadership status was achieved impact effectiveness? |

|  |  |
| --- | --- |
| 49. | Identify and describe the five basic styles of followership as suggested by Robert Kelley. |

|  |  |
| --- | --- |
| 50. | What trends have contributed to the changing nature of the leader-follower relationship in organizations? How do these trends enable followers to take on leadership roles? |

Chapter 01 What Do We Mean by Leadership? Answer Key

**True / False Questions**

|  |  |
| --- | --- |
| 1. *(p. 4)* | Leadership is a complex phenomenon involving the leader, the followers, and the situation.    **TRUE** |

|  |
| --- |
| *Difficulty: 1 Easy Type: Vocabulary* |

|  |  |
| --- | --- |
| 2. *(p. 5)* | The main reason for using the phrase "desirable opportunities" in a definition of leadership is to distinguish between leadership and management.    **FALSE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Vocabulary* |

|  |  |
| --- | --- |
| 3. *(p. 5)* | Some managers may be effective leaders without ever having taken a course or training program in leadership.    **TRUE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Vocabulary* |

|  |  |
| --- | --- |
| 4. *(p. 5)* | Knowledge of leadership research is a proven prerequisite for leadership effectiveness.    **FALSE** |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |
| --- | --- |
| 5. *(p. 7)* | Good leadership is all about calculation, planning, and following a checklist.    **FALSE** |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |
| --- | --- |
| 6. *(p. 8)* | The mere presence of a group can cause people to act differently than when they are alone.    **TRUE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |
| --- | --- |
| 7. *(p. 8)* | While leadership involves both rational and emotional sides of human experiences, aroused feelings cannot be used constructively.    **FALSE** |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |
| --- | --- |
| 8. *(p. 8)* | Statements such as "Managers control; leaders inspire" represent a view that leaders and managers are fundamentally different kinds of people.    **TRUE** |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |
| --- | --- |
| 9. *(p. 8)* | The most effective leaders focus exclusively on the rational consequences of their actions and ignore the emotions of followers.    **FALSE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |
| --- | --- |
| 10. *(p. 12)* | You only need common sense to be a good leader.    **FALSE** |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |
| --- | --- |
| 11. *(p. 13)* | Formal study and learning from experience are mutually exclusive in terms of developing leadership skills.    **FALSE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |
| --- | --- |
| 12. *(p. 14)* | The study of leadership can help people develop perspectives to better learn from their experiences.    **TRUE** |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |
| --- | --- |
| 13. *(p. 16)* | A widely respected leader chosen from within an organization tends to receive less latitude in a new leadership position than a newcomer because the well-known leader is expected to understand the needs of the organization.    **FALSE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |
| --- | --- |
| 14. *(p. 24)* | Followers can provide leaders with relevant information for good solutions to be implemented since they are often at the level where many organizational problems occur.    **TRUE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |
| --- | --- |
| 15. *(p. 30)* | Research indicates that men tend to view leadership as an exchange with subordinates for services rendered.    **TRUE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |
| --- | --- |
| 16. *(p. 7)* | The primary advantage of reading leadership literature written in the troubadour tradition is the combination of valid research and practical advice.    **FALSE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Vocabulary* |

|  |  |
| --- | --- |
| 17. *(p. 16)* | Leaders tend to have more influence with in-group followers than with out-group followers.    **TRUE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |
| --- | --- |
| 18. *(p. 17)* | When followers are involved in the selection of a leader, they tend to make fewer demands of the leader.    **FALSE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |
| --- | --- |
| 19. *(p. 20)* | According to Robert Kelley, alienated followers frequently point out the negative aspects of an organization and are viewed by leaders as adversarial.    **TRUE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |
| --- | --- |
| 20. *(p. 33)* | According to the glass cliff concept, when an organization's performance is declining, a female candidate is more likely to be hired for an executive position than an equally qualified male candidate.    **TRUE** |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

**Multiple Choice Questions**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. *(p. 4)* | According to some leadership experts, leadership:      |  |  | | --- | --- | | **A.** | is an interpersonal relation in which others comply because they want to. |  |  |  | | --- | --- | | B. | is the study of leaders independent of the people they interact with. |  |  |  | | --- | --- | | C. | postulates that leaders administer rather than innovate. |  |  |  | | --- | --- | | D. | requires that leaders accept the status quo. | |

|  |
| --- |
| *Difficulty: 1 Easy Type: Vocabulary* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. *(p. 5)* | Which of the following best defines leadership?      |  |  | | --- | --- | | A. | Actions which focus resources to create desirable opportunities |  |  |  | | --- | --- | | B. | The process by which an agent induces a subordinate to behave in a desired manner |  |  |  | | --- | --- | | C. | Directing and coordinating the work of group members |  |  |  | | --- | --- | | **D.** | The process of influencing an organized group toward accomplishing its goals | |

|  |
| --- |
| *Difficulty: 1 Easy Type: Vocabulary* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. *(p. 15)* | The interactional framework for analyzing leadership includes:      |  |  | | --- | --- | | **A.** | followers, leaders, and situations. |  |  |  | | --- | --- | | B. | individuals, groups, and organizations. |  |  |  | | --- | --- | | C. | individual followers, groups, and leaders. |  |  |  | | --- | --- | | D. | first-level supervisors, mid-level managers, and top-level leaders. | |

|  |
| --- |
| *Difficulty: 1 Easy Type: Vocabulary* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. *(p. 5)* | What is the reason behind the usage of the phrase "desirable opportunities" in one of the definitions of leadership?      |  |  | | --- | --- | | **A.** | To distinguish between leadership and tyranny |  |  |  | | --- | --- | | B. | To distinguish between leadership and management |  |  |  | | --- | --- | | C. | To distinguish between leadership and followership |  |  |  | | --- | --- | | D. | To distinguish between leadership and situation | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Vocabulary* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. *(p. 5)* | Which of the following is true of the leadership definitions?      |  |  | | --- | --- | | A. | The field is too complex to attempt to define. |  |  |  | | --- | --- | | B. | The first step requires resolving the differences in definitions. |  |  |  | | --- | --- | | **C.** | Various definitions illustrate that many factors affect leadership. |  |  |  | | --- | --- | | D. | Only Bennis's definition is comprehensive enough for leadership research. | |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. *(p. 6)* | Which of the following statements about the rational and emotional aspects of leadership is most likely false?      |  |  | | --- | --- | | A. | Leaders use rational techniques and/or emotional appeals to influence followers. |  |  |  | | --- | --- | | **B.** | Effective leadership involves actions based exclusively on reason and logic. |  |  |  | | --- | --- | | C. | Aroused feelings can be used by leaders either positively or negatively. |  |  |  | | --- | --- | | D. | Good leadership involves touching others' feelings. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. *(p. 8)* | Which term is most often associated with the word "management"?      |  |  | | --- | --- | | A. | Dynamism |  |  |  | | --- | --- | | B. | Risk-taking |  |  |  | | --- | --- | | **C.** | Efficiency |  |  |  | | --- | --- | | D. | Creativity | |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. *(p. 8)* | Leadership is most associated with:      |  |  | | --- | --- | | A. | consistency. |  |  |  | | --- | --- | | B. | planning. |  |  |  | | --- | --- | | C. | control. |  |  |  | | --- | --- | | **D.** | vision. | |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. *(p. 8)* | Which of the following is a conventional distinction that is made between managers and leaders?      |  |  | | --- | --- | | **A.** | Managers maintain, while leaders develop. |  |  |  | | --- | --- | | B. | Managers innovate, while leaders administer. |  |  |  | | --- | --- | | C. | Managers inspire, while leaders control. |  |  |  | | --- | --- | | D. | Managers originate, while leaders imitate. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. *(p. 8)* | Which statement about leaders and managers is most likely false?      |  |  | | --- | --- | | A. | Leaders imitate, but managers originate. |  |  |  | | --- | --- | | B. | Leaders focus on risk taking; managers focus on planning. |  |  |  | | --- | --- | | **C.** | Leaders accept the status quo; managers challenge it. |  |  |  | | --- | --- | | D. | Leaders develop, but managers maintain. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. *(p. 9)* | Which of the following statements is true of leadership and management?      |  |  | | --- | --- | | **A.** | Leadership and management have both unique functions and an area of overlap. |  |  |  | | --- | --- | | B. | A good leader can be a good manager, but the reverse is never true. |  |  |  | | --- | --- | | C. | Leadership and management are not related due to diverse goals. |  |  |  | | --- | --- | | D. | Leadership and management are effectively the same for all practical purposes. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. *(p. 11)* | Which of the following statements about common sense is most likely true?      |  |  | | --- | --- | | A. | Effective leadership requires little more than common sense. |  |  |  | | --- | --- | | B. | Studies show that female leaders have more common sense than male leaders. |  |  |  | | --- | --- | | C. | Acquiring common sense requires being both an active and a passive follower. |  |  |  | | --- | --- | | **D.** | A challenge of leadership is to know when common sense applies and when it does not. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. *(p. 12)* | Which of the following statement about leadership is most likely true?      |  |  | | --- | --- | | A. | Innate factors influence leadership skills more than formative experiences. |  |  |  | | --- | --- | | B. | Research indicates that leadership skills are primarily acquired and rarely innate. |  |  |  | | --- | --- | | C. | Individuals should be categorized, when they are young, as either leaders or non-leaders. |  |  |  | | --- | --- | | **D.** | Natural characteristics or talents can offer certain leadership advantages or disadvantages. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. *(p. 16)* | Which statement about in-groups and out-groups is most likely correct?      |  |  | | --- | --- | | A. | Leaders influence out-group followers more than in-group followers. |  |  |  | | --- | --- | | B. | Out-group members experience strong, mutual trust with a leader. |  |  |  | | --- | --- | | **C.** | In-group members are loyal and committed to a leader. |  |  |  | | --- | --- | | D. | Out-groups and in-groups rely on formal authority. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. *(p. 15)* | What is Hollander's approach to leadership called?      |  |  | | --- | --- | | A. | Participative |  |  |  | | --- | --- | | B. | Transformational |  |  |  | | --- | --- | | C. | Charismatic |  |  |  | | --- | --- | | **D.** | Transactional | |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. *(p. 20)* | Which statement about followership styles is most likely true?      |  |  | | --- | --- | | A. | Alienated followers are usually viewed by leaders as lazy and incompetent. |  |  |  | | --- | --- | | B. | Conformist followers focus on negative aspects of an organization. |  |  |  | | --- | --- | | C. | Passive followers are quiet but enthusiastic about their work. |  |  |  | | --- | --- | | **D.** | Pragmatist followers tend to be mediocre performers. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. *(p. 22)* | What best describes the leader-follower relationship?      |  |  | | --- | --- | | A. | The relationship is a one-way street. |  |  |  | | --- | --- | | B. | Leadership and followership are the same thing. |  |  |  | | --- | --- | | **C.** | Leadership and followership merge and are linked concepts. |  |  |  | | --- | --- | | D. | The relationship is based on the idea of "one-man leadership." | |

|  |
| --- |
| *Difficulty: 1 Easy Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. *(p. 23)* | Ideal followers are most likely to be perceived as:      |  |  | | --- | --- | | **A.** | independent. |  |  |  | | --- | --- | | B. | forward-looking. |  |  |  | | --- | --- | | C. | inspiring. |  |  |  | | --- | --- | | D. | innovative. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. *(p. 27)* | In a complex situation, what is the leader's most important role?      |  |  | | --- | --- | | A. | Adhere to standard practices and policies. |  |  |  | | --- | --- | | B. | Minimize changes to patterns and structures. |  |  |  | | --- | --- | | C. | Ensure that proper procedures are being followed. |  |  |  | | --- | --- | | **D.** | Increase levels of interaction and communication. | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. *(p. 28)* | Schein's classic study of sex roles:      |  |  | | --- | --- | | A. | evidenced the fact that being a woman and being a manager are a contradiction in terms. |  |  |  | | --- | --- | | B. | found a high correlation between the ways both male and female respondents perceived "female" and "manager." |  |  |  | | --- | --- | | **C.** | demonstrated how bias in sex role stereotypes created problems for women moving up through managerial roles. |  |  |  | | --- | --- | | D. | found no correlation between the ways the respondents perceived "males" and "managers." | |

|  |
| --- |
| *Difficulty: 2 Medium Type: Knowledge* |

**Essay Questions**

|  |  |
| --- | --- |
| 41. *(p. 5)* | Discuss how leadership is both an art and a science.     Saying leadership is both a science and an art emphasizes the subject of leadership as a field of scholarly inquiry, as well as certain aspects of the practice of leadership. The scope of the science of leadership is reflected in a number of studies cited in an authoritative reference work. However, being an expert on leadership research is neither a necessary nor a sufficient condition for being a good leader. Some managers may be effective leaders without ever having taken a course in leadership and some scholars in the field of leadership may be relatively poor leaders themselves. This is not to say that knowing something about leadership research is irrelevant to leadership effectiveness. Scholarship may not be a prerequisite for leadership effectiveness, but understanding some of the major research findings can help individuals better analyze situations using a variety of perspectives. That, in turn, can give leaders insight about how to be more effective. Even so, because the skill in analyzing and responding to situations varies greatly across leaders, leadership will always remain partly an art as well as a science. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Analysis* |

|  |  |
| --- | --- |
| 42. *(p. 6-7)* | Explain and illustrate the rational and emotional aspects of leadership.     Leadership includes actions and influences based on reason and logic as well as those based on inspiration and passion. It would be undesirable to have leaders who only respond to all situations with logical and emotionless predictability. Good leadership is more than just calculation and planning or following a checklist. All human beings have both rational and emotional sides and leadership therefore needs to deal with both these aspects of human nature. Leaders can use rational and/or emotional appeals in order to influence followers, but they must also weigh the rational and emotional consequences of their actions. One example would be the Civil Rights movement of the 1960s. It was a movement based on emotions as well as on principles. Dr. Martin Luther King, Jr., inspired many people to action; he touched people's hearts as well as their heads. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Analysis* |

|  |  |
| --- | --- |
| 43. *(p. 8-9)* | Compare and contrast leadership and management.     To many, management suggests words like efficiency, planning, paperwork, procedures, regulations, control and consistency. Leadership, on the other hand, is more associated with words like risk taking, dynamic, creativity, change and vision. Some say leadership is about values and doing the right things whereas management is about doing things right. Other differences include the idea that managers administer whereas leaders innovate; managers maintain whereas leaders develop; managers control whereas leaders inspire; managers have a short-term view whereas leaders take a long-term view; managers imitate whereas leaders originate; and managers accept the status quo whereas leaders challenge it. Zaleznik suggests that by nature some people are managers while others are leaders. It's probably best to think of leadership and management as closely related but distinguishable functions. They are overlapping functions wherein although some of the functions performed by leaders and managers may be unique, there is also an area of overlap. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Analysis* |

|  |  |
| --- | --- |
| 44. *(p. 19-24)* | Compare and contrast leadership and followership.     Leadership is a social influence process shared among all members of a group. It is not restricted to the influence exerted by someone in a particular position or role. Thus, followers are part of the leadership process too. Therefore, the question of leadership cannot be separated from the question of followership. There is no simple line dividing them. It does not follow, however, that leadership and followership are the same thing. When top-level executives were asked to list qualities they most look for and admire in leaders, the lists were similar but not identical. Ideal leaders were characterized as honest, competent, forward-looking and inspiring. Ideal followers were described as honest, competent, independent, and cooperative. The differences could be critical in certain situations, as when a forward-looking and inspiring subordinate perceives a significant conflict between his own goals or ethics and those of his superiors. Such a situation could become a crisis for the individual and the organization, demanding choice between leading and following. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Analysis* |

|  |  |
| --- | --- |
| 45. *(p. 30-32)* | Briefly discuss Rosener's concept of interactive leadership and explain its development.     Research by Rosener identified several differences in how men and women described their leadership experiences. While men viewed leadership as an exchange with subordinates for services rendered, women helped subordinates develop commitment for broader goals than their own self-interest and described their influence more in terms of personal characteristics like charisma and interpersonal skill than mere organizational position. Rosener called it interactive leadership. Their leadership self-descriptions reflected an approach based on enhancing others' self-worth and believing that the best performance results when people are excited about their work and feel good about themselves. Rosener concluded that this interactive leadership style developed due to these women's socialization experiences and career paths. The social role expected of women has emphasized they be cooperative, supportive, understanding, gentle and service-oriented. As they entered the business world, they still found themselves in roles emphasizing these same behaviors. They found themselves in staff, rather than line positions and in roles lacking formal authority over others such that they had to accomplish their work without reliance on formal power. What they had to do, in other words, was employ their socially acceptable behavioral repertoire in order to survive organizationally. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Analysis* |

|  |  |
| --- | --- |
| 46. *(p. 24)* | How does the situation variable affect leadership? How does a leader's job differ in simple and complex situations?     The situation is the third critical part of the leadership equation. Even if we knew all we could know about a given leader and a given set of followers, leadership often makes sense only in the context of how the leader and followers interact in a particular situation. The situation variable may be the most ambiguous aspect of the leadership framework; it can refer to anything from the specific task a group is engaged in to broad situational contexts such as the remote predicament of the Andes survivors. In simple situations, a leader is expected to ensure that proper processes are in place, follow best practices, and communicate in clear and direct ways. In complex situations, the leader should create environments and experiments that allow patterns to emerge; increase levels of interaction and communication; and use methods that generate new ideas and ways of thinking among everyone. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Analysis* |

|  |  |
| --- | --- |
| 47. *(p. 13-14)* | What are the advantages of formally studying leadership? What role do real-life experiences play in formal studies of leadership?     Formal study and learning from experience complement each other. A formal study of leadership can help students learn to discern critical lessons about leadership from their own experience. Approaching the issue in such a way recognizes the vital role of experience in leadership development, but it also admits that certain kinds of study and training can improve a person's ability to discern important lessons about leadership. One advantage of formally studying leadership is that formal study provides students with a variety of ways of examining a particular leadership situation. By studying the different ways researchers have defined and examined leadership, students can use these definitions and theories to better understand what is going on in any leadership situation. These frameworks can similarly be applied to better understand the experiences one has as both a leader and a follower. Being able to analyze your experiences from multiple perspectives may be the greatest single contribution a formal course in leadership can give you. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Analysis* |

|  |  |
| --- | --- |
| 48. *(p. 16-17)* | How does a leader's history with an organization affect leadership effectiveness? How does the way in which leadership status was achieved impact effectiveness?     A leader's experience or history in a particular organization is usually important to her or his effectiveness. For example, leaders promoted from within an organization, by virtue of being familiar with its culture and policies, may be ready to "hit the job running." In addition, leaders selected from within an organization are typically better known by others in the organization than are leaders selected from the outside. That is likely to affect, for better or worse, the latitude others in the organization are willing to give the leader; if the leader is widely respected for a history of accomplishment, she may be given more latitude than a newcomer whose track record is less well known. A leader's legitimacy also may be affected by the extent to which followers participated in the leader's selection. When followers have had a say in the selection or election of a leader, they tend to have a heightened sense of psychological identification with her, but they also may have higher expectations and make more demands on her. Another important aspect of the leader is how he or she achieved leader status. Leaders who are appointed by superiors may have less credibility with subordinates and get less loyalty from them than leaders who are elected or emerge by consensus from the ranks of followers. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Analysis* |

|  |  |
| --- | --- |
| 49. *(p. 20)* | Identify and describe the five basic styles of followership as suggested by Robert Kelley.     Kelley has suggested five basic styles of followership:  1. Alienated followers habitually point out all the negative aspects of the organization to others. While alienated followers may see themselves as mavericks who have a healthy skepticism of the organization, leaders often see them as cynical, negative, and adversarial. 2. Conformist followers are the "yes people" of organizations. While very active at doing the organization's work, they can be dangerous if their orders contradict societal standards of behavior or organizational policy. 3. Pragmatist followers are rarely committed to their group's work goals, but they have learned not to make waves. Because they do not like to stick out, pragmatists tend to be mediocre performers who can clog the arteries of many organizations. 4. Passive followers rely on the leader to do all the thinking. Furthermore, their work lacks enthusiasm. Lacking initiative and a sense of responsibility, passive followers require constant direction. 5. Exemplary followers present a consistent picture to both leaders and co-workers of being independent, innovative, and willing to stand up to superiors. They apply their talents for the benefit of the organization even when confronted with bureaucratic stumbling blocks or passive or pragmatist co-workers. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Knowledge* |

|  |  |
| --- | --- |
| 50. *(p. 23-24)* | What trends have contributed to the changing nature of the leader-follower relationship in organizations? How do these trends enable followers to take on leadership roles?     There is an increasing pressure on all kinds of organizations to function with reduced resources. Reduced resources and company downsizing have reduced the number of managers and increased their span of control, which in turn leaves followers to pick up many of the functions traditionally performed by leaders. There is also a trend toward greater power sharing and decentralized authority in organizations, which create greater interdependence among organizational subunits and increase the need for collaboration among them. Furthermore, the nature of problems faced by many organizations is becoming so complex and the changes are becoming so rapid that more and more people are required to solve them.  In addition to helping solve organizational problems, followers can contribute to the leadership process by becoming skilled at "influencing upward." Because followers are often at the levels where many organizational problems occur, they can give leaders relevant information so good solutions are implemented. Still another way followers can assume a greater share of the leadership challenge in the future is by staying flexible and open to opportunities. |

|  |
| --- |
| *Difficulty: 3 Hard Type: Knowledge* |