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| 1. Leadership is the influencing process between leaders and followers to achieve organizational objectives through change.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 5 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Group Dynamics - Group dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 2. If you are a manager, then you are an effective leader.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | There are managers who are not effective leaders. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 6 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 3. If a person is not interested and not willing to be in charge, he or she may still be well-suited as a follower.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 6 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 4. Knowing how to lead and developing leadership skills will make you a better leader and a better follower.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 6 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 5. The qualities needed for effective leadership are the same as those needed to be an effective follower.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 6 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 6. Leadership is the process of a leader communicating ideas, gaining acceptance of them, and motivating followers to support and implement the ideas through change.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | This is not the definition for leadership. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 6 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Group Dynamics - Group dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 7. Effective leaders influence followers to accomplish shared objectives.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Group Dynamics - Group dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 8. Taking advantage of followers for personal gain is a part of leadership.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Ethics | | *STATE STANDARDS:* | United States - IL - DISC: Ethical Responsibilities - Ethical responsibilities in organizations and society | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Ethics - Ethical and Legal understanding and resoning abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 9. Research indicates that leadership success is associated with being a hard-nosed, tough manager.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Leadership is shared. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 10. Leaders tend to be born with some leadership ability and develop that ability over time.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 8 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 11. Successful middle-level managers have a more balanced need for all three managerial leadership skills than either top-level or first-level managers.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 12. Of the three managerial leadership skills, successful top-level managers have a greater need for interpersonal and technical skills than either middle-level or first-level managers.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Top-level managers have a greater need for interpersonal and decision-making skills than technical skills. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 13. The interpersonal leadership roles include figurehead, leader, and monitor.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | The interpersonal leadership roles include leaders, figurehead and liaison. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11, including Exhibit 1.3 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 14. Figurehead is an interpersonal role.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11, including Exhibit 1.3 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 15. Serving on committees with members from outside the organizational unit is an example of a figurehead role.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Liaison behavior includes serving on committees with members from outside the organizational unit. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 16. Monitor, disseminator, and spokesperson are the three informational leadership roles.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 12, and Exhibit 1.3 on p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 17. Spokesperson is a decisional role.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Spokesperson is an informational role. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 12, also Exhibit 1.3 on p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 18. Leaders perform the disseminator role when they send information to others in the organizational unit.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 19. Time management priorities are the responsibility of a monitor.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | This would fall under the resource-allocator role | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 20. The three levels of analysis of leadership theory are individual, group, and organizational.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Ethics | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 21. The group level of analysis of leadership theory can also be called the dyadic process.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | The individual level of analysis can also be called the dyadic process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 22. Organizational performance, in the long run, depends on maintaining the status quo regardless of what changes occur in the external environment.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Organizational performance in the long run depends on effectively adapting to the environment and acquiring the necessary resources to survive. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Strategy - Strategic management builds competitive advantage | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 23. Individual and group performance are based on organizational performance.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Organizational and group performance are based on individual performance. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 15-16 and Exhibit 1.4 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 24. A leadership theory is a shared mindset that represents a fundamental way of thinking about, perceiving, studying, researching, and understanding leadership.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | This is not the definition for a leadership theory. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 25. Early leadership theories were based on the assumption that leaders are made, not born.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Early leadership theories were based on the assumption that leaders were born, not made. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 26. By the 1950s, most of the leadership research had changed its paradigm, going from trait theory to focusing on what the leader actually did on the job.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 27. Behavioral leadership theories attempt to explain the appropriate leadership style based on the leader, followers, and situation.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | This is not the definition of behavioral leadership theory. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: - Leadership Principles | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 28. Mintzberg's ten managerial roles are an example of contingency leadership theory.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Mintzberg's ten managerial roles are an example of behavioral leadership theory. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16-17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 29. Contingency leadership theory attempts to combine the trait and behavioral theories to explain successful, influencing leader-follower relationships.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | The integrative leadership theory paradigm attempts to combine the trait, behavioral and contingency theories to explain successful, influencing leader-follower relationships. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 30. The contingency theory paradigm emphasizes the importance of situational factors.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 31. Integrative leadership theories attempt to combine the trait, behavioral, and contingency theories to explain successful, influencing leader-follower relationships.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 32. The overarching paradigm has shifted from management to leadership.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 33. Successful managers typically use an autocratic form of leadership.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Moving from the management to the leadership theory paradigm is a shift from the older autocratic management style to the newer participative leadership style of management. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 34. Based on the definition of leadership, leaders only influence followers because followers cannot influence leaders.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | From the definition of leadership, the influencing process is between leaders and followers, it is a two-way street. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 6 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 35. The first step to leadership development is​ self-awareness of leadership competencies.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 3 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 36. There is no universal definition of leadership.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 5 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 37. ​Effective leaders keep their systems and strategies the same year after year.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Effective leaders must be open to change. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 38. ​Interpersonal skills involve critical thinking, using a rational process, analyzing alternatives, and attempting to maximize positive outcomes for the organization.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | All of these skills are used in decision-making. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 39. Relationships are critical to leadership success, and they are built on interpersonal skills.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 40. ​Decision-making skills are based on the ability to conceptualize situations and select alternatives to solve problems and take advantage of opportunities.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 41. You only need one skill to an effective decision-maker, decisiveness.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Decision-making skills are based on several other skills. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 42. ​There is an overlap between skills and roles because leaders need the competencies (knowledge, skills, and ability - KSAs) to enact the managerial roles.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 43. Out of Henry Mintzberg's ten ​managerial roles, the leader role is the most important.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Although managers are responsible for all ten roles, the importance of any one role will vary based on the manager's job and the organizational environment. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 13 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 44. Group process theories focus on how a leader contributes to group effectiveness.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 45. Leadership theories have practical value because they are used to identify unsuitable leaders.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Leadership theories have practical value because they are used to better understand, predict, and control successful leadership. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 46. Leadership trait theories attempt to explain distinctive characteristics accounting for leadership effectiveness.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 47. The key elements in the definition of leadership include all of the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | influence | |  | b. | leaders-followers | |  | c. | change | |  | d. | personality |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 5 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 48. The leader-follower relationship represents the influence:   |  |  |  | | --- | --- | --- | |  | a. | of the leader on the follower. | |  | b. | of the follower on the leader. | |  | c. | of the leader on the group. | |  | d. | between the leader and the follower. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 6 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Group Dynamics - Group dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 49. Which of the following statements regarding leaders and managers is NOT true?   |  |  |  | | --- | --- | --- | |  | a. | A manager always has the ability to influence others; a leader may not. | |  | b. | A manager has a formal title and authority. | |  | c. | A leader may either be a manager or a nonmanager. | |  | d. | All managers perform four major functions: planning, organizing, leading, and controlling. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 6 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 50. \_\_\_\_ is the process of a leader communicating ideas, gaining acceptance of them, and motivating followers to support and implement the ideas through change.   |  |  |  | | --- | --- | --- | |  | a. | Leadership | |  | b. | Influencing | |  | c. | Management | |  | d. | ​Guidance |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 6 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 51. Successful leaders need these three managerial leadership skills:   |  |  |  | | --- | --- | --- | |  | a. | technical, intrapersonal, and decision-making. | |  | b. | planning, decision-making, and organizing. | |  | c. | decision-making, interpersonal, and technical. | |  | d. | leading, planning, and decision-making. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 9-10 and Exhibit 1.2 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 52. To be a successful leader, you need three managerial leadership skills, one of which is \_\_\_\_ skill, which involves the ability to use methods and techniques to perform a task.   |  |  |  | | --- | --- | --- | |  | a. | interpersonal | |  | b. | team-building | |  | c. | decision-making | |  | d. | technical |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 9 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 53. Most employees are promoted to their first management position primarily because of their \_\_\_\_ skills.   |  |  |  | | --- | --- | --- | |  | a. | interpersonal | |  | b. | team-building | |  | c. | decision-making | |  | d. | technical |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 9 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 54. Which of the following is a managerial role category?   |  |  |  | | --- | --- | --- | |  | a. | Interpersonal | |  | b. | Intrapersonal | |  | c. | Institutional | |  | d. | Integrative |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11 - 12 and Exhibit 1.3 on p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 55. According to Mintzberg's managerial roles, signing official documents is the activity of a person who is in what role?   |  |  |  | | --- | --- | --- | |  | a. | Leader | |  | b. | Liaison | |  | c. | Negotiator | |  | d. | Figurehead |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 56. Which of the following is NOT one of Mintzberg's interpersonal leadership roles?   |  |  |  | | --- | --- | --- | |  | a. | Figurehead | |  | b. | Entrepreneur | |  | c. | Leader | |  | d. | Liaison |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11-12 and Exhibit 1.3 p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 57. Leaders perform the \_\_\_\_ role when they represent the organization or department in legal, social, ceremonial, and symbolic activities.   |  |  |  | | --- | --- | --- | |  | a. | figurehead | |  | b. | leader | |  | c. | liaison | |  | d. | negotiator |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11-12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 58. Which of the following is an example of a figurehead role?   |  |  |  | | --- | --- | --- | |  | a. | Serving on committees with members from outside the organizational unit. | |  | b. | Answering letters. | |  | c. | Signing official documents. | |  | d. | Scheduling when employees will use material and equipment. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11-12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 59. In your position, you serve on committees with people from outside of your organizational units and attend professional meetings. These are expectations for Mintzberg's interpersonal role of \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | disseminator | |  | b. | figurehead | |  | c. | liaison | |  | d. | resource-allocator |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 60. Which of the following is one of Mintzberg's informational leadership roles?   |  |  |  | | --- | --- | --- | |  | a. | Negotiator. | |  | b. | Liaison. | |  | c. | Monitor. | |  | d. | Resource-allocator. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 12 and Exhibit 1.3, p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 61. Which of the following is an example of a spokesperson role?   |  |  |  | | --- | --- | --- | |  | a. | Reporting information to the government. | |  | b. | Attending professional/trade association meetings. | |  | c. | Visiting competitor facilities. | |  | d. | Purchasing new equipment. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 62. Taking corrective action when necessary, allocating resources, and negotiating routine and nonroutine transactions are all examples of Mintzberg’s \_\_\_\_\_\_\_\_\_\_ managerial role category.   |  |  |  | | --- | --- | --- | |  | a. | conceptual | |  | b. | informational | |  | c. | decisional | |  | d. | interpersonal |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12-13 and Exhibit 1.3 on p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 63. The \_\_\_\_ level of analysis can also be called the dyadic process.   |  |  |  | | --- | --- | --- | |  | a. | group | |  | b. | individual | |  | c. | organizational | |  | d. | executive |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 64. Your leader has asked you to design a **new** performance evaluation system. Designing the system is an example of which of Mintzberg's managerial roles?   |  |  |  | | --- | --- | --- | |  | a. | Entrepreneur | |  | b. | Interpersonal | |  | c. | Resource-allocator | |  | d. | Negotiator |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 65. For Henry Mintzberg, a leader handling a disturbance is illustrative of\_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | a seeking role. | |  | b. | a negotiator role. | |  | c. | a conflict of interest role. | |  | d. | a decisional role. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 66. Levels of analysis constitute:   |  |  |  | | --- | --- | --- | |  | a. | a useful way of classifying leadership theory. | |  | b. | the most common approach to problem solving in organizations. | |  | c. | Mintzberg's most lasting contribution to management theory. | |  | d. | a way to better understand, predict, and control successful leadership. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 67. The three levels of analysis of leadership theory include all of the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | individual. | |  | b. | group. | |  | c. | behavioral. | |  | d. | organizational. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 68. The three levels of analysis of leadership theory are:   |  |  |  | | --- | --- | --- | |  | a. | individual, group, and organizational. | |  | b. | team, group, and organizational. | |  | c. | leader, group, and organizational. | |  | d. | interpersonal, leader, and group. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 69. The individual level of analysis which focuses on the leader's relationship with individual followers is also called the \_\_\_\_ process.   |  |  |  | | --- | --- | --- | |  | a. | group | |  | b. | dyadic | |  | c. | organizational | |  | d. | conceptual |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 70. The interrelationship among the levels of leadership analysis is true for all the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | individual performance affect group and organizational performance. | |  | b. | group performance affect organizational performance. | |  | c. | group and organizational performance affect the performance of the individual. | |  | d. | neither the group nor organizational performance affect individual performance. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 15 and Exhibit 1.4 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Coneptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 71. Which of the following statements is NOT true regarding the levels of analysis of leadership theory?   |  |  |  | | --- | --- | --- | |  | a. | The individual level does not impact the group level. | |  | b. | Group process theories focus on how a leader contributes to group effectiveness. | |  | c. | The individual level forms the base of the levels. | |  | d. | Individuals and teams contribute to organizational success. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 72. Leadership theory classifications include all of the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | behavioral. | |  | b. | integrative. | |  | c. | contingency. | |  | d. | individual. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 73. Early leadership studies were based on the assumption that leaders are:   |  |  |  | | --- | --- | --- | |  | a. | autocratic. | |  | b. | primarily male. | |  | c. | born, not made. | |  | d. | also managers. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 74. The leadership paradigm that assumes leaders are born, not made, is \_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | trait | |  | b. | behavioral | |  | c. | integrative | |  | d. | contingency |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 75. Behavioral leadership theories attempt to explain:   |  |  |  | | --- | --- | --- | |  | a. | distinctive characteristics accounting for leadership effectiveness. | |  | b. | successful, influencing leader-follower relationships. | |  | c. | distinctive styles used by effective leaders. | |  | d. | the appropriate leadership style based on the leader, follower, and situation. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 16-17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 76. Mintzberg's ten managerial roles is an example of:   |  |  |  | | --- | --- | --- | |  | a. | group level of analysis. | |  | b. | organizational level of analysis. | |  | c. | behavioral leadership theory. | |  | d. | a leadership paradigm. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 16-17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 77. \_\_\_\_ and \_\_\_\_ leadership theories are also called universal theories.   |  |  |  | | --- | --- | --- | |  | a. | Contingency; integrative | |  | b. | Trait; behavioral | |  | c. | Behavioral; contingency | |  | d. | Trait; integrative |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 78. The \_\_\_\_ leadership theory paradigm emphasizes the importance of situational factors.   |  |  |  | | --- | --- | --- | |  | a. | trait | |  | b. | behavioral | |  | c. | contingency | |  | d. | integrative |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 79. A successful sales manager was promoted to being CEO of a large conglomerate. Shortly afterward, the manager decided that her style of leadership was inappropriate, and altered the way that she practiced leading. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | contingency leadership. | |  | b. | performing the figurehead role. | |  | c. | organizational learning. | |  | d. | influencing. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 80. Contingency leadership theories attempt to explain the appropriate leadership style based on the:   |  |  |  | | --- | --- | --- | |  | a. | leader, followers, and situation. | |  | b. | leader, manager, and subordinates. | |  | c. | leader, mentor, and entrepreneur. | |  | d. | individual, group, and situation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 81. The eclectic approach to leadership theory, which utilizes and combines insights from previous approaches, is:   |  |  |  | | --- | --- | --- | |  | a. | impossible, as developments in management theory successively nullify one another. | |  | b. | called the integrative leadership theory paradigm. | |  | c. | considered too cumbersome for both practice and research. | |  | d. | impractical on the group level of analysis. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 82. Which of the following statements regarding managers and leaders is NOT true?   |  |  |  | | --- | --- | --- | |  | a. | Leaders are concerned with stability. | |  | b. | Managers focus on doing things right. | |  | c. | Leaders place great concern on innovation and change. | |  | d. | Managers are concerned with the best way to get the job done. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 83. In examining differences between managers and leaders, leaders   |  |  |  | | --- | --- | --- | |  | a. | focus on the best way to get the job done. | |  | b. | focus on doing things right. | |  | c. | emphasize innovation and change | |  | d. | use a more autocratic style |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 84. Evidence-based management (EBM) is an application of:   |  |  |  | | --- | --- | --- | |  | a. | decision models to reward systems. | |  | b. | national cultures to determine the assignment of subordinates to specific tasks. | |  | c. | the findings of empirical research to the practice of leadership. | |  | d. | judicious, measured amounts of rewards and punishments on the basis of employee performance. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 85. Evidence-based management (EBM), on which your textbook is based, refers to basing theories and concepts on   |  |  |  | | --- | --- | --- | |  | a. | the authors' experiences. | |  | b. | successful leaders' experiences. | |  | c. | current scientific research. | |  | d. | current opinion of researchers. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 86. A leadership theory​:   |  |  |  | | --- | --- | --- | |  | a. | ​is an explanation of some aspect of leadership. | |  | b. | ​is a shared mindset. | |  | c. | ​attempts to explain distinctive styles used by effective leaders. | |  | d. | ​is a universal theory. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p.16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 87. Evidence-based management:​   |  |  |  | | --- | --- | --- | |  | a. | ​reinforces autocratic leaders. | |  | b. | ​translates theory into workplace behavior. | |  | c. | ​identifies a set of traits that all effective leaders have. | |  | d. | ​is also called the organizational process. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 88. One of the most common criticisms of management education is the tendency to:​   |  |  |  | | --- | --- | --- | |  | a. | ​use games to teach leadership. | |  | b. | ​assign good grades for poor work. | |  | c. | ​focus on teaching theory instead of application of theory to practice. | |  | d. | ​focus on teaching application instead of theory. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 20 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 89. The individual level of analysis of leadership theory focuses on the individual leader and the relationship with:​   |  |  |  | | --- | --- | --- | |  | a. | ​individual followers. | |  | b. | ​other leaders. | |  | c. | ​customers. | |  | d. | ​the CEO of the organization. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 90. Why study leadership?​   |  |  |  | | --- | --- | --- | |  | a. | ​People skills are more important than technical skills. | |  | b. | ​Only those with good leadership skills are promoted to management. | |  | c. | ​The study of leadership applies directly to your personal life. | |  | d. | ​Today, employees expect to be led by their manager. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 3 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 91. Henry Mitzberg identified ten managerial roles that he grouped into three categories.  These three categories are:​   |  |  |  | | --- | --- | --- | |  | a. | ​interpersonal, informational, and decisional. | |  | b. | ​leader, figurehead, and liason. | |  | c. | ​monitor, disseminator, and spokesperson. | |  | d. | ​informational, liason, and monitor. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 92. The leader role is that of performing the \_\_\_\_\_\_\_\_\_ functions consisting of planning, organizing, leading, and controlling. ​   |  |  |  | | --- | --- | --- | |  | a. | ​management | |  | b. | ​operational | |  | c. | transformational | |  | d. | ​influencing |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 93. Briefly describe the five key elements of leadership.   |  |  | | --- | --- | | *ANSWER:* | ​  *Leader–follower:*leaders influence the behavior of followers, and vice versa.  *Influencing:*the relationship between leaders and followers, who change roles.  *Organizational objectives:*outcomes that leaders and followers want to accomplish.  *Change:*needed to achieve objectives.  *People:*leadership is about leading people.  ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 5-7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-01 - LO: 01-01 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 94. List the ten managerial roles starting with the three categories under which each belongs.   |  |  | | --- | --- | | *ANSWER:* | Leaders perform the interpersonal role when they act as leader, figurehead, and liaison.  Leaders perform the informational role when they act as monitor, disseminator, and spokesperson.  Leaders perform the decisional role when they act as entrepreneur, disturbance-handler, resource-allocator, and negotiator. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11-13 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-03 - LO: 01-03 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 95. Explain the interrelationships among the levels of leadership analysis.   |  |  | | --- | --- | | *ANSWER:* | The three levels of leadership analysis are individual, group, and organizational. The individual performance affects the group and organizational performance. The group performance affects the organizational performance. And both the group and organization affect the performance of the individual. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14-16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-04 - LO: 01-04 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 96. Describe the major similarity and difference between the trait and behavioral leadership theories.   |  |  | | --- | --- | | *ANSWER:* | The similarity between the trait and behavioral leadership theories is that they are both universal theories, or they are seeking one best leadership style for all situations.  The difference is the approach to determining leadership effectiveness. Trait theory attempts to explain personal characteristics of effective leaders, whereas behavioral theory attempts to explain what leaders actually do on the job. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 16-17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 97. Discuss the interrelationships between trait and behavioral leadership theories and contingency theories.   |  |  | | --- | --- | | *ANSWER:* | The contingency theory is interrelated with the trait and behavioral leadership theories because it uses these two theories as the foundation for determining which leadership style is most appropriate - based on the leader, followers, and situation. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-05 - LO: 01-05 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 98. Why is leadership important?   |  |  | | --- | --- | | *ANSWER:* | A few reasons why leadership is so important include:   * The success of individual careers and the fate of organizations are determined by the effectiveness of leaders's behavior. * Chief executive officers (CEOs) understand that they can't run companies on their own; the secret is to foster a leadership mentality throughout the organization. * Well-publicized corporate failures have brought home the critical role that leadership plays in the success or failure of almost every aspect of the profit and not-for-profit environment.   ​  ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 2-3 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1.1 - Review Question 1-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 99. What are the five key elements in our leadership definition? How do the elements interrelate to form this definition?   |  |  | | --- | --- | | *ANSWER:* | The five key elements in the definition of leadership are  (1) leaders−followers  (2) influence  (3) organizational objectives  (4) change  (5) people.  ​  Leaders and followers influence each other and set organizational objectives to bring about change through people. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 5-7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1.2 - Review Question 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 100. Are leaders born or made, and can leadership skills be developed?   |  |  | | --- | --- | | *ANSWER:* | Effective leaders are not simply born or made, they are born with some leadership ability and develop it. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 8-10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1.3 - Review Question 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Comprehension | |

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| 101. List and define the levels of analysis of leadership theory.   |  |  | | --- | --- | | *ANSWER:* | The three levels of analysis of leadership theory are *individual, group,* and *organizational*.  The *individual* level of analysis of leadership theory focuses on the individual leader and the relationship with individual followers.  The *group* level of analysis of leadership theory focuses on the relationship between the leader and the collective group of followers.  The *organizational* level of analysis of leadership theory focuses on the organization. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p.14 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1.7 - Review Question 1-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 102. List and define the interpersonal managerial leadership roles.   |  |  | | --- | --- | | *ANSWER:* | The interpersonal leadership roles include *leader,* *figurehead,*and *liaison*.  The *leader role* is that of performing the management functions to effectively operate the managers' organization unit.  Leaders perform the *figurehead role* when they represent the organization or department in legal, social, ceremonial, and symbolic activities.  Leaders perform the *liaison role* when they interact with people outside their organizational unit. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11-12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1.4 - Review Question 1-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 103. How can the shift in paradigm from management to leadership possibly help-and hurt-the management profession?   |  |  | | --- | --- | | *ANSWER:* | The shift in paradigm from management to leadership can help the management profession because it places an emphasis on the people side of the job, which has been shown to increase organizational performance. It can hurt the profession if people do not realize that there is overlap between the two paradigms and simplistically stereotype people as either managers or leaders. A successful organization needs both managers and leaders. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1.9 - Review Question 1-9 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 104. What are the three-pronged approach objectives to this book?   |  |  | | --- | --- | | *ANSWER:* | The three-pronged approach has the following objectives:   * To teach the theory and concepts of leadership * To develop ability to apply leadership theory through critical thinking * To develop leadership skills in one's personal and professional life   ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 18 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1-10 - Review Question 1-10 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 105. List and define the informational managerial leadership roles.   |  |  | | --- | --- | | *ANSWER:* | The informational leadership roles include *monitor, disseminator,* and *spokesperson*.  Leaders perform the *monitor role* when they gather information.  Leaders perform the *disseminator role* when they send information to others in the organizational unit.  Leaders perform the *spokesperson role* when they provide information to people outside the organizational unit. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1.5 - Review Question 1-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 106. List and define the decisional managerial leadership roles.   |  |  | | --- | --- | | *ANSWER:* | The decisional leadership roles include *entrepreneur, disturbance handler, resource allocator,* and *negotiator*.  Leaders perform the *entrepreneur role* when they innovate and initiate improvements.  Leaders perform the *disturbance-handler role* when they take corrective action during crisis or conflict situations.  Leaders perform the *resource-allocator role* when they schedule, request authorization, and perform budgeting activities.  Leaders perform the *negotiator role* when they represent their organizational unit during routine and nonroutine transactions that do not include set boundaries (such as only one price and term of a sale/purchase for a product/service or pay of an employee). | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12-13 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1.6 - Review Question 1-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 107. List and define the leadership theory paradigms.   |  |  | | --- | --- | | *ANSWER:* | The leadership theory paradigms includes the *trait theory paradigm,* the *behavioral leadership theory paradigm,* the *contingency leadership theory paradigm,* the *integrative leadership theory paradigm,* and the *management to the leadership theory paradigm.*  ​  Leadership *trait* theories attempt to explain distinctive characteristics accounting for leadership effectiveness.  *Behavioral* leadership theories attempt to explain distinctive styles used by effective leaders, or to define the nature of their work.  *Contingency* leadership theories attempt to explain the appropriate leadership style based on the leader, followers, and situation.  *Integrative* leadership theories attempt to combine the trait, behavioral, and contingency theories to explain successful, influencing leader−follower relationships.  The *management to the leadership theory paradigm* is a shift from the older autocratic management style to the newer participative leadership style of management. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p.16-17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.R.1.8 - Review Question 1-8 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 108. ​The public relations leader is sending a press release to the local newspaper.  Which leadership managerial role is the leader performing?  Explain your answer.  ​   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Interpersonal roles** | | **Informational roles** | | **Decisional roles** | | | a. | leader | d. | monitor | g. | entrepreneur | | b. | figurehead | e. | disseminator | h. | disturbance-handler | | c. | liaison | f. | spokesperson | i. | resource-allocator | |  |  |  |  | j. | negotiator |  |  |  | | --- | --- | | *ANSWER:* | The answer is: f, spokesperson.  The leader is providing information to people outside the organizational unit. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.2 - Concept Application 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 109. The leader is getting maintenance to come fix a broken pipe and clean up a flood of water in the work area.  Which leadership managerial role is the leader performing?  Explain your answer.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Interpersonal roles** | | **Informational roles** | | **Decisional roles** | | | a. | leader | d. | monitor | g. | entrepreneur | | b. | figurehead | e. | disseminator | h. | disturbance-handler | | c. | liaison | f. | spokesperson | i. | resource-allocator | |  |  |  |  | j. | negotiator |  |  |  | | --- | --- | | *ANSWER:* | The answer is h, disturbance-handler.  The leader is taking corrective action during a crisis. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.2 - Concept Application 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 110. The manager in productions is talking to the manager in facilities about performing routine maintenance for the department equipment. Which leadership managerial role is the manager performing?  Explain your answer.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Interpersonal roles** | | **Informational roles** | | **Decisional roles** | | | a. | leader | d. | monitor | g. | entrepreneur | | b. | figurehead | e. | disseminator | h. | disturbance-handler | | c. | liaison | f. | spokesperson | i. | resource-allocator | |  |  |  |  | j. | negotiator |  |  |  | | --- | --- | | *ANSWER:* | The answer is c, liaison.  The leader is interacting with a person outside the organizational unit. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.2 - Concept Application 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 111. The leader is visiting a competitor's Web site to find out it's prices.  Which leadership managerial role is the leader performing?  Explain your answer.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Interpersonal roles** | | **Informational roles** | | **Decisional roles** | | | a. | leader | d. | monitor | g. | entrepreneur | | b. | figurehead | e. | disseminator | h. | disturbance-handler | | c. | liaison | f. | spokesperson | i. | resource-allocator | |  |  |  |  | j. | negotiator |  |  |  | | --- | --- | | *ANSWER:* | The answer is d, monitor.  The leader is gathering information. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.2 - Concept Application 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 112. An employee quit and the manager is in the process of replacing the person.  Which leadership managerial role is the manager performing?  Explain your answer.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Interpersonal roles** | | **Informational roles** | | **Decisional roles** | | | a. | leader | d. | monitor | g. | entrepreneur | | b. | figurehead | e. | disseminator | h. | disturbance-handler | | c. | liaison | f. | spokesperson | i. | resource-allocator | |  |  |  |  | j. | negotiator |  |  |  | | --- | --- | | *ANSWER:* | The answer is a, leader.  This is the hiring management function. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.2 - Concept Application 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 113. The manager has decided to stop having customers sign credit card receipts for less than $50 to speed up the checkout line.  Which leadership managerial role is the manger performing?  Explain your answer.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Interpersonal roles** | | **Informational roles** | | **Decisional roles** | | | a. | leader | d. | monitor | g. | entrepreneur | | b. | figurehead | e. | disseminator | h. | disturbance-handler | | c. | liaison | f. | spokesperson | i. | resource-allocator | |  |  |  |  | j. | negotiator |  |  |  | | --- | --- | | *ANSWER:* | The answer is g, entrepreneur.  The leader is improving the processing of work. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.2 - Concept Application 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 114. A manager is attending a company workshop called Normative Leadership to improve his effectiveness as a manager when dealing with employees who take extended leave-time from work. This workshop best illustrates which leadership theory paradigm?  Explain your answer.  ​   |  |  | | --- | --- | | a. | Trait | | b. | Behavioral | | c. | Contingency | | d. | Integrative | | e. | Management to leadership |  |  |  | | --- | --- | | *ANSWER:* | The answer is c, Contingency Theory.  This theory focuses on selecting the appropriate leadership style for the situation. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.3 - Concept Application 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 115. A manager is attending a company workshop called the Leadership Grid to improve his effectiveness as a manager. The manager will learn how to implement a high concern for getting the job done while at the same time showing concern for the workers. This workshop best illustrates which leadership theory paradigm?  Explain your answer.  ​   |  |  | | --- | --- | | a. | Trait | | b. | Behavioral | | c. | Contingency | | d. | Integrative | | e. | Management to leadership |  |  |  | | --- | --- | | *ANSWER:* | The answer is b, Behavioral.  The researcher is studying behavior—actions and interactions. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.3 - Concept Application 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 116. A researcher is attempting to determine if the way managers dress influences their effectiveness. This research best illustrates which leadership theory paradigm?  Explain your answer.   |  |  | | --- | --- | | a. | Trait | | b. | Behavioral | | c. | Contingency | | d. | Integrative | | e. | Management to leadership |  |  |  | | --- | --- | | *ANSWER:* | The answer is a, Trait.  How a leader dresses is a physical trait.  ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.3 - Concept Application 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 117. Managers are attending a company workshop to learn how to involve their employees in running their departments. Some of the managers will find it hard to empower their employees. This workshop best illustrates which leadership theory paradigm?  Explain your answer.  ​   |  |  | | --- | --- | | a. | Trait | | b. | Behavioral | | c. | Contingency | | d. | Integrative | | e. | Management to leadership |  |  |  | | --- | --- | | *ANSWER:* | The answer is e, Management to leadership theory.  Teaching mangers to include employees in decision making is a shift from autocratic to participative leadership. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.3 - Concept Application 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 118. Recall a present or past job. Were you both a leader and a follower? Explain.   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 6, left border | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.1 - Work Application 1-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 119. Briefly explain the influencing relationship between the leader and followers where you work(ed).   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 6-7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.2 - Work Application 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Group Dynamics - Group dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 120. State one or more objectives from an organization where you work(ed).   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.3 - Work Application 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Strategy - Strategic management builds competitive advantage | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 121. Are the managers where you work(ed) effective at influencing their employees to bring about change? Explain.   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 6-7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.4 - Work Application 1-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Group Dynamics - Group dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Evaluation | |

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| 122. Do managers where you work(ed) treat their employees as valuable assets? Explain.   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.5 - Work Application 1-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Group Dynamics - Group dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Evaluation | |

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| 123. Do you believe that you are a born leader? Do you believe that you can develop your leadership skills to improve job performance?   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 8-10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.6 - Work Application 1-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Evaluation | |

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| 124. Give one job example of the specific behavior you or some other leader displayed when performing the leader, figurehead, and liaison roles. For each of the three roles, be sure to identify the leader as you or another, the role by its name, and the specific behavior.   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 12, left border | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.8 - Work Application 1-8 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 125. Give one job example of the specific behavior you or some other leader conducted when performing the monitor, disseminator, or spokesperson roles. For each of the three roles, be sure to identify the leader as you or another, the role by its name, and the specific behavior.   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 12, left border | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.9 - Work Application 1-9 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 126. Give one job example of the specific behavior you or some other leader performed when fulfilling the entrepreneur, disturbance-handler, resource-allocator, and negotiator roles. For each of the four roles, be sure to identify the leader as you or another, the role by its name, and the specific behavior.   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 12, left border | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.10 - Work Application 1-10 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Synthesis | |

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| 127. Give examples of traits and behaviors that helped make your past or present manager a successful leader.   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.11 - Work Application 1-11 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Analysis | |

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| 128. Does your present or past manager focus more on management or leadership? Explain, using examples.   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17, left border | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.12 - Work Application 1-12 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Analysis | |

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| 129. Should leadership be the manager's job, or should leadership be a shared process?   |  |  | | --- | --- | | *ANSWER:* | Successful leaders share leadership with their followers. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 5-7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CT.1.1 - Critical-Thinking Question 1-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Group Dynamics - Group dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Evaluation | |

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| 130. Are you interested in sharing leadership, or do you prefer to be a follower?   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 8-9 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CT.1.2 - Critical-Thinking Question 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Evaluation | |

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| 131. Some people say the hard skills (finance, quantitative analysis) are more important for managers than soft skills (developing relationships, leadership), and some say the opposite is true. What is your view?   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 9-10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CT.1.3 - Critical-Thinking Question 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Evaluation | |

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| 132. Should leadership courses focus on teaching students about leadership or on teaching students to be leaders?   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 18-19 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CT.1.4 - Critical-Thinking Question 1-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Evaluation | |

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| 133. Can college students really develop their leadership skills through a college course? Why or why not?   |  |  | | --- | --- | | *ANSWER:* | Research supports leadership skill development through college courses in leadership. However, students must apply the skills in the course and in their personal and professional lives to do so. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 18-19 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CT.1.5 - Critical-Thinking Question 1-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Evaluation | |

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| 134. Is leadership ability universal, or is a good leader in one environment also effective in another? For example, can a leader in one industry (e.g., a hospital) be successful in another industry (e.g., a bank)?   |  |  | | --- | --- | | *ANSWER:* | Generally, the answer is yes. Many managers change industries throughout their careers and are effective leaders in more than one industry. | | *POINTS:* | 1 | | *DIFFICULTY:* | Challenging | | *REFERENCES:* | p. 18-19 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CT.1.6 - Critical-Thinking Question 1-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Evaluation | |

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| 135. Identify and define the managerial leadership skills.   |  |  | | --- | --- | | *ANSWER:* | The three skills are technical, interpersonal, and decision-making.  *Technical skills* involve the ability to use methods and techniques to perform a task.  *Interpersonal* *skills* involve the ability to understand, communicate, and work well with individuals and groups through developing effective relationships.  *Decision-making skills* are based on the ability to conceptualize situations and select alternatives to solve problems and take advantage of opportunities  ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 5-7 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.01-02 - LO: 01-02 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Conceptual | | *KEYWORDS:* | BLOOMS: Knowledge | |

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| 136. Select a manager, preferably one who is or was your boss, and state the specific management skills​ he (or she) uses(used) on the job.   |  |  | | --- | --- | | *ANSWER:* | Students' answers will vary.​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 10, left border | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.W.1.7 - Work Application 1-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *STATE STANDARDS:* | United States - IL - DISC: Individual Dynamics - Individual dynamics in organizations | | *ACCREDITING STANDARDS:* | AACSB: Communication - Communication Abilities AACSB: Reflective Thinking - Reflective Thinking Skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Analysis | |

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| 137. A manager is determining the priority of orders to be filled next week.  Is this manager using technical skills, interpersonal skills or decision-making skills?  Explain your answer.   |  |  | | --- | --- | | *ANSWER:* | The manager is using decision-making skills.  Scheduling jobs requires a manager to make decisions. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.1 - Concept Application 1-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 138. A manager​ has been given $1,000 to split and give to two of his 20 employees as bonuses.  Which leadership managerial role is the manger using?  Explain your answer.  ​   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Interpersonal roles** | | **Informational roles** | | **Decisional roles** | | | a. | leader | d. | monitor | g. | entrepreneur | | b. | figurehead | e. | disseminator | h. | disturbance-handler | | c. | liaison | f. | spokesperson | i. | resource-allocator | |  |  |  |  | j. | negotiator |   ​   |  |  | | --- | --- | | *ANSWER:* | The answer is i, resource allocator.  The leader is allocating resources.​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.2 - Concept Application 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 139. A supervisor is being promoted to middle management and is discussing her pay for the new job.  Which leadership managerial role is the supervisor using?​  Explain your answer.  ​   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Interpersonal roles** | | **Informational roles** | | **Decisional roles** | | | a. | leader | d. | monitor | g. | entrepreneur | | b. | figurehead | e. | disseminator | h. | disturbance-handler | | c. | liaison | f. | spokesperson | i. | resource-allocator | |  |  |  |  | j. | negotiator |   ​   |  |  | | --- | --- | | *ANSWER:* | The answer is j, negotiator  The supervisor is negotiating for a pay raise.​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.CA.1.2 - Concept Application 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills | | *TOPICS:* | Application | | *KEYWORDS:* | BLOOMS: Application | |

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| 140. List specific traits and behaviors you believe effective leaders have or should have.  Your answers may or may not be based on your observation of successful leaders.​   |  |  | | --- | --- | | *ANSWER:* | Students' answer will vary.​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 30 | | *LEARNING OBJECTIVES:* | MGMT.LUSS.16.DLS.1.2 - Developing Your Leadership Skills 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - IL - DISC: Leadership Principles - Other management specific knowledge and abilities | | *ACCREDITING STANDARDS:* | AACSB: Analytic - Analytic skills AACSB: Communication - Communication Abilities | | *TOPICS:* | Skill Development | | *KEYWORDS:* | BLOOMS: Comprehension | |