

12

1. Leadership is the use of power and influence to direct the activities of followers toward goal attainment.
True False
2. The low quality exchange dyad, in the leader-member exchange theory, forms the leader's ingroup and is characterized by higher levels of trust, respect, and obligation.
True False
3. After a century of research, leadership scholars now acknowledge that there is little in the way of a generalizable profile of effective leaders from a trait perspective.
True False
4. With a consultative style of decision making, a leader is more a facilitator than a decision maker.
True False
5. Leaders who are high on initiating structure create a climate of good rapport and strong, two-way communication and exhibit a deep concern for the welfare of employees.
True False
6. The Ohio State studies argued that initiating structure and consideration were independent concepts, meaning that leaders could be high on both, low on both or high on one and low on the other.
True False
7. The life cycle model is also called the situational model of leadership.
True False
8. Transformational leadership represents the "carrot-and-stick" approach to leadership, with management-by-exception providing the "sticks" and contingent reward supplying the "carrots."
True False
9. Transformational leadership is more strongly related to unit-focused measures of leadership effectiveness than most other leadership forms.
True False
10. Transformational leadership has no effect on continuance commitment.
True False
11. Most leaders can judge their performance by pointing to changes in stock price.
True False
12. Leaders cannot be judged by objective evaluations of unit performance.
True False
13. Traits are more predictive of leader effectiveness than they are of leader emergence.
True False
14. Trait-leadership correlations are strong in magnitude, particularly when leader effectiveness serves as the outcome.
True False
15. The focus on leader traits holds more practical relevance than a focus on leader's actions.
True False
16. With an autocratic style, the employees are asked to generate or evaluate potential solutions.
True False

17. There is one decision-making style that is effective across all situations.
True False
18. Making the correct decision is the ultimate means of judging a leader.
True False
19. The time-driven model of leadership suggests that the focus should shift away from autocratic, consultative, facilitative, and delegative situations to autocratic, consultative, facilitative, and delegative leaders.
True False
20. The leader-member exchange theory argues that the optimal combination of initiating structure and consideration depends on the readiness of the employees in the work unit.
True False
21. As employees gain more ability, guidance and direction by the leader become more necessary.
True False
22. Life cycle theory has been incorporated in about 80% of Fortune 500 firms.
True False
23. Although the scientific validity of the life cycle theory remains in question, its predictions often play out in professional sports.
True False
24. Transactional leadership is viewed as a more motivational approach to leadership than other managerial approaches.
True False
25. Laissez-faire leadership is a hands-off leadership style.
True False
26. Genes influence the personality traits that give rise to charisma.
True False
27. Inspirational motivation is represented by statements like: "The leader spends time teaching and coaching."
True False
28. Transformational leadership is more strongly related to unit-focused measures of leadership effectiveness than most other leadership forms.
True False
29. Transformational leadership does not affect the job performance of the employees who report to the leader.
True False
30. Employees with transformational leaders tend to have higher levels of task performance.
True False
31. Leadership training programs often focus on very specific issues, like being a more effective mentor.
True False
32. Dr. Christian Vandenberghe of HEC in Montreal, studies how leaders' actions affect employee commitment.
True False

33. During which phase of the leader-member exchange theory does a manager describe role expectations to an employee, with the employee attempting to fulfill those expectations with his/her job behaviours?
- A. role taking
 - B. role selling
 - C. participating
 - D. role making
 - E. readiness role
34. During the _____ phase of the leader-member exchange theory, the employees' own expectations for the dyad get mixed in with those of the leader.
- A. role taking
 - B. role selling
 - C. participating
 - D. role making
 - E. readiness role
35. Two general types of leader-member dyads, according to the leader-member exchange theory, are
- A. role taking and role selling
 - B. high-quality exchange and low-quality exchange
 - C. intrinsic and extrinsic
 - D. role making and role selling
 - E. none of these
36. In the leader-member exchange theory, the _____ dyad is marked by the frequent exchange of information, influence, latitude, support, and attention.
- A. role taking
 - B. low-quality exchange
 - C. intrinsic
 - D. high-quality exchange
 - E. extrinsic
37. In the leader-member exchange theory, the low-quality exchange dyad forms the leader's
- A. outgroup
 - B. emergence
 - C. ingroup
 - D. readiness
 - E. time-driven style
38. The degree to which the leader's actions result in the achievement of the unit's goals, the continued commitment of the unit's employees, and the development of mutual trust, respect, and obligation in leader-member dyads refers to
- A. outgroup readiness
 - B. leader effectiveness
 - C. ingroup readiness
 - D. life cycle theory of leadership
 - E. management-by exception
39. Which theories of leadership suggested that leaders are born, not made?
- A. Leader-member exchange theories
 - B. Ohio State Studies of Leadership
 - C. Transformational theories of leadership
 - D. Life cycle theory of leadership
 - E. Great person theories of leadership

40. According to research, traits are more predictive of
- A. leader-member exchange
 - B. leader effectiveness
 - C. leader emergence
 - D. leadership life cycle
 - E. none of these
41. _____ refers to the notion of who becomes a leader rather than how well people do in a leadership role.
- A. Leader-member exchange
 - B. Leader effectiveness
 - C. Leader emergence
 - D. Leader substitutes
 - E. None of these
42. All of these traits/characteristics are linked to leader emergence except
- A. low agreeableness
 - B. high general cognitive ability
 - C. high extraversion
 - D. low neuroticism
 - E. high openness to experience
43. All of these traits/characteristics are linked to leader effectiveness except
- A. high conscientiousness
 - B. high general cognitive ability
 - C. high extraversion
 - D. high stress tolerance
 - E. high openness to experience
44. Which of these traits/characteristics is linked to leader effectiveness?
- A. Low agreeableness
 - B. High conscientiousness
 - C. High introversion
 - D. Low neuroticism
 - E. High openness to experience
45. Which of these would be classified as the highest leader control decision-making style?
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative
46. Which of these would be classified as the highest follower control decision-making style?
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative
47. Which of the following is not a leader decision-making style that is discussed in the chapter?
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative

48. As a manager, Ron has always made all the decision necessary for his department alone without asking for the opinions or suggestions of the employees involved. Ron can be described as having which of these decision making styles?
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative
49. Samantha is the department manager at Trak-Pak Clothing, Inc. Every time a problem emerges, Samantha calls the department meeting and presents the problem to her team. She gathers their opinions and suggestions and then with all the information, she makes the final decision. She feels this is the best way to make decisions. Samantha can be described as having which of these decision making styles?
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative
50. With a(n) _____ decision making style, employees do "have a say" in the process but the ultimate authority still rests with the leader.
- A. Delegative
 - B. Negotiative
 - C. Consultative
 - D. Facilitative
 - E. Autocratic
51. Zach is a quality control manager at Fresh Mints International. Any time a problem arises and a decision needs to be made, he believes in getting his people involved. He would present the problem to his employees and seek consensus on a solution. He insists in these problem solving meetings that his opinion or suggestions carry no more weight than anyone else's. Zach can be described as having which of these decision making styles?
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative
52. With a(n) _____ decision making style, the leader gives an individual employee or a group of employees the responsibility for making the decision within some set of specified boundary conditions.
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative
53. In which style of decision making does the leader play no role in deliberations unless asked?
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative

54. According to research studies, allowing employees to participate in decision making
- A. increases their job satisfaction
 - B. has a moderately negative effect on their job satisfaction
 - C. has no impact on their job satisfaction
 - D. decreases their job satisfaction
 - E. none of these
55. According to one recent study, employees spend, on average, _____ hours a week in scheduled meetings and that time spent on meeting was _____ to job satisfaction when employees didn't depend on others in their jobs, were focused on their own task accomplishments, and felt that meetings were run ineffectively.
- A. 11; positively related
 - B. 6; negatively related
 - C. 2-3; moderately positively related
 - D. 17.5; neutral in relation
 - E. 12-15; negatively related
56. All of these factors are included in the time-driven model of leadership except
- A. importance of commitment
 - B. shared objectives
 - C. decision significance
 - D. teamwork skills
 - E. contingent reward
57. Which of these factors is included in the time-driven model of leadership?
- A. Intellectual stimulation
 - B. Shared objectives
 - C. Idealized influence
 - D. Individual personality
 - E. Contingent reward
58. In the time-driven model of leadership, which style is reserved for decisions that are insignificant or where employee commitment is unimportant or when the leader's expertise is high and the leader is trusted?
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative
59. In the time-driven model of leadership, which style is reserved for circumstances in which the decision is significant, employees have strong teamwork skills and relevant expertise, and employees aren't likely to just commit to whatever decision the leader makes?
- A. Consultative
 - B. Autocratic
 - C. Delegative
 - D. Facilitative
 - E. Negotiative
60. According to research, managers tend to choose the style recommended by the time-driven model of leadership around _____ percent of the time.
- A. 66
 - B. 25
 - C. 12
 - D. 31
 - E. 40

61. According to the studies at Ohio State in the 1950s, the two leader behaviour dimensions identified were
- A. initiating structure and consideration
 - B. telling and selling
 - C. participating and delegating
 - D. intrinsic and extrinsic
 - E. transformational and transactional
62. Which of these reflects the extent to which the leader defines and structures the roles of employees in pursuit of goal attainment?
- A. Initiating structure
 - B. Selling style
 - C. Consideration structure
 - D. Delegating structure
 - E. Transformational structure
63. Ellen, as a manager, has always been driven by scheduling, directing group activities, planning, and trying out new ideas. For her, meeting deadlines is critical and she always gives explicit standards of performance. Ellen can be described as high on which of these?
- A. Transformation
 - B. Delegating
 - C. Consideration
 - D. Participating
 - E. Initiating structure
64. Which of these reflects the extent to which leaders create job relationships characterized by mutual trust, respect for employee ideas, and thoughtfulness of employee feelings?
- A. Transformation
 - B. Delegating
 - C. Consideration
 - D. Participating
 - E. Initiating structure
65. Linda has a deep concern for the welfare of her employees and she has established a strong, two-way communication with them. Linda can be described as a manager high on which of these?
- A. Telling
 - B. Autocratic style
 - C. Consideration
 - D. Selling
 - E. Initiating structure
66. All of these behaviours, according to the studies at Ohio State, are consideration behaviours except
- A. Representation
 - B. Integration
 - C. Recognition
 - D. Organization
 - E. Membership
67. Originating, facilitating, and sometimes resisting new ideas and practices describe which of these initiating structure behaviours?
- A. Initiation
 - B. Production
 - C. Recognition
 - D. Organization
 - E. Membership

68. Defining and structuring work, clarifying leader versus member roles, and coordinating employee tasks describe which of these initiating structure behaviours?
- A. Initiation
 - B. Production
 - C. Recognition
 - D. Organization
 - E. Membership
69. Setting goals and providing incentives for the effort and productivity of employees describe which of these initiating structure behaviours?
- A. Initiation
 - B. Production
 - C. Recognition
 - D. Organization
 - E. Membership
70. Mixing with employees, stressing informal interactions, and exchanging personal services describe which of these consideration behaviours?
- A. Integration
 - B. Representation
 - C. Recognition
 - D. Communication
 - E. Membership
71. Encouraging a pleasant atmosphere, reducing conflict, and promoting individual adjustment to the group describe which of these consideration behaviours?
- A. Integration
 - B. Representation
 - C. Recognition
 - D. Communication
 - E. Membership
72. Expressing approval or disapproval of the behaviours of employees describes which of these consideration behaviours?
- A. Integration
 - B. Representation
 - C. Recognition
 - D. Communication
 - E. Membership
73. Acting on behalf of the group, defending the group, and advancing the interests of the group describe which of these consideration behaviours?
- A. Integration
 - B. Representation
 - C. Recognition
 - D. Communication
 - E. Membership
74. Which theory is also referred to as the situational model of leadership?
- A. Transformational leadership theory
 - B. Autocratic leadership style
 - C. Life Cycle Theory of Leadership
 - D. Time-Driven Model of Leadership
 - E. Herzberg's Two-factor Theory

75. _____ is broadly defined as the degree to which employees have the ability and the willingness to accomplish their specific tasks.
- A. Idealized influence
 - B. Management by exception
 - C. Individualized consideration
 - D. Readiness
 - E. None of these
76. According to the life cycle theory of leadership, an unable and unwilling employee is at which level of readiness?
- A. R1
 - B. R2
 - C. R3
 - D. R4
 - E. None of these
77. According to the life cycle theory of leadership, an employee at R2 readiness level can be described as which of these?
- A. Able and willing
 - B. Unable and unwilling
 - C. Able but unwilling
 - D. Unable but willing
 - E. None of these
78. According to the life cycle theory of leadership, an able and willing employee is at which level of readiness?
- A. R1
 - B. R2
 - C. R3
 - D. R4
 - E. None of these
79. According to the life cycle theory of leadership, an employee at R3 readiness level can be described as which of these?
- A. Able and willing
 - B. Unable and unwilling
 - C. Able but unwilling
 - D. Unable but willing
 - E. None of these
80. According to the life cycle theory of leadership, an employee at R1 readiness level can optimally be matched with which of these leader behaviours?
- A. Delegating
 - B. Telling
 - C. Selling
 - D. Participating
 - E. Negotiating
81. According to the life cycle theory of leadership, an employee at R2 readiness level can optimally be matched with which of these leader behaviours?
- A. Delegating
 - B. Telling
 - C. Selling
 - D. Participating
 - E. Negotiating

82. According to the life cycle theory of leadership, an employee at R3 readiness level can optimally be matched with which of these leader behaviours?
- A. Delegating
 - B. Telling
 - C. Selling
 - D. Participating
 - E. Negotiating
83. According to the life cycle theory of leadership, an employee at R4 readiness level can optimally be matched with which of these leader behaviours?
- A. Delegating
 - B. Telling
 - C. Selling
 - D. Participating
 - E. Negotiating
84. According to the life cycle theory of leadership, "telling" leader behaviour comprises _____ initiating structure and _____ consideration.
- A. high; low
 - B. low; high
 - C. low; low
 - D. high; high
 - E. moderate; moderate
85. According to the life cycle theory of leadership, "selling" leader behaviour comprises _____ initiating structure and _____ consideration.
- A. high; low
 - B. low; high
 - C. low; low
 - D. high; high
 - E. moderate; moderate
86. According to the life cycle theory of leadership, "participating" leader behaviour comprises _____ initiating structure and _____ consideration.
- A. high; low
 - B. low; high
 - C. low; low
 - D. high; high
 - E. moderate; moderate
87. According to the life cycle theory of leadership, "delegating" leader behaviour comprises _____ initiating structure and _____ consideration.
- A. high; low
 - B. low; high
 - C. low; low
 - D. high; high
 - E. moderate; moderate
88. In _____ leader behaviour, according to the life cycle theory of leadership, the leader provides specific instructions and closely supervises performance. The guidance and direction from the leader are necessary in the absence of employee ability, motivation, or confidence.
- A. delegating
 - B. telling
 - C. selling
 - D. participating
 - E. negotiating

89. In _____ leader behaviour, according to the life cycle theory of leadership, the leader explains key issues and provides opportunities for clarification. Some guidance and direction is needed due to lack of employee ability, but the increased explanation and persuasion can help foster the emerging motivation and confidence.
- A. delegating
 - B. telling
 - C. selling
 - D. participating
 - E. negotiating
90. In _____ leader behaviour, according to the life cycle theory of leadership, the leader shares ideas and tries to help conduct its affairs. Instead of guidance, the leader offers some combination of collaborating and facilitating to support employees.
- A. delegating
 - B. telling
 - C. selling
 - D. participating
 - E. negotiating
91. In _____ leader behaviour, according to the life cycle theory of leadership, the leader turns responsibility for key behaviours over to the employees.
- A. delegating
 - B. telling
 - C. selling
 - D. participating
 - E. negotiating
92. _____ leadership involves inspiring followers to commit to a shared vision that provides meaning to their work while also serving as a role model who helps followers develop their own potential and view problems from new perspectives.
- A. passive management-by-exception
 - B. contingent reward transactional
 - C. laissez-Faire
 - D. active management-by-exception
 - E. transformational
93. Which of these styles represents avoidance of leadership altogether?
- A. Passive management-by-exception
 - B. Contingent reward transactional
 - C. Laissez-Faire
 - D. Active management-by-exception
 - E. Transformational
94. Which of these is not a transactional leadership style?
- A. Passive management-by-exception
 - B. Contingent reward transactional
 - C. Laissez-Faire
 - D. Active management-by-exception
 - E. All of these are transactional leadership
95. Ron believes he has quite a unique style of leadership. He waits around for mistakes and errors from his employees and then takes corrective action as necessary. Ron's style can be described as which of these?
- A. Passive management-by-exception
 - B. Contingent reward transactional
 - C. Laissez-Faire
 - D. Active management-by-exception
 - E. Transformational

96. Sandy believes in the philosophy of "if it ain't broke, don't fix it." She feels there are no actions needed until she receives complaints about someone's performance. Sandy can be described as which of these?
- A. Laissez-Faire
 - B. Contingent reward transactional
 - C. Passive management-by-exception
 - D. Active management-by-exception
 - E. Transformational
97. With _____, the leader arranges to monitor mistakes and errors actively and takes corrective action when required.
- A. laissez-faire
 - B. contingent reward transactional
 - C. passive management-by-exception
 - D. active management-by-exception
 - E. transformational
98. Tommy just announced to his employees that if they meet the sales goal for the month of August, they all can have a paid four-day vacation to a very nice resort. This is an example of which of these styles of leadership?
- A. Laissez-Faire
 - B. Contingent reward
 - C. Passive management-by-exception
 - D. Active management-by-exception
 - E. Transformational
99. Which of these leadership approaches represents the most active and effective one?
- A. Laissez-Faire
 - B. Contingent reward
 - C. Passive management-by-exception
 - D. Active management-by-exception
 - E. Transformational
100. Which of these involves behaving in ways that earn the admiration, trust, and respect of followers, causing followers to want to identify with and emulate the leader?
- A. Inspirational motivation
 - B. Laissez-Faire
 - C. Individualized consideration
 - D. Intellectual stimulation
 - E. Idealized influence
101. Which of these is synonymous with charisma?
- A. Laissez-Faire
 - B. Inspirational motivation
 - C. Idealized influence
 - D. Intellectual stimulation
 - E. Individualized consideration
102. Which of these involves behaving in ways that foster an enthusiasm for and commitment to a shared vision of the future?
- A. Laissez-faire
 - B. Inspirational motivation
 - C. Idealized influence
 - D. Intellectual stimulation
 - E. Individualized consideration

103. Which of these involves behaving in ways that challenge followers to be innovative and creative by questioning assumptions and reframing old situations in new ways?
- A. Laissez-Faire
 - B. Inspirational motivation
 - C. Idealized influence
 - D. Intellectual stimulation
 - E. Individualized consideration
104. _____ involves behaving in ways that help followers achieve their potential through coaching, development, and mentoring.
- A. Laissez-faire
 - B. Inspirational motivation
 - C. Idealized influence
 - D. Intellectual stimulation
 - E. Individualized consideration
105. _____ reduce the importance of the leader while simultaneously providing a direct benefit to employee performance.
- A. Substitutes
 - B. Transactions
 - C. Role takings
 - D. Neutralizers
 - E. None of these
106. Which of these only reduce the importance of the leader with no beneficial impact on performance?
- A. Substitutes
 - B. Transactions
 - C. Role takings
 - D. Neutralizers
 - E. None of these
107. Transformational leadership has a _____ effect on performance.
- A. strong positive
 - B. moderate positive
 - C. weak positive
 - D. weak negative
 - E. moderate negative
108. Transformational leadership has a _____ effect on commitment.
- A. strong positive
 - B. moderate positive
 - C. weak positive
 - D. weak negative
 - E. moderate negative
109. All of these are leader substitutes except
- A. task feedback
 - B. staff support
 - C. group conflict
 - D. professionalism
 - E. intrinsic satisfaction
110. All of these are leader neutralizers except
- A. formalization
 - B. inflexibility
 - C. task stability
 - D. spatial distance
 - E. task feedback

111. Amanda, Bianca, Candy, and Dawn are four managers at ITI Manufacturing. Each in their department uses a different decision making style and believes that their style is the best. Amanda always presents the problem to her employees, gathers their opinions/suggestions and then makes the decision herself, Bianca gives her employees the responsibility for making the decision within a set of specified boundary conditions that she provides, Candy makes the decision without asking her employees for their opinions/suggestions, and finally, Dawn presents the problem to her employees and seeks consensus with an emphasis that her opinion should only count as important as every other employee's in her department.

Amanda can be described as having which of these decision making styles?

Scenario: ITI Manufacturing

- A. Consultative
- B. Autocratic
- C. Delegative
- D. Facilitative
- E. Negotiative

112. Amanda, Bianca, Candy, and Dawn are four managers at ITI Manufacturing. Each in their department uses a different decision making style and believes that their style is the best. Amanda always presents the problem to her employees, gathers their opinions/suggestions and then makes the decision herself, Bianca gives her employees the responsibility for making the decision within a set of specified boundary conditions that she provides, Candy makes the decision without asking her employees for their opinions/suggestions, and finally, Dawn presents the problem to her employees and seeks consensus with an emphasis that her opinion should only count as important as every other employee's in her department.

Bianca can be described as having which of these decision making styles?

Scenario: ITI Manufacturing

- A. Consultative
- B. Autocratic
- C. Delegative
- D. Facilitative
- E. Negotiative

113. Amanda, Bianca, Candy, and Dawn are four managers at ITI Manufacturing. Each in their department uses a different decision making style and believes that their style is the best. Amanda always presents the problem to her employees, gathers their opinions/suggestions and then makes the decision herself, Bianca gives her employees the responsibility for making the decision within a set of specified boundary conditions that she provides, Candy makes the decision without asking her employees for their opinions/suggestions, and finally, Dawn presents the problem to her employees and seeks consensus with an emphasis that her opinion should only count as important as every other employee's in her department.

Candy can be described as having which of these decision making styles?

Scenario: ITI Manufacturing

- A. Consultative
- B. Autocratic
- C. Delegative
- D. Facilitative
- E. Negotiative

114. Amanda, Bianca, Candy, and Dawn are four managers at ITI Manufacturing. Each in their department uses a different decision making style and believes that their style is the best. Amanda always presents the problem to her employees, gathers their opinions/suggestions and then makes the decision herself, Bianca gives her employees the responsibility for making the decision within a set of specified boundary conditions that she provides, Candy makes the decision without asking her employees for their opinions/suggestions, and finally, Dawn presents the problem to her employees and seeks consensus with an emphasis that her opinion should only count as important as every other employee's in her department.

Dawn can be described as having which of these decision making styles?

Scenario: ITI Manufacturing

- A. Consultative
- B. Autocratic
- C. Delegative
- D. Facilitative
- E. Negotiative

115. Paul, Quinton, Robert, and Shawn are four friends working at Paper Products, Inc. (PPI), a disposable paper products manufacturing company. They all started at different times at the company with bring different levels of experience and abilities to their jobs. Josh is the factory manager supervising all the employees including these four. From a readiness point of view, it can be said that Paul is able but unwilling, Quinton is both able and willing, Robert is neither able nor willing, and finally Shawn is unable but highly willing to take on the responsibilities. Josh must respond differently to each of them to get them prepared and get the job done.

Josh's optimal behaviour per Paul's readiness should be which of these?

Scenario: Paper Products, Inc

- A. Delegating
- B. Telling
- C. Selling
- D. Participating
- E. Negotiating

116. Paul, Quinton, Robert, and Shawn are four friends working at Paper Products, Inc. (PPI), a disposable paper products manufacturing company. They all started at different times at the company with bring different levels of experience and abilities to their jobs. Josh is the factory manager supervising all the employees including these four. From a readiness point of view, it can be said that Paul is able but unwilling, Quinton is both able and willing, Robert is neither able nor willing, and finally Shawn is unable but highly willing to take on the responsibilities. Josh must respond differently to each of them to get them prepared and get the job done.

Josh's optimal behaviour per Robert's readiness should comprise of _____ initiating structure and _____ consideration.

Scenario: Paper Products, Inc

- A. high; low
- B. low; high
- C. low; low
- D. high; high
- E. moderate; moderate

117. Paul, Quinton, Robert, and Shawn are four friends working at Paper Products, Inc. (PPI), a disposable paper products manufacturing company. They all started at different times at the company with bring different levels of experience and abilities to their jobs. Josh is the factory manager supervising all the employees including these four. From a readiness point of view, it can be said that Paul is able but unwilling, Quinton is both able and willing, Robert is neither able nor willing, and finally Shawn is unable but highly willing to take on the responsibilities. Josh must respond differently to each of them to get them prepared and get the job done.

Shawn can be described at which readiness level?

Scenario: Paper Products, Inc

- A. R1
- B. R2
- C. R3
- D. R4
- E. None of these

118. Paul, Quinton, Robert, and Shawn are four friends working at Paper Products, Inc. (PPI), a disposable paper products manufacturing company. They all started at different times at the company with bring different levels of experience and abilities to their jobs. Josh is the factory manager supervising all the employees including these four. From a readiness point of view, it can be said that Paul is able but unwilling, Quinton is both able and willing, Robert is neither able nor willing, and finally Shawn is unable but highly willing to take on the responsibilities. Josh must respond differently to each of them to get them prepared and get the job done.

Josh's optimal behaviour per Quinton's readiness should be which of these?

Scenario: Paper Products, Inc

- A. Delegating
- B. Telling
- C. Selling
- D. Participating
- E. Negotiating

119. Paul, Quinton, Robert, and Shawn are four friends working at Paper Products, Inc. (PPI), a disposable paper products manufacturing company. They all started at different times at the company with bring different levels of experience and abilities to their jobs. Josh is the factory manager supervising all the employees including these four. From a readiness point of view, it can be said that Paul is able but unwilling, Quinton is both able and willing, Robert is neither able nor willing, and finally Shawn is unable but highly willing to take on the responsibilities. Josh must respond differently to each of them to get them prepared and get the job done.

Josh's optimal behaviour per Shawn's readiness should be which of these?

Scenario: Paper Products, Inc

- A. Delegating
- B. Telling
- C. Selling
- D. Participating
- E. Negotiating

120. All of the following are objective evaluations of unit performance that leaders can be judged by except:

- A. profit margins.
- B. attitude.
- C. market share.
- D. returns on investment.
- E. quality.

121. Some approaches to judging leader effectiveness center more on followers, including indices such as all of the following except:
- A. retention of talented employees.
 - B. absenteeism.
 - C. costs in relation to budgeted expenditures.
 - D. requests for transfer.
 - E. grievances filed.
122. Which of the following refers to how well people actually do in a leadership role?
- A. Leader performance
 - B. Leader effectiveness
 - C. Leader emergence
 - D. Leader perceptions
 - E. Leader advancement
123. Whether it is important that employees "buy in" to the decisions or not is associated with which of the following?
- A. Importance of commitment
 - B. Shared objectives
 - C. Likelihood of commitment
 - D. Employee expertise
 - E. Teamwork skills
124. In the time-driven model of leadership, which leadership style should result in an accurate decision that makes the most efficient use of employees' time?
- A. Consultative
 - B. Negotiative
 - C. Delegative
 - D. Autocratic
 - E. Facilitative
125. According to research, managers tend to choose the style recommended by the time-driven model of leadership around _____ percent of the time.
- A. 66
 - B. 25
 - C. 12
 - D. 31
 - E. 40
126. In the time-driven model of leadership, which leadership style seems to be overused by managers?
- A. Autocratic
 - B. Consultative
 - C. Delegative
 - D. Facilitative
 - E. Negotiative
127. In the time-driven model of leadership, _____ and _____ leadership styles seem to be underutilized by managers.
- A. negotiative; facilitative
 - B. autocratic; facilitative
 - C. delegative; autocratic
 - D. facilitative; delegative
 - E. negotiative; autocratic

128. Leaders who are high on _____ create a climate of good rapport, do personal favors for employees, take time to listen to their problems, and treat them as equals.
- A. task orientation
 - B. authoritarianism
 - C. consideration
 - D. emotional detachment
 - E. initiating structure
129. Providing information to employees, seeking information from them, and showing an awareness of matters that affect them describes which of the following consideration behaviours?
- A. Integration
 - B. Communication
 - C. Recognition
 - D. Representation
 - E. Membership
130. Which of the following is associated with what leaders do to motivate their employees to perform beyond expectations?
- A. Passive management-by-exception
 - B. Contingent reward transactional
 - C. Laissez-faire
 - D. Active management-by-exception
 - E. Transformational leadership
131. Which of the following leadership styles enable the leaders to heighten followers' awareness of the importance of certain outcomes while increasing their confidence that those outcomes can be achieved?
- A. Passive management-by-exception
 - B. Contingent reward transactional
 - C. Transformational leadership
 - D. Active management-by-exception
 - E. Laissez-faire
132. Important actions being delayed, responsibility being ignored and power and influence being unutilized, are all associated with which of the following leadership styles?
- A. Passive management-by-exception
 - B. Contingent reward transactional
 - C. Laissez-faire
 - D. Active management-by-exception
 - E. Transformational leadership
133. Which of the following approaches can be represented by statements like: "The leader directs attention toward failures to meet standards"?
- A. Laissez-faire
 - B. Contingent reward
 - C. Passive management-by-exception
 - D. Active management-by-exception
 - E. Transformational leadership
134. Which of the following represents a more active and effective brand of transactional leadership?
- A. Laissez-faire
 - B. Contingent reward
 - C. Passive management-by-exception
 - D. Active management-by-exception
 - E. Transformational

135. Which of the following represents the "carrot-and-stick" approach to leadership?
- A. Laissez-faire leadership
 - B. Passive-avoidant leadership
 - C. Transactional leadership
 - D. Charismatic leadership
 - E. Transformational leadership
136. Which of these leadership approaches is most universally endorsed across cultures?
- A. Laissez-faire
 - B. Contingent reward
 - C. Passive management-by-exception
 - D. Active management-by-exception
 - E. Transformational leadership
137. Employees with transformational leaders tend to have _____ levels of affective commitment and _____ levels of normative commitment.
- A. moderate; lower
 - B. higher; higher
 - C. extreme; moderate
 - D. higher; moderate
 - E. lower; higher
138. Deriving personal satisfaction from one's work is associated with which of the following substitutes?
- A. Training and experience
 - B. Task feedback
 - C. Staff support
 - D. Intrinsic satisfaction
 - E. Group cohesion
139. Working in an organization that prioritizes rule adherence is associated with which of the following neutralizers?
- A. Formalization
 - B. Task feedback
 - C. Staff support
 - D. Spatial distance
 - E. Inflexibility
140. According to the text, all of the following are very specific issues that leadership training programs often focus on except:
- A. conducting more accurate performance evaluations.
 - B. being a more effective mentor.
 - C. structuring creative problem solving.
 - D. particular leader behaviours such as initiating structure and consideration.
 - E. gaining more cultural awareness and sensitivity.
141. Describe the leader-member exchange theory. Explain the two types of dyads.

142. Do you agree with the statement "Leaders are born, not made?" Explain. What traits/characteristics are related to leader emergence and leader effectiveness?
143. Describe the four leader decision making styles using examples.
144. Describe the time-driven model of leadership using the seven factors.
145. Differentiate between the different types of initiating and consideration behaviours.
146. Describe the life cycle theory of leadership integrating the initiating structure and consideration behaviours in it.
147. Briefly explain each of the following: laissez-faire, transactional, and transformational leadership using the criteria of effectiveness and active versus passive aspects of the leadership.

148. What is transformational leadership? Describe the "four I's" of transformational leadership.

149. Describe the substitutes of leadership model and identify and describe leader substitutes and neutralizers.

12 Key

1. (p. 334) TRUE
2. (p. 335) FALSE
3. (p. 337) TRUE
4. (p. 338) FALSE
5. (p. 341) FALSE
6. (p. 341) TRUE
7. (p. 343) TRUE
8. (p. 347) FALSE
9. (p. 345) TRUE
10. (p. 353) TRUE
11. (p. 334) FALSE
12. (p. 334) FALSE
13. (p. 337) FALSE
14. (p. 337) FALSE
15. (p. 337) FALSE
16. (p. 338) FALSE
17. (p. 339) FALSE
18. (p. 339) TRUE
19. (p. 340) FALSE
20. (p. 335) FALSE
21. (p. 344) FALSE
22. (p. 344) TRUE
23. (p. 344) TRUE
24. (p. 347) FALSE
25. (p. 347) TRUE
26. (p. 348) TRUE
27. (p. 348) FALSE
28. (p. 352) TRUE
29. (p. 352) FALSE
30. (p. 352) TRUE
31. (p. 355) TRUE
32. (p. 354) TRUE
33. (p. 336) A
34. (p. 336) D
35. (p. 336) B
36. (p. 336) D

37. (p. 336) A
38. (p. 337) B
39. (p. 337) E
40. (p. 337) C
41. (p. 337) C
42. (p. 337) D
43. (p. 337) A
44. (p. 337) E
45. (p. 338) B
46. (p. 339) C
47. (p. 338-339) E
48. (p. 338) B
49. (p. 338) A
50. (p. 338) C
51. (p. 339) D
52. (p. 339) C
53. (p. 339) C
54. (p. 339) A
55. (p. 340) B
56. (p. 340) E
57. (p. 340) B
58. (p. 340) B
59. (p. 340) C
60. (p. 340) E
61. (p. 341) A
62. (p. 341) A
63. (p. 341) E
64. (p. 342) C
65. (p. 342) C
66. (p. 341) D
67. (p. 341) A
68. (p. 341) D
69. (p. 341) B
70. (p. 342) E
71. (p. 342) A
72. (p. 342) C
73. (p. 342) B
74. (p. 343) C

75. (p. 343) D
76. (p. 343) A
77. (p. 343) D
78. (p. 343) D
79. (p. 343) C
80. (p. 343) B
81. (p. 343) C
82. (p. 343) D
83. (p. 343) A
84. (p. 343) A
85. (p. 343) D
86. (p. 343) B
87. (p. 343) C
88. (p. 344) B
89. (p. 344) C
90. (p. 344) D
91. (p. 344) A
92. (p. 345) E
93. (p. 347) C
94. (p. 347) C
95. (p. 347) A
96. (p. 347) C
97. (p. 347) D
98. (p. 347) B
99. (p. 347) E
100. (p. 348) E
101. (p. 348) C
102. (p. 348) B
103. (p. 348) D
104. (p. 350) E
105. (p. 352) A
106. (p. 354) D
107. (p. 353) B
108. (p. 353) A
109. (p. 353) C
110. (p. 353) E
111. (p. 338) A
112. (p. 339) C

- 113. (p. 338) B
- 114. (p. 339) D
- 115. (p. 344) D
- 116. (p. 343) A
- 117. (p. 343) B
- 118. (p. 344) A
- 119. (p. 344) C
- 120. (p. 334) B
- 121. (p. 334) C
- 122. (p. 337) B
- 123. (p. 340) A
- 124. (p. 338) D
- 125. (p. 340) E
- 126. (p. 338) B
- 127. (p. 338-339) B
- 128. (p. 342) C
- 129. (p. 342) B
- 130. (p. 345) E
- 131. (p. 345) C
- 132. (p. 347) C
- 133. (p. 347) D
- 134. (p. 347) B
- 135. (p. 347) C
- 136. (p. 345) E
- 137. (p. 353) B
- 138. (p. 352) D
- 139. (p. 353) E
- 140. (p. 341) D

141. (p. 335-336) Leader-member exchange theory describes how leader-member relationships develop over time on a dyadic basis. New leader-member relationships are typically marked by a role taking phase during which the manager describes the role expectations and the employee attempts to fulfill those expectations with his or her job behaviours. Eventually, it is supplemented by role making during which employee's own expectations for the dyad get mixed in with those of the leader. Over time, these processes result in two general types of dyads. Please see Figure 12-1 in the text.

See Table 12-2 for traits/characteristics that are related to leader emergence and leader effectiveness.

142. (p. 337) Students should disagree with the statement. After a century of research, leadership scholars now acknowledge that there is no generalizable profile of effective leaders from a trait perspective.

Student examples will vary. Please see Figure 12-2 in the text.

Delegative - leader gives employees the responsibility for making the decision within some set of specified boundary conditions

Facilitative - leader presents the problem to employees and seeks consensus with the leader's opinion only as important as every other employee's

Consultative - leader presents the problem to the employees, gathers their opinions/suggestions and then makes the decision himself/herself; employees "have a say" in the process

Autocratic - leader makes the decision without asking employees for their opinions/suggestions

143. (p. 338-339) Leader decision making styles:

Please see Figure 12-3 in the text for the time-driven model of leadership.

- Teamwork skills
- Employee expertise
- Shared objectives
- Likelihood of commitment
- Leader expertise
- Importance of commitment
- Decision significance

144. (p. 340-341) The model suggests that the focus should shift away from the leaders to the situations. The seven factors that guide the situational decision making styles are:

145. (p. 341-342) Please see Table 12-3 in the text for different types of initiating and consideration behaviours.

146. (p. 343) Please see Figure 12-4 in the text.

147. (p. 345-347) Please see Figure 12-5 in the text.

- Individualized consideration
- Intellectual stimulation
- Inspirational motivation
- Idealized influence

148. (p. 348, 350) Transformational leadership involves inspiring followers to commit to a shared vision that provides meaning to their work while also serving as a role model who helps followers develop their own potential and view problems from new perspectives. The "four I's" are:

149. (p. 352) The substitutes for leadership model suggest that certain characteristics of the situation can constrain the influence of the leader, making it more difficult for the leader to influence employee performance. Please see Table 12-4 for leader substitutes and neutralizers.

12 Summary

<u>Category</u>	<u># of Questions</u>
Colquitt - Chapter 12	149
Difficulty: Difficult	10
Difficulty: Easy	16
Difficulty: Moderate	123
Learning Objective: 12-01 What is leadership and what does it mean for a leader to be "effective"?	13
Learning Objective: 12-02 What traits and characteristics are related to leader emergence and leader effectiveness?	13
Learning Objective: 12-03 What four styles can leaders use to make decisions; and what factors combine to make these styles more effective in a given situation?	32
Learning Objective: 12-04 What two dimensions capture most of the day-to-day leadership behaviours in which leaders engage?	67
Learning Objective: 12-05 How does transformational leadership differ from transactional leadership; and which behaviours set it apart?	8
Learning Objective: 12-06 How does leadership affect job performance and organizational commitment?	15
Learning Objective: 12-07 Can leaders be trained to be more effective?	1