

## Chapter 2: Leadership: Core Concepts

### Test Bank

#### Multiple Choice

1. According to a global survey by Edelman, how many people say they trust in business in general?

- a. 90%
- b. 70%
- \*c. 50%
- d. 30%

Answer Location: Have Leaders Lost Their Followers' Trust?

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 2 Medium

Cognitive Domain: Knowledge

Question Type: MC

2. According to a global survey by Edelman, how many people say they trust in business leaders to tell the truth?

- a. 58%
- b. 38%
- \*c. 18%
- d. 8%

Answer Location: Have Leaders Lost Their Followers' Trust?

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 3 Hard

Cognitive Domain: Knowledge

Question Type: MC

3. According to Yukl's definition of leadership, leadership is a \_\_\_\_\_.

- a. trait
- b. skill
- c. behavior
- \*d. process

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 2 Medium

Cognitive Domain: Knowledge

Question Type: MC

4. The essence of leadership is \_\_\_\_\_.

- \*a. an influence process
- b. manipulating others
- c. planning strategies
- d. training employees

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 1 Easy

Cognitive Domain: Knowledge

Question Type: MC

5. According to the text, leadership directs individuals and groups toward achieving \_\_\_\_\_.

- a. group conflict
- \*b. organizational goals
- c. status quo
- d. individuals' demands

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

6. According to Bennis' distinction between leaders and managers, leaders \_\_\_\_\_.

- a. imitate others
- b. rely on control
- \*c. challenges the status quo
- d. do things right

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 3 Hard

Cognitive Domain: Comprehension

Question Type: MC

7. Sally starts a company and she knows that for her business to be successful she needs \_\_\_\_\_.

- a. managers only
- b. leaders only
- c. neither leaders nor managers
- \*d. both leaders and managers

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 1 Easy

Cognitive Domain: Application  
Question Type: MC

8. The roles of leaders and managers \_\_\_\_\_.
- a. are identical
  - b. are not related at all
  - \*c. overlap to some extent
  - d. are unimportant to organizational behavior

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

9. Tom can switch between control and inspiration as the situation demands, Tom is a \_\_\_\_\_.
- a. manager
  - \*b. managerial leader
  - c. leader
  - d. magician

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

10. Which of the following leadership theories emphasizes adaptability of leader depending on follower characteristics?
- \*a. Situational leadership
  - b. Transactional leadership
  - c. Authentic leadership
  - d. Humble leadership

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 2 Medium

Cognitive Domain: Analysis

Question Type: MC

11. Susan is a new manager and interested in truly becoming a leader who establishes a course of direction for her followers. In order to learn more she should focus on research related to \_\_\_\_\_.
- a. administration
  - \*b. visionary leadership

- c. systems analysis
- d. transactional leadership

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

12. The full-range leadership development model depicts leadership as a(n) \_\_\_\_\_.

- a. impossibility
- b. static process
- \*c. continuum
- d. management skill

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 1 Easy

Cognitive Domain: Comprehension

Question Type: MC

13. How is transformational leadership related to transactional leadership in the full-range leadership development model?

- a. They are unrelated.
- \*b. Transformational leadership is built on the foundation of transactional leadership.
- c. They are one and the same.
- d. Transactional leadership is built on the foundation of transformational leadership.

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Analysis

Question Type: MC

14. Transactional leaders motivate followers through \_\_\_\_\_.

- a. inspiration
- b. role-modeling
- c. inclusion
- \*d. rewards

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

15. JoAnn motivates followers through corrective actions and rewards, she can be described as a \_\_\_\_\_.

- a. charismatic leader

- b. visionary leader
- \*c. transactional leader
- d. transformational leader

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

16. Jamal gives rewards depending on the actions of his followers. Jamal is demonstrating which of the following types of leadership in the full-range model of leadership?

- a. Laissez-faire
- \*b. Contingent reward
- c. Management-by-exception, passive
- d. Management-by-exception, active

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

17. Joseph consistently looks for errors to correct and corrects them. Joseph is demonstrating which of the following types of leadership in the full-range model of leadership?

- \*a. Management-by-exception, active
- b. Management-by-exception, passive
- c. Laissez-faire
- d. Contingent reward

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

18. Leaders who demonstrate management-by-exception (passive) behaviors \_\_\_\_\_.

- a. inspire followers
- \*b. do not look for errors but correct them when they find them
- c. actively look for errors and correct them when they find them
- d. avoid leadership activity

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

19. Laissez-Faire leadership is \_\_\_\_\_.

- a. more effective than transformational leadership

b. actively looking for corrective opportunities

\*c. near avoidance of leadership

d. inspirational to others

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership

Difficulty Level: 2 Medium

Cognitive Domain: Knowledge

Question Type: MC

20. Which of the following is not one of the four *I*'s of transformational leadership?

a. Idealized influence

b. Individualized consideration

c. Intellectual stimulation

\*d. Improvised efforts

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 1 Easy

Cognitive Domain: Knowledge

Question Type: MC

21. Rhonda treats each of her employees as a unique person. She is demonstrating which of the following of the behaviors of transformational leaders?

a. Idealized influence

b. Intellectual stimulation

\*c. Individualized consideration

d. Inspirational motivation

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

22. James listens to followers openly and does not criticize their ideas. He is demonstrating which of the following of the behaviors of transformational leaders?

a. Inspirational motivation

\*b. Intellectual stimulation

c. Individualized consideration

d. Idealized influence

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

23. Julie is positive and upbeat and gets others to feel optimistic as well. She is demonstrating which of the following of the behaviors of transformational leaders?

- a. Intellectual stimulation
- b. Idealized influence
- \*c. Inspirational motivation
- d. Individualized consideration

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

24. Tamara is admired and respected and is seen as a change agent. She is demonstrating which of the following of the behaviors of transformational leaders?

- a. Individualized consideration
- b. Inspirational motivation
- c. Intellectual stimulation
- \*d. Idealized influence

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

25. Intellectual stimulation is characterized as \_\_\_\_\_.

- a. being seen as change agents in the organization
- b. inspiring to others to work hard toward organizational goals
- \*c. encouraging innovation and new ideas
- d. getting to know people one-on-one and mentor them

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Knowledge

Question Type: MC

26. Individualized consideration is characterized as \_\_\_\_\_.

- a. being seen as change agents in the organization
- b. inspiring to others to work hard toward organizational goals
- c. encouraging innovation and new ideas
- \*d. getting to know people one-on-one and mentor them

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

27. Inspirational motivation is characterized as \_\_\_\_\_.

- a. being seen as change agents in the organization

- \*b. inspiring to others to work hard toward organizational goals
- c. encouraging innovation and new ideas
- d. getting to know people one-on-one and mentor them

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

28. Idealized influence is characterized as \_\_\_\_\_.

- \*a. being seen as change agents in the organization
- b. inspiring to others to work hard toward organizational goals
- c. encouraging innovation and new ideas
- d. getting to know people one-on-one and mentor them

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

29. Which of the following leadership types is defined by behavior that mobilizes extra effort from followers?

- a. Transactional leadership
- \*b. Transformational leadership
- c. Humble leadership
- d. Laissez-faire leadership

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

30. Which of the following outcomes is not an outcome associated with transformational leadership?

- a. Positive attitudes
- b. Commitment
- \*c. Punishment
- d. Performance of followers

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership

Difficulty Level: 1 Easy

Cognitive Domain: Knowledge

Question Type: MC

31. Donald wants to be seen as a transformational leader. He should focus on \_\_\_\_\_.

- a. training employees



- b. strategic planning
- c. employee discipline
- \*d. relationships with followers

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

32. According to leader-member exchange (LMX) theory, leaders treat followers differently based on \_\_\_\_\_.

- a. employee demographics
- b. employee apparel
- \*c. employee contributions to work group
- d. employee ancestry

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 1 Easy

Cognitive Domain: Knowledge

Question Type: MC

33. Which leadership theory is defined as, “the quality of the working relationship that is developed with each follower”?

- a. Humble leadership
- \*b. LMX
- c. Transactional leadership
- d. Transformational leadership

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Knowledge

Question Type: MC

34. Griffin performs the duties of his job, but does not go above and beyond what is required. He is likely a part of which of his leader’s groups?

- \*a. Out-group
- b. In-group
- c. Control group
- d. Discipline group

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

35. Alexis performs the duties of her job, and offers to take on extra work. She is likely a part of

which of her leader's groups?

- a. Out-group
- \*b. In-group
- c. Control group
- d. Discipline group

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

36. Which of the following is not a step in LMX development?

- a. Role-taking
- b. Role-making
- \*c. Role-faking
- d. Role-routinization

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

37. Which of the following is not one of the outcomes of being in a leader's in-group according to LMX theory?

- a. More challenging work
- b. Increased salaries
- c. More promotions
- \*d. Lower organizational citizenship behaviors

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

38. Ben is forming an overall assessment of his followers. Which step in LMX development is Ben undertaking?

- a. Role-clarifying
- b. Role-routinization
- \*c. Role-taking
- d. Role-making

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

39. Which of the following steps in LMX development occurs when mutual expectations of working relationships are established and follower's roles becomes clearer?

- a. Role-clarifying
- b. Role-routinization
- c. Role-taking
- \*d. Role-making

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

40. Which of the following steps in LMX development occurs when role become more stable and both the leader and follower know what to expect?

- a. Role-clarifying
- \*b. Role-routinization
- c. Role-taking
- d. Role-making

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

41. According to research on LMX theory, having high quality relationships with one's leader is positively related to \_\_\_\_\_.

- a. higher performance
- b. enhanced satisfaction
- c. stronger commitment
- \*d. increased turnover intentions

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 1 Easy

Cognitive Domain: Knowledge

Question Type: MC

42. Chris wants to improve followers' outcomes such as performance, satisfaction, and commitment; one proven way to do so is to \_\_\_\_\_.

- a. leave followers alone to focus on work only
- \*b. develop better relationships with followers
- c. focus on customer satisfaction
- d. engage in transactional leadership

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

43. Simone recently read a Harvard Business Review article on ‘managing your boss.’ Which of the following is probably not a step discussed in the article?

- \*a. Flattery or ingratiation
- b. Understand your boss
- c. Understand yourself
- d. Develop a working relationship with your boss

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 3 Hard

Cognitive Domain: Application

Question Type: MC

44. Marvin wants to “manage his boss,” so he read about this process. One guideline he could follow is to

- a. know your boss, but stay true to your own style
- b. continually ask for follow-up, whether your boss is comfortable or not
- \*c. beware of other managers’ styles, especially if they have a stake in the outcome of a project
- d. you should not attempt to manage your boss as it is contrary to typical working relationships

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

45. In order to “manage your boss,” it is important to \_\_\_\_\_.

- a. become a ‘pet’ employee
- b. flatter your boss
- c. focus on your own expectations
- \*d. develop an effective working relationship

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Knowledge

Question Type: MC

46. To better “manage your boss,” you should \_\_\_\_\_.

- a. focus on faking your talents
- \*b. focus on what you can offer to him or her to be more effective
- c. focus on your weaknesses
- d. focus on how they take their coffee

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

47. Which of the following is not one of the follower reactions to authority discussed in the text?

- \*a. codependence
- b. counterdependence
- c. overdependence
- d. interdependence

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

48. The best type of follower reaction to authority is to be \_\_\_\_\_.

- a. codependent
- b. counterdependent
- \*c. interdependent
- d. dependent

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

49. Carmela resents authority. Her reaction to authority efforts would be described as \_\_\_\_\_.

- a. codependent
- \*b. counterdependent
- c. dependent
- d. interdependent

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

50. Rick gives into his boss all of the time. His reaction to authority efforts would be described as \_\_\_\_\_.

- a. codependent
- b. counterdependent
- c. interdependent
- \*d. overdependent

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

51. In order to develop an effective working relationship with your boss, you should

- \_\_\_\_\_.
- a. avoid unnecessary contact with your boss.
  - \*b. be dependable and honest above all.
  - c. tell your boss what they want to hear, even if untrue.
  - d. undermine your coworkers.

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

52. Which of the following is not a benefit of being a leader in the middle?

- a. Linking pin between upper management and followers
- b. Having more resources to exchange
- \*c. Knowing office gossip
- d. Vision sharing and goal sharing

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

53. Which of the following is not an advantage of career mentoring for the mentee?

- a. Increased performance
- b. More promotions
- c. Higher salary
- \*d. Out-group membership

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 1 Easy

Cognitive Domain: Comprehension

Question Type: MC

54. Shane wants to find a mentor. A good first place to start is \_\_\_\_\_.

- a. his subordinates
- b. his co-workers
- c. his chief executive officer (CEO).
- \*d. his boss

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

55. Dwayne receives career advice from Susan. In this relationship Dwayne is best described as a \_\_\_\_\_.

- \*a. mentee
- b. mentor
- c. follower
- d. manager

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

56. Dwayne receives career advice from Susan. In this relationship Susan is best describe as a \_\_\_\_\_.

- a. mentee
- \*b. mentor
- c. follower
- d. manager

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

57. Mentors in the workplace provide which type of support for their mentees?

- a. Academic support
- b. Defensive support
- \*c. Career support
- d. Financial support

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 1 Easy

Cognitive Domain: Comprehension

Question Type: MC

58. "The willingness to be vulnerable" is an often-cited definition of \_\_\_\_\_.

- a. succorance
- b. gullibility
- c. neediness
- \*d. trust

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

59. Trust is best characterized as a(n) \_\_\_\_\_.

- a. behavior
- b. trait
- \*c. psychological state
- d. activity

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: MC

60. Which of the following is not part of the three-part view of trust?

- a. Calculus-based trust
- \*b. Reward-based trust
- c. Knowledge-based trust
- d. Identification-based trust

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 2 Medium

Cognitive Domain: Analysis

Question Type: MC

61. Which of the following form of trust is based on keeping record of what another has done for you:

- \*a. calculus-based trust
- b. position-based trust
- c. knowledge-based trust
- d. identification-based trust

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 2 Medium

Cognitive Domain: Analysis

Question Type: MC

62. Which of the following form of trust is grounded in how predictable the other person is?

- A. Calculus-based trust
- B. Position-based trust
- \*c. Knowledge-based trust
- D. Identification-based trust

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 2 Medium

Cognitive Domain: Analysis

Question Type: MC



63. Which of the following forms of trust is characterized by two individuals sharing goals and objectives?

- a. calculus-based trust
- b. position-based trust
- c. knowledge-based trust
- \*d. identification-based trust

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

64. Blake is new to MacroTech, Inc. Which of the following is not one of the recommended ways to proactively adapt to his new organization?

- a. Manage his boss
- b. Negotiate more job challenge
- \*c. Be pessimistic
- d. Seek feedback

Answer Location: Research in Action

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 1 Easy

Cognitive Domain: Application

Question Type: MC

65. Thelma wants to have the highest degree of trust with her subordinates. She should strive to develop \_\_\_\_\_.

- a. calculus-based trust
- b. personality-based trust
- c. knowledge-based trust
- \*d. identification-based trust

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

66. Eldrick is guilty of a transgression against his boss Elin. He should respond with a(n) \_\_\_\_\_.

- \*a. apology
- b. excuse
- c. incomplete explanation
- d. denial

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

67. Which of the following is not one of the three questions to ask after a trust violation occurs?

- a. Is the trustee innocent of committing the transgression?
- \*b. Did the trustee mean well by his or her actions?
- c. Should the violation be attributed to the situation or the person?
- d. Is the personal shortcoming fixable or is it an enduring characteristic of the trustee?

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 3 Hard

Cognitive Domain: Comprehension

Question Type: MC

68. Sheila wants to influence her followers. She should know that the source of influence is \_\_\_\_\_.

- a. agreeableness
- b. intelligence
- \*c. power
- d. desire

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

69. Which of the following is not included in position power?

- a. Coercive power
- b. Reward power
- c. Legitimate power
- \*d. Referent power

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Analysis

Question Type: MC

70. The authority to punish is known as which type of power?

- a. Reward
- \*b. Coercive
- c. Expert
- d. Referent

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium  
Cognitive Domain: Knowledge  
Question Type: MC

71. The authority to provide incentives is known as which type of power?

- a. Expert
- b. Coercive
- \*c. Reward
- d. Referent

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium  
Cognitive Domain: Knowledge  
Question Type: MC

72. The authority to make a request and get a response due to the nature of the roles between two people is known as which type of power?

- a. Coercive
- \*b. Legitimate
- c. Reward
- d. Expert

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium  
Cognitive Domain: Knowledge  
Question Type: MC

73. The ability to influence others due to knowledge or a special skill set is known as which type of power?

- a. Reward
- b. Coercive
- c. Referent
- \*d. Expert

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium  
Cognitive Domain: Knowledge  
Question Type: MC

74. The ability to influence based upon others' identification with the individual and followers' desire to emulate them is known as which type of power?

- a. Coercive
- b. Legitimate

\*c. Referent

d. Expert

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Knowledge

Question Type: MC

75. Which of the following is not one of the outcomes of an influence attempts as described in the book?

a. Commitment

\*b. Regret

c. Compliance

d. Resistance

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 1 Easy

Cognitive Domain: Comprehension

Question Type: MC

76. There is a range in each individual within which orders are acceptable without conscious questioning of their authority. This is called the \_\_\_\_\_.

\*a. zone of indifference

b. zone of deference

c. zone of encouragement

d. zone of twilight

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Knowledge

Question Type: MC

77. Zone of indifference is centered on which type of power?

a. Referent

b. Coercive

\*c. Legitimate

d. Personal

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: MC

78. Which of the following is not one of the three lines of organizational power?

- a. Lines of supply
- \*b. Lines of command
- c. Lines of information
- d. Lines of supply

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Knowledge

Question Type: MC

79. Stephen read about Yukl's proactive influence tactics in his OB text. Which of the following is not among these influence tactics?

- a. Consultation
- b. Collaboration
- c. Coalition tactics
- \*d. Coercion

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

80. Paul's boss attempts to influence him using demands, threats, frequent checking, and/or persistent reminders. His boss is using which influence tactic?

- a. Apprising
- b. Ingratiation
- \*c. Pressure
- d. Exchange

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

81. Claire's boss attempts to influence her by providing relevant resources and assistance. Her boss is using which influence tactics?

- \*a. Collaboration
- b. Legitimizing tactics
- c. Consultation
- d. Rational persuasion

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

82. Which of the following outcomes are associated with perception of organizational politics?

a. Decreased job satisfaction

\*b. Lower turnover

c. Decreased performance

d. Increased anxiety and stress

Answer Location: Organizational Politics and Political Skill

Learning Objective: 2.6 Explain why political skill is important for a leader to be effective.

Difficulty Level: 3 Hard

Cognitive Domain: Comprehension

Question Type: MC

83. Gabi has an ability to effectively understand others at work and uses that knowledge to influence others to act in ways that enhance his personal objectives. Gabi is demonstrating \_\_\_\_\_.

a. humble leadership

b. mentorship

c. servant leadership

\*d. political skill

Answer Location: Organizational Politics and Political Skill

Learning Objective: 2.6 Explain why political skill is important for a leader to be effective.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

84. Kim is a leader who promotes honesty, and acts based on her moral values and beliefs. Kim is demonstrating \_\_\_\_\_.

a. humble leadership

b. servant leadership

\*c. ethical leadership

d. transformational leadership

Answer Location: Ethical Leadership

Learning Objective: 2.7 Describe ethical leadership, and explain its importance.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

85. Which of the following is not one of the four components of ethical leadership?

a. Moral sensitivity

b. Moral judgment

\*c. Moral turpitude

d. Moral motivation

Answer Location: Ethical Leadership

Learning Objective: 2.7 Describe ethical leadership, and explain its importance.

Difficulty Level: 2 Medium

Cognitive Domain: Analysis

Question Type: MC

86. David recognizes how his behavior impacts others. This is which component of ethical leadership?

\*a. Moral sensitivity

b. Moral judgment

c. Moral motivation

d. Moral action

Answer Location: Ethical Leadership

Learning Objective: 2.7 Describe ethical leadership, and explain its importance.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

87. Donna demonstrates a need to do the right thing in all circumstances. This describes which component of ethical leadership?

a. Moral sensitivity

b. Moral judgment

\*c. Moral motivation

d. Moral action

Answer Location: Ethical Leadership

Learning Objective: 2.7 Describe ethical leadership, and explain its importance.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

88. Dylan is adept at determining the right ethical decision. This describes which component of ethical leadership?

a. Moral sensitivity

\*b. Moral judgment

c. Moral motivation

d. Moral action

Answer Location: Ethical Leadership

Learning Objective: 2.7 Describe ethical leadership, and explain its importance.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

89. Pamela is deeply aware of how one thinks, and behaves and is perceived by others as being aware of her own and others' values, knowledge, and strengths. Pamela can best be described as which type of leader?

- a. Servant leader
- b. Humble leader
- c. Transactional leader
- \*d. Authentic leader

Answer Location: Ethical Leadership

Learning Objective: 2.7 Describe ethical leadership, and explain its importance.

Difficulty Level: 2 Medium

Cognitive Domain: Application

Question Type: MC

90. Which of the following is not an element of authentic leadership?

- \*a. Others focused
- b. Internalized moral perspective
- c. Relational transparency
- d. Balanced processing

Answer Location: Servant and Authentic Leadership

Learning Objective: 2.8 Compare and contrast authentic and servant leadership

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: MC

## True or False

91. Leadership and management are one and the same.

- a. True
- \*b. False

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 1 Easy

Cognitive Domain: Knowledge

Question Type: TF

92. According to Bennis, a leader maintains while a manager develops.

- a. True
- \*b. False

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: TF



93. According to Bennis a leader inspires trust.

\*a. True

b. False

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 1 Easy

Cognitive Domain: Knowledge

Question Type: TF

94. All organizations need managers, but not all organizations need leaders.

a. True

\*b. False

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 1 Easy

Cognitive Domain: Comprehension

Question Type: TF

95. According to situational leadership, a leader is the same all of the time regardless of the circumstances.

a. True

\*b. False

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: TF

96. Trust is unrelated to transactional leadership.

a. True

\*b. False

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: TF

97. John is a low performing employee. In order to improve his performance his leader may use Management-by-Exception approaches.

\*a. True

b. False

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership

Difficulty Level: 3 Hard  
Cognitive Domain: Application  
Question Type: TF

98. According to meta-analytic results, transformational behaviors are positively and significantly related performance and productivity ratings of supervisors.

\*a. True

b. False

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership

Difficulty Level: 2 Medium

Cognitive Domain: Analysis

Question Type: TF

99. One can be a transactional leader or a transformational leader, but never both.

a. True

\*b. False

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: TF

100. According to LMX, leaders treat all followers the same.

a. True

\*b. False

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 1 Easy

Cognitive Domain: Knowledge

Question Type: TF

101. Most followers are completely dependent on their boss.

a. True

\*b. False

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: TF

102. Research has shown that an effective working relationship with the boss can permeate the entire organization.

\*a. True

b. False

Answer Location: Leader-Member Exchange

Learning Objective: 2.3: Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 3 Hard

Cognitive Domain: Comprehension

Question Type: TF

103. Excuses are never a part of repairing trust.

a. True

\*b. False

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: TF

104. Power is the source of influence.

\*a. True

b. False

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: TF

105. Personal power is directly related to the position one holds.

a. True

\*b. False

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: TF

106. The servant leader is a servant first.

\*a. True

b. False

Answer Location: Servant and Authentic Leadership

Learning Objective: 2.8 Compare and contrast authentic and servant leadership.

Difficulty Level: 2 Medium

Cognitive Domain: Comprehension

Question Type: TF

## Essay

107. Discuss the differences between leaders and managers.

\*a. The manager is the day-to-day problem-solver, and the leader is focused on developing new approaches and options for the future. Leadership is about inspiring others to follow a vision. Managers are concerned with controlling the operations of the organization so things run efficiently. The manager imitates while the leader originates. The manager asks how and when; the leader asks what and why. The manager relies on control; the leader inspires trust.

Answer Location: What is Leadership?

Learning Objective: 2.1 Define leadership, and explain the difference between being a manager and being a leader.

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

108. Compare and contrast transformational and transactional leadership.

\*a. Transactional leadership refers to behaviors that motivate followers through rewards and corrective actions. Transformational leadership refers to behaviors that mobilize extra effort from followers, and emphasizes change and articulating a new vision. Leadership is a continuum with transactional leadership as the foundation upon which transformational leadership is built. Leaders with either style must develop effective working relationships with followers.

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

109. Discuss the four I's of transformational leadership.

\*a. The four I's are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence means being admired and respected by followers, and it is the core of this leadership component. Inspirational motivation means that leaders inspire others to work hard toward organizational goals by providing challenges. Intellectual stimulation occurs when leaders encourage innovation and new ideas. Individualized consideration means treating each follower as a unique person.

Answer Location: Full Range Leadership Development

Learning Objective: 2.2 Compare the elements of transactional and transformational leadership

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

110. Is LMX fair? Should leaders treat all followers alike?

\*a. Leaders treat subordinates differently based upon their unique abilities and contributions to the work group and organization. Out-group members perform their job but don't go above and beyond and don't take on extra work. In-group members not only perform their job, but also go above and beyond, taking on more work and contributing more ideas. All subordinates likely should be given the opportunity to be in the in-group, but not all subordinates desire to be in the in-group.

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

111. Discuss guidelines in managing your boss.

\*a. Managing your boss means you should try to understand your boss, understand yourself through self-assessment, and develop a compatible working relationship. It is not about flattering the boss or becoming a “pet” employee. It is a process of developing an effective working relationship based on mutual expectations.

Answer Location: Leader-Member Exchange

Learning Objective: 2.3 Illustrate the leader-member exchange (LMX) model with an example.

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

112. Discuss how the process to repair trust violations.

\*a. To repair trust violations, ask the following questions: Is the trustee innocent or guilty of committing the transgression? If innocent, offer any available exonerating information. If the trustee is guilty of the transgression, should this be attributed to the situation or to the person? If guilty, an apology should follow. If the transgression is attributed at least in part to the person, is the personal shortcoming fixable or is it an enduring characteristic of the trustee? Promises may restore trust, but this would not work if the trustee lied in the process.

Answer Location: The Importance of Trust

Learning Objective: 2.4 Explain why trust is important and how to repair it.

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

113. Discuss ways to proactively adapt to a new organization.

\*a. Ways to proactively adapt might be to seek information, to seek feedback, to manage your boss, to negotiate more job challenges, and to be positive.

Answer Location: Research in Action

Learning Objective: n/a

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

114. Compare and contrast the five sources of individual power.

\*a. The five types of power are coercive, reward, legitimate, expert, and referent power. Coercive power is the authority to punish. Reward power is the authority to provide incentives or other things valued. Legitimate power is the authority to make a request and get a response due to the nature of roles between two people. These previous three sources of power are based on the position in the organization. The following two have no relationship to their position. Expert power is the ability to influence others due to knowledge or a special skill set. Referent power is

the ability to influence based upon others' identification with the individual and followers' desire to emulate them.

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

115. Discuss differences between individual and organizational sources of power.

\*a. Individual sources of power are coercive, reward, and legitimate power. These three are position-based. Expert and referent power are not position based. Organizational sources of power include lines of supply, of information, and of support. Lines of supply: leaders bring in the things that their group needs such as materials, money, and resources such as rewards and even prestige. Lines of information: Leaders need to know what is happening in the organization that may affect their group's goals. Lines of support: Leaders need to be able to innovate to have an impact on the organization.

Answer Location: Power and Influence

Learning Objective: 2.5 Compare and contrast power and influence, and provide an example of each.

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

116. Explain why political skill is important.

\*a. Political skill is the ability to effectively understand others at work, and to use such knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives. Political skill is essential for making all of the tactics and reciprocities described in the chapter work.

Answer Location: Organizational Politics and Political Skill

Learning Objective: 2.6 Explain why political skill is important for a leader to be effective.

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS

117. Discuss negative consequences of perception of organizational politics and how to mitigate them.

\*a. Perceptions of organizational politics have been associated with decreased job satisfaction, increased anxiety and stress, increased turnover, and reduced performance. To mitigate these consequences one can develop political skill and/or consider the ethical implications of organizational politics.

Answer Location: Organizational Politics and Political Skill

Learning Objective: 2.6 Explain why political skill is important for a leader to be effective.

Difficulty Level: 3 Hard

Cognitive Domain: Analysis

Question Type: ESS