Chapter 01

The Importance of Leadership: Setting the Stage

**Multiple Choice Questions**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. | The weakest link in business and industry effectiveness is \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Technology |

|  |  |
| --- | --- |
| B.  | Tools and equipment |

|  |  |
| --- | --- |
| C.  | Physical plant and facilities |

|  |  |
| --- | --- |
| D.  | Employee skills |

|  |  |
| --- | --- |
| E.  | Leadership |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | Leadership means \_\_\_\_\_\_.

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| --- | --- |
| A.  | Adherence to performance standards |

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| --- | --- |
| B.  | Influencing the behaviors of others through ideas and deeds |

|  |  |
| --- | --- |
| C.  | Evaluating a course of action |

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| --- | --- |
| D.  | Seeking direction from others |

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| --- | --- |
| E.  | Writing and speaking effectively |

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| 3. | Ralph M. Stogdill shows the importance of social circumstance in determining leadership by contrasting qualities admired in \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ cultures.

|  |  |
| --- | --- |
| A.  | Russian; American |

|  |  |
| --- | --- |
| B.  | English; French |

|  |  |
| --- | --- |
| C.  | German; Japanese |

|  |  |
| --- | --- |
| D.  | Indian; Chinese |

|  |  |
| --- | --- |
| E.  | Egyptian; Greek |

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|  |  |  |  |  |  |  |  |  |  |  |  |
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| 4. | Satisfactions of leaders include both \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Feelings of power; personal freedom |

|  |  |
| --- | --- |
| B.  | High income; good health |

|  |  |
| --- | --- |
| C.  | Opportunity for advancement; love and admiration of friends |

|  |  |
| --- | --- |
| D.  | A chance to help others; feeling in on things |

|  |  |
| --- | --- |
| E.  | Opportunity to control resources; aesthetic experience |

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| 5. | Frustrations of leaders include both \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Conflicting goals; people problems |

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| --- | --- |
| B.  | Insufficient authority; too much power |

|  |  |
| --- | --- |
| C.  | Uncompensated work time; customer interference |

|  |  |
| --- | --- |
| D.  | Loneliness; vendor demands |

|  |  |
| --- | --- |
| E.  | Organizational politics; personal needs |

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| 6. | The successful leader cares about \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | The people; the money |

|  |  |
| --- | --- |
| B.  | The money; the time |

|  |  |
| --- | --- |
| C.  | The time; the work |

|  |  |
| --- | --- |
| D.  | The work; the people |

|  |  |
| --- | --- |
| E.  | None of these |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. | Caring leadership means \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Caring about the task to be done; caring about people |

|  |  |
| --- | --- |
| B.  | Caring about self-advancement; caring about the task to be done |

|  |  |
| --- | --- |
| C.  | Caring about the welfare of others; caring about self-advancement |

|  |  |
| --- | --- |
| D.  | Caring about the task to be done; caring about personal well-being |

|  |  |
| --- | --- |
| E.  | None of these |

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| 8. | Either by \_\_\_\_\_\_, leaders show the way and influence the behavior of others.

|  |  |
| --- | --- |
| A.  | Ideas or deeds |

|  |  |
| --- | --- |
| B.  | Humor or study |

|  |  |
| --- | --- |
| C.  | Fear or force |

|  |  |
| --- | --- |
| D.  | Books or speeches |

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| 9. | Both nature and \_\_\_\_\_\_\_ have a role in the leadership equation.

|  |  |
| --- | --- |
| A.  | Nurture |

|  |  |
| --- | --- |
| B.  | Agriculture |

|  |  |
| --- | --- |
| C.  | Water |

|  |  |
| --- | --- |
| D.  | Trees |

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| 10. | The Greek warrior Achilles led by \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Ideas |

|  |  |
| --- | --- |
| B.  | Deeds |

|  |  |
| --- | --- |
| C.  | Guile |

|  |  |
| --- | --- |
| D.  | Force |

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| 11. | The poem \_\_\_\_\_\_\_ reminds us that leadership must come from the heart.

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| --- | --- |
| A.  | "The Raven" |

|  |  |
| --- | --- |
| B.  | "Threads" |

|  |  |
| --- | --- |
| C.  | "Needles" |

|  |  |
| --- | --- |
| D.  | "The Road Not Taken" |

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| 12. | King Arthur of Camelot is to Achilles of Greece as:

|  |  |
| --- | --- |
| A.  | Southern Europe is to Northern Europe |

|  |  |
| --- | --- |
| B.  | Old is to new |

|  |  |
| --- | --- |
| C.  | Ideas are to deeds |

|  |  |
| --- | --- |
| D.  | Lost is to found |

|  |  |
| --- | --- |
| E.  | Large is to small |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. | Political leadership is to Caesar and Elizabeth as:

|  |  |
| --- | --- |
| A.  | Religious leadership is to Alexander and Joan of Arc |

|  |  |
| --- | --- |
| B.  | Economic leadership is to John Stuart Mill and Susan B. Anthony |

|  |  |
| --- | --- |
| C.  | Military leadership is to Martin Luther King and Adam Smith |

|  |  |
| --- | --- |
| D.  | None of these |

|  |  |
| --- | --- |
| E.  | All of these |

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| 14. | Leaders as teachers include:

|  |  |
| --- | --- |
| A.  | Rumi and Yoritomo |

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| --- | --- |
| B.  | Aquinas and Watt |

|  |  |
| --- | --- |
| C.  | Confucius and Plato |

|  |  |
| --- | --- |
| D.  | Hippocrates and Saladin |

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| --- | --- |
| E.  | None of these |

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| 15. | The 66th Edition of Who's Who in America contains entries for:

|  |  |
| --- | --- |
| A.  | more than 90,000 people |

|  |  |
| --- | --- |
| B.  | 78,000 people |

|  |  |
| --- | --- |
| C.  | 47,500 people |

|  |  |
| --- | --- |
| D.  | 22,000 people |

|  |  |
| --- | --- |
| E.  | None of these |

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| 16. | Rosa Parks provided leadership in the area of:

|  |  |
| --- | --- |
| A.  | Economic theory |

|  |  |
| --- | --- |
| B.  | Art appreciation |

|  |  |
| --- | --- |
| C.  | Science and technology |

|  |  |
| --- | --- |
| D.  | Civil rights |

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| --- | --- |
| E.  | Religious thought |

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| 17. | Thomas Carlyle taught a conception of leadership based upon:

|  |  |
| --- | --- |
| A.  | The great man theory |

|  |  |
| --- | --- |
| B.  | The melting pot theory |

|  |  |
| --- | --- |
| C.  | Social interaction theory |

|  |  |
| --- | --- |
| D.  | Acquired competency theory |

|  |  |
| --- | --- |
| E.  | None of these |

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| 18. | Ralph M. Stogdill identifies individual traits that correlate positively with leadership. These include:

|  |  |
| --- | --- |
| A.  | Intelligence, hand strength, size, birth order |

|  |  |
| --- | --- |
| B.  | Height, gender, age, experience |

|  |  |
| --- | --- |
| C.  | Education, ability, aggressiveness, cunning |

|  |  |
| --- | --- |
| D.  | Responsibility, vigor, venturesomeness, self-confidence |

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| --- | --- |
| E.  | Training, motivation, need-deficiency, skill |

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| 19. | The influence of environmental factors and individual qualities in determining leadership effectiveness is shown in studies by:

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| --- | --- |
| A.  | Biologist Richard Borowsky |

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| --- | --- |
| B.  | Economist Paul Samuelson |

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| --- | --- |
| C.  | Psychologist B.F. Skinner |

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| --- | --- |
| D.  | Anthropologist Margaret Mead |

|  |  |
| --- | --- |
| E.  | None of these |

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| 20. | Most cited places where American leaders say they learn to lead are:

|  |  |
| --- | --- |
| A.  | Business, industry, government |

|  |  |
| --- | --- |
| B.  | Television, films, print-media |

|  |  |
| --- | --- |
| C.  | Experience, examples, education |

|  |  |
| --- | --- |
| D.  | Mistakes and failures |

|  |  |
| --- | --- |
| E.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. | The qualities American workers want most in a leader are:

|  |  |
| --- | --- |
| A.  | Integrity, job knowledge, people-building skills |

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| --- | --- |
| B.  | Time, attention, consideration |

|  |  |
| --- | --- |
| C.  | Experience, skill, commitment |

|  |  |
| --- | --- |
| D.  | Respect, understanding, encouragement |

|  |  |
| --- | --- |
| E.  | Technical expertise, task-orientation, support |

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| 22. | The central message of Theodore Roosevelt's passage on caring leadership is:

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| A.  | The one who cares too much will surely fail |

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| --- | --- |
| B.  | Better to have tried and failed than to have never tried at all |

|  |  |
| --- | --- |
| C.  | Victory belongs to the strongest |

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| --- | --- |
| D.  | Victory and defeat are the opposite sides of the same coin |

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| --- | --- |
| E.  | None of these |

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| 23. | Jan Carlzon, former CEO of Scandinavian Airlines, states that the path to success begins in the:

|  |  |
| --- | --- |
| A.  | Business plan |

|  |  |
| --- | --- |
| B.  | Heart |

|  |  |
| --- | --- |
| C.  | Product development |

|  |  |
| --- | --- |
| D.  | Financial record |

|  |  |
| --- | --- |
| E.  | None of these |

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| 24. | The central message of the poem "Threads" is that the leader must:

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| --- | --- |
| A.  | Learn to sew the threads of a business together |

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| --- | --- |
| B.  | Care about the well being of others |

|  |  |
| --- | --- |
| C.  | Thread personal life into work life for greatest success |

|  |  |
| --- | --- |
| D.  | As you sew, so you reap |

|  |  |
| --- | --- |
| E.  | None of these |

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| 25. | Karl Marx observed:

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| A.  | The Russians and Chinese will dominate the world |

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| --- | --- |
| B.  | An intelligent individual has a well-developed sense of humor |

|  |  |
| --- | --- |
| C.  | The Communists doctrine is doomed to failure |

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| --- | --- |
| D.  | Capitalist ideals constitute proven principles for social well-being |

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| E.  | The manner in which a society does its work shapes most things a society believes and does |

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| 26. | Distilled to its essence, leadership is:

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| --- | --- |
| A.  | Planning, organizing, and controlling the work of the organization |

|  |  |
| --- | --- |
| B.  | Organizing the organization to fulfill its potential |

|  |  |
| --- | --- |
| C.  | Planning the future and tracking progress |

|  |  |
| --- | --- |
| D.  | Establishing direction, aligning people and resources, and energizing people to achieve success |

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| 27. | The three basic types of leaders are:

|  |  |
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| A.  | Heroes, rulers, and teachers |

|  |  |
| --- | --- |
| B.  | Democrats, Republicans, and Independents |

|  |  |
| --- | --- |
| C.  | Progressives, traditionalists, and moderates |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | Ruler-type leaders include:

|  |  |
| --- | --- |
| A.  | Buddha, Marx, and Aristotle |

|  |  |
| --- | --- |
| B.  | Newton, Michelangelo, and Edison |

|  |  |
| --- | --- |
| C.  | Elizabeth I, Napoleon, and Washington |

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| 29. | Leadership is present:

|  |  |
| --- | --- |
| A.  | In all areas of society and at all levels of responsibility |

|  |  |
| --- | --- |
| B.  | Only in upper management of Fortune 500 companies |

|  |  |
| --- | --- |
| C.  | In the corporate world and higher levels of government only |

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| --- | --- |
| D.  | Nowhere. It is an outdated concept as we approach the next millennium |

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| 30. | The primary purpose of management is to \_\_\_\_\_\_; The primary function of leadership is to \_\_\_\_\_\_.

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| --- | --- |
| A.  | make policy; implement policy |

|  |  |
| --- | --- |
| B.  | establish rules; enforce rules |

|  |  |
| --- | --- |
| C.  | provide order and consistency; produce change and movement |

|  |  |
| --- | --- |
| D.  | None of these |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | John W. Gardner identifies the \_\_\_\_\_\_\_ in which his own leadership abilities emerged to be his experience as a(n) \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | vortex; professor |

|  |  |
| --- | --- |
| B.  | box; athlete |

|  |  |
| --- | --- |
| C.  | crucible; marine |

|  |  |
| --- | --- |
| D.  | School; executive |

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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | Management involves \_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, first identified by \_\_\_\_\_\_\_.

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| --- | --- |
| A.  | ideas; actions; organization; results; John Kotter |

|  |  |
| --- | --- |
| B.  | thoughts; feelings; inputs; outputs; John Gardner |

|  |  |
| --- | --- |
| C.  | planning; organizing; directing; controlling; Henri Fayol |

|  |  |
| --- | --- |
| D.  | data gathering; making decisions; follow through; Ralph Stogdill |

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**Matching Questions**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 33. | Match the items below with their descriptions:

|  |  |  |
| --- | --- | --- |
| 1. commitment to a task, concern for people  |      means of leadership  |   \_\_\_\_  |
| 2. establishing a direction, aligning people and resources, and energizing people to accomplish results  |      satisfactions of leaders  |   \_\_\_\_  |
| 3. uncompensated work time, too many headaches, loneliness  |      elements of caring leadership  |   \_\_\_\_  |
| 4. teachers, heroes, rulers  |      essence of leadership  |   \_\_\_\_  |
| 5. ideas and deeds  |      determinants of leadership  |   \_\_\_\_  |
| 6. feeling of power and prestige, a chance to help others, high income  |      frustrations of leaders  |   \_\_\_\_  |
| 7. integrity, job knowledge, people-building skills  |      types of leaders  |   \_\_\_\_  |
| 8. experience, example, books and school  |      where people learn to lead  |   \_\_\_\_  |
| 9. qualities of the individual, environmental factors  |      what people want in a leader  |   \_\_\_\_  |

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Chapter 01 The Importance of Leadership: Setting the Stage Answer Key

**Multiple Choice Questions**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | The weakest link in business and industry effectiveness is \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Technology |

|  |  |
| --- | --- |
| B.  | Tools and equipment |

|  |  |
| --- | --- |
| C.  | Physical plant and facilities |

|  |  |
| --- | --- |
| D.  | Employee skills |

|  |  |
| --- | --- |
| **E.**  | Leadership |

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|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | Leadership means \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Adherence to performance standards |

|  |  |
| --- | --- |
| **B.**  | Influencing the behaviors of others through ideas and deeds |

|  |  |
| --- | --- |
| C.  | Evaluating a course of action |

|  |  |
| --- | --- |
| D.  | Seeking direction from others |

|  |  |
| --- | --- |
| E.  | Writing and speaking effectively |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | Ralph M. Stogdill shows the importance of social circumstance in determining leadership by contrasting qualities admired in \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ cultures.

|  |  |
| --- | --- |
| A.  | Russian; American |

|  |  |
| --- | --- |
| B.  | English; French |

|  |  |
| --- | --- |
| C.  | German; Japanese |

|  |  |
| --- | --- |
| D.  | Indian; Chinese |

|  |  |
| --- | --- |
| **E.**  | Egyptian; Greek |

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|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. | Satisfactions of leaders include both \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Feelings of power; personal freedom |

|  |  |
| --- | --- |
| B.  | High income; good health |

|  |  |
| --- | --- |
| C.  | Opportunity for advancement; love and admiration of friends |

|  |  |
| --- | --- |
| **D.**  | A chance to help others; feeling in on things |

|  |  |
| --- | --- |
| E.  | Opportunity to control resources; aesthetic experience |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | Frustrations of leaders include both \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

|  |  |
| --- | --- |
| **A.**  | Conflicting goals; people problems |

|  |  |
| --- | --- |
| B.  | Insufficient authority; too much power |

|  |  |
| --- | --- |
| C.  | Uncompensated work time; customer interference |

|  |  |
| --- | --- |
| D.  | Loneliness; vendor demands |

|  |  |
| --- | --- |
| E.  | Organizational politics; personal needs |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. | The successful leader cares about \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | The people; the money |

|  |  |
| --- | --- |
| B.  | The money; the time |

|  |  |
| --- | --- |
| C.  | The time; the work |

|  |  |
| --- | --- |
| **D.**  | The work; the people |

|  |  |
| --- | --- |
| E.  | None of these |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. | Caring leadership means \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

|  |  |
| --- | --- |
| **A.**  | Caring about the task to be done; caring about people |

|  |  |
| --- | --- |
| B.  | Caring about self-advancement; caring about the task to be done |

|  |  |
| --- | --- |
| C.  | Caring about the welfare of others; caring about self-advancement |

|  |  |
| --- | --- |
| D.  | Caring about the task to be done; caring about personal well-being |

|  |  |
| --- | --- |
| E.  | None of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. | Either by \_\_\_\_\_\_, leaders show the way and influence the behavior of others.

|  |  |
| --- | --- |
| **A.**  | Ideas or deeds |

|  |  |
| --- | --- |
| B.  | Humor or study |

|  |  |
| --- | --- |
| C.  | Fear or force |

|  |  |
| --- | --- |
| D.  | Books or speeches |

 |

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| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. | Both nature and \_\_\_\_\_\_\_ have a role in the leadership equation.

|  |  |
| --- | --- |
| **A.**  | Nurture |

|  |  |
| --- | --- |
| B.  | Agriculture |

|  |  |
| --- | --- |
| C.  | Water |

|  |  |
| --- | --- |
| D.  | Trees |

 |

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| *Level: 2 Medium* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. | The Greek warrior Achilles led by \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | Ideas |

|  |  |
| --- | --- |
| **B.**  | Deeds |

|  |  |
| --- | --- |
| C.  | Guile |

|  |  |
| --- | --- |
| D.  | Force |

 |

|  |
| --- |
| *Level: 2 Medium* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. | The poem \_\_\_\_\_\_\_ reminds us that leadership must come from the heart.

|  |  |
| --- | --- |
| A.  | "The Raven" |

|  |  |
| --- | --- |
| **B.**  | "Threads" |

|  |  |
| --- | --- |
| C.  | "Needles" |

|  |  |
| --- | --- |
| D.  | "The Road Not Taken" |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. | King Arthur of Camelot is to Achilles of Greece as:

|  |  |
| --- | --- |
| A.  | Southern Europe is to Northern Europe |

|  |  |
| --- | --- |
| B.  | Old is to new |

|  |  |
| --- | --- |
| **C.**  | Ideas are to deeds |

|  |  |
| --- | --- |
| D.  | Lost is to found |

|  |  |
| --- | --- |
| E.  | Large is to small |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. | Political leadership is to Caesar and Elizabeth as:

|  |  |
| --- | --- |
| A.  | Religious leadership is to Alexander and Joan of Arc |

|  |  |
| --- | --- |
| B.  | Economic leadership is to John Stuart Mill and Susan B. Anthony |

|  |  |
| --- | --- |
| C.  | Military leadership is to Martin Luther King and Adam Smith |

|  |  |
| --- | --- |
| **D.**  | None of these |

|  |  |
| --- | --- |
| E.  | All of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. | Leaders as teachers include:

|  |  |
| --- | --- |
| A.  | Rumi and Yoritomo |

|  |  |
| --- | --- |
| B.  | Aquinas and Watt |

|  |  |
| --- | --- |
| **C.**  | Confucius and Plato |

|  |  |
| --- | --- |
| D.  | Hippocrates and Saladin |

|  |  |
| --- | --- |
| E.  | None of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15. | The 66th Edition of Who's Who in America contains entries for:

|  |  |
| --- | --- |
| A.  | more than 90,000 people |

|  |  |
| --- | --- |
| B.  | 78,000 people |

|  |  |
| --- | --- |
| C.  | 47,500 people |

|  |  |
| --- | --- |
| D.  | 22,000 people |

|  |  |
| --- | --- |
| **E.**  | None of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. | Rosa Parks provided leadership in the area of:

|  |  |
| --- | --- |
| A.  | Economic theory |

|  |  |
| --- | --- |
| B.  | Art appreciation |

|  |  |
| --- | --- |
| C.  | Science and technology |

|  |  |
| --- | --- |
| **D.**  | Civil rights |

|  |  |
| --- | --- |
| E.  | Religious thought |

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|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. | Thomas Carlyle taught a conception of leadership based upon:

|  |  |
| --- | --- |
| **A.**  | The great man theory |

|  |  |
| --- | --- |
| B.  | The melting pot theory |

|  |  |
| --- | --- |
| C.  | Social interaction theory |

|  |  |
| --- | --- |
| D.  | Acquired competency theory |

|  |  |
| --- | --- |
| E.  | None of these |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18. | Ralph M. Stogdill identifies individual traits that correlate positively with leadership. These include:

|  |  |
| --- | --- |
| A.  | Intelligence, hand strength, size, birth order |

|  |  |
| --- | --- |
| B.  | Height, gender, age, experience |

|  |  |
| --- | --- |
| C.  | Education, ability, aggressiveness, cunning |

|  |  |
| --- | --- |
| **D.**  | Responsibility, vigor, venturesomeness, self-confidence |

|  |  |
| --- | --- |
| E.  | Training, motivation, need-deficiency, skill |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. | The influence of environmental factors and individual qualities in determining leadership effectiveness is shown in studies by:

|  |  |
| --- | --- |
| **A.**  | Biologist Richard Borowsky |

|  |  |
| --- | --- |
| B.  | Economist Paul Samuelson |

|  |  |
| --- | --- |
| C.  | Psychologist B.F. Skinner |

|  |  |
| --- | --- |
| D.  | Anthropologist Margaret Mead |

|  |  |
| --- | --- |
| E.  | None of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. | Most cited places where American leaders say they learn to lead are:

|  |  |
| --- | --- |
| A.  | Business, industry, government |

|  |  |
| --- | --- |
| B.  | Television, films, print-media |

|  |  |
| --- | --- |
| **C.**  | Experience, examples, education |

|  |  |
| --- | --- |
| D.  | Mistakes and failures |

|  |  |
| --- | --- |
| E.  | None of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. | The qualities American workers want most in a leader are:

|  |  |
| --- | --- |
| **A.**  | Integrity, job knowledge, people-building skills |

|  |  |
| --- | --- |
| B.  | Time, attention, consideration |

|  |  |
| --- | --- |
| C.  | Experience, skill, commitment |

|  |  |
| --- | --- |
| D.  | Respect, understanding, encouragement |

|  |  |
| --- | --- |
| E.  | Technical expertise, task-orientation, support |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. | The central message of Theodore Roosevelt's passage on caring leadership is:

|  |  |
| --- | --- |
| A.  | The one who cares too much will surely fail |

|  |  |
| --- | --- |
| **B.**  | Better to have tried and failed than to have never tried at all |

|  |  |
| --- | --- |
| C.  | Victory belongs to the strongest |

|  |  |
| --- | --- |
| D.  | Victory and defeat are the opposite sides of the same coin |

|  |  |
| --- | --- |
| E.  | None of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. | Jan Carlzon, former CEO of Scandinavian Airlines, states that the path to success begins in the:

|  |  |
| --- | --- |
| A.  | Business plan |

|  |  |
| --- | --- |
| **B.**  | Heart |

|  |  |
| --- | --- |
| C.  | Product development |

|  |  |
| --- | --- |
| D.  | Financial record |

|  |  |
| --- | --- |
| E.  | None of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. | The central message of the poem "Threads" is that the leader must:

|  |  |
| --- | --- |
| A.  | Learn to sew the threads of a business together |

|  |  |
| --- | --- |
| **B.**  | Care about the well being of others |

|  |  |
| --- | --- |
| C.  | Thread personal life into work life for greatest success |

|  |  |
| --- | --- |
| D.  | As you sew, so you reap |

|  |  |
| --- | --- |
| E.  | None of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. | Karl Marx observed:

|  |  |
| --- | --- |
| A.  | The Russians and Chinese will dominate the world |

|  |  |
| --- | --- |
| B.  | An intelligent individual has a well-developed sense of humor |

|  |  |
| --- | --- |
| C.  | The Communists doctrine is doomed to failure |

|  |  |
| --- | --- |
| D.  | Capitalist ideals constitute proven principles for social well-being |

|  |  |
| --- | --- |
| **E.**  | The manner in which a society does its work shapes most things a society believes and does |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. | Distilled to its essence, leadership is:

|  |  |
| --- | --- |
| A.  | Planning, organizing, and controlling the work of the organization |

|  |  |
| --- | --- |
| B.  | Organizing the organization to fulfill its potential |

|  |  |
| --- | --- |
| C.  | Planning the future and tracking progress |

|  |  |
| --- | --- |
| **D.**  | Establishing direction, aligning people and resources, and energizing people to achieve success |

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|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 27. | The three basic types of leaders are:

|  |  |
| --- | --- |
| **A.**  | Heroes, rulers, and teachers |

|  |  |
| --- | --- |
| B.  | Democrats, Republicans, and Independents |

|  |  |
| --- | --- |
| C.  | Progressives, traditionalists, and moderates |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | Ruler-type leaders include:

|  |  |
| --- | --- |
| A.  | Buddha, Marx, and Aristotle |

|  |  |
| --- | --- |
| B.  | Newton, Michelangelo, and Edison |

|  |  |
| --- | --- |
| **C.**  | Elizabeth I, Napoleon, and Washington |

 |

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| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. | Leadership is present:

|  |  |
| --- | --- |
| **A.**  | In all areas of society and at all levels of responsibility |

|  |  |
| --- | --- |
| B.  | Only in upper management of Fortune 500 companies |

|  |  |
| --- | --- |
| C.  | In the corporate world and higher levels of government only |

|  |  |
| --- | --- |
| D.  | Nowhere. It is an outdated concept as we approach the next millennium |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. | The primary purpose of management is to \_\_\_\_\_\_; The primary function of leadership is to \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | make policy; implement policy |

|  |  |
| --- | --- |
| B.  | establish rules; enforce rules |

|  |  |
| --- | --- |
| **C.**  | provide order and consistency; produce change and movement |

|  |  |
| --- | --- |
| D.  | None of these |

 |

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| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | John W. Gardner identifies the \_\_\_\_\_\_\_ in which his own leadership abilities emerged to be his experience as a(n) \_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | vortex; professor |

|  |  |
| --- | --- |
| B.  | box; athlete |

|  |  |
| --- | --- |
| **C.**  | crucible; marine |

|  |  |
| --- | --- |
| D.  | School; executive |

 |

|  |
| --- |
| *Level: 2 Medium* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | Management involves \_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, first identified by \_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| A.  | ideas; actions; organization; results; John Kotter |

|  |  |
| --- | --- |
| B.  | thoughts; feelings; inputs; outputs; John Gardner |

|  |  |
| --- | --- |
| **C.**  | planning; organizing; directing; controlling; Henri Fayol |

|  |  |
| --- | --- |
| D.  | data gathering; making decisions; follow through; Ralph Stogdill |

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|  |
| --- |
| *Level: 2 Medium* |

**Matching Questions**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. | Match the items below with their descriptions:

|  |  |  |
| --- | --- | --- |
| 1. commitment to a task, concern for people  |      means of leadership  |   **5**  |
| 2. establishing a direction, aligning people and resources, and energizing people to accomplish results  |      satisfactions of leaders  |   **6**  |
| 3. uncompensated work time, too many headaches, loneliness  |      elements of caring leadership  |   **1**  |
| 4. teachers, heroes, rulers  |      essence of leadership  |   **2**  |
| 5. ideas and deeds  |      determinants of leadership  |   **9**  |
| 6. feeling of power and prestige, a chance to help others, high income  |      frustrations of leaders  |   **3**  |
| 7. integrity, job knowledge, people-building skills  |      types of leaders  |   **4**  |
| 8. experience, example, books and school  |      where people learn to lead  |   **8**  |
| 9. qualities of the individual, environmental factors  |      what people want in a leader  |   **7**  |

 |

|  |
| --- |
| *Level: 3 Difficult* |