Leadership in Organizations, 9e (Yukl)
Chapter 1   The Nature of Leadership

1) What is the best explanation for so many different definitions of leadership?
A) scholarly nitpicking about trivial issues
B) disagreement about what should be included in the definition
C) little opportunity for rigorous scientific analysis
D) leadership is a very old topic with centuries of definitions
Answer: B
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

2) What is the most common element in definitions of leadership?
A) Leadership is an authority relationship.
B) Leadership is the ability to make good decisions.
C) Leadership is an attribution made by followers.
D) Leadership is an influence process.
Answer: D
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

3) Definitions of leadership _____.
A) are usually derived by systematic observation of leaders
B) are only minor variations of the same general description
C) are important for designing and interpreting research
D) are pointless because there is no basis for their verification
Answer: C
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

4) What process is emphasized in the definition of leadership proposed by Yukl?
A) influencing followers to have complete trust in the leader
B) motivating followers to do more than they initially expected
C) empowering each follower to become self reliant
D) facilitating collective efforts to accomplish shared objectives
Answer: D
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

5) Leadership effectiveness is best assessed _____.
A) by evaluations from the leader's boss
B) by subordinate evaluations of the leader
C) by a variety of subjective and objective criteria
D) by objective indicators of group performance
Answer: C
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Analytical thinking
Difficulty Level: Moderate

6) Most leadership theories emphasize _____.
A) leader characteristics
B) follower characteristics
C) both leader and follower characteristics
D) characteristics of the leadership situation
Answer: A
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Reflective thinking
Difficulty Level: Easy

7) What aspect of leadership has been emphasized most often in leadership theories and research during the past half century?
A) leader traits and skills
B) leadership behavior
C) leader power and authority
D) the leadership situation
Answer: B
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Reflective thinking
Difficulty Level: Easy

8) What level of leadership processes is emphasized in most theories of effective leadership?
A) intra-individual
B) dyadic
C) group
D) organizational
Answer: B
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Moderate

9) A theory that identifies the essential behaviors for any type of leader is best classified as
_____.
A) descriptive and universal
B) prescriptive and universal
C) descriptive and situational
D) prescriptive and situational
Answer: B
Learning Objective: Understand which aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

10) A theory that emphasizes leader traits and skills as determinants of leadership behavior is
best categorized at what level?
A) individual
B) dyadic
C) group
D) organizational
Answer: A
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

11) A theory that explains the most effective pattern of leadership behavior in a specified
situation is best classified as _____.
A) descriptive
B) prescriptive
C) universal
D) comprehensive
Answer: B
Learning Objective: Understand which aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

12) A theory that describes how changes by top management in the structure and culture of an
organization affect the behavior of employees is best described as a _____ theory.
A) prescriptive
B) hierarchical
C) multi-level
D) complexity
Answer: C
Learning Objective: Understand which aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

13) Most of the leadership theory and research has described _____ leadership.
A) direct
B) ethical
C) informal
D) toxic
Answer: A
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Easy

14) A leadership theory that describes relationships among leader traits, behavior, influence processes, outcomes, and situational variables is best classified as _____.
A) descriptive
B) integrative
C) comprehensive
D) universal
Answer: B
Learning Objective: Understand which aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

15) Which is the LEAST accurate statement about the outcomes of leadership actions?
A) Immediate and delayed outcomes are usually consistent with each other.
B) Immediate outcomes are easier to predict than end-result outcomes.
C) Immediate and delayed outcomes are usually interrelated in complex causal chains.
D) End-result outcomes are less useful as criteria of leadership effectiveness.
Answer: A
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Analytical thinking
Difficulty Level: Moderate

16) Which statement about leaders and managers is MOST accurate according to Yukl?
A) Managers and leaders are different types of people.
B) Managing and leading are mutually exclusive and unrelated.
C) Managing is not important for effective leadership.
D) Leadership is important for the success of most managers.
Answer: A
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

17) The numerous definitions of leadership _____.
A) are almost identical
B) overlap a great deal
C) have nothing in common
D) differ in many respects
Answer: D
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Easy

18) The differences among the various definitions of leadership _____.
A) are nothing more than scholarly nit-picking
B) merely express the same criteria in different terminology
C) reflect deep disagreement about the identification of leaders and leadership processes
D) reject the assumption that it is a process in which intention influence is exerted over other people
Answer: C
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

19) On which assumption do most definitions of leadership agree?
A) Deliberate influence is exercised over other people.
B) Influence over others is to be avoided.
C) Influence should be exerted to punish, not to motivate.
D) People cannot be influenced to do something they do not wish to do.
Answer: A
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

20) Researchers who view leadership as a _____ are more likely to pay attention to the attributes that determine selection of designated leaders.
A) shared influence process
B) specialized role
C) group engagement activity
D) function that jeopardizes the effectiveness of the group
Answer: B
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

21) Which is true of the body of thinking that views leadership as a specialized role?
A) It suggests that a person in the group cannot perform both leader and follower roles at the same time.
B) It distinguishes between leader and follower roles.
C) It does not consider the effects of the leader's behavior on other members of the group.
D) Less attention is paid to the typical behavior of designated leaders.
Answer: B
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

22) Most behavioral scientists and practitioners _____.
A) dispute that leadership is a useful scientific construct
B) agree completely on the definition of leadership
C) have lost interest in the subject of leadership
D) believe that leadership is a real and important phenomenon
Answer: D
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

23) Researchers who consider leadership to be an influence process that occurs within a societal system, diffused among the members, _____.
A) posit that leadership is best studied as a specialized role
B) suggest that leadership may only be exhibited informally
C) believe it is more useful to study leadership as a pattern of relationships
D) contend that leadership is important for the success of most managers
Answer: C
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

24) The ethical use of power _____.
A) should not limit the definition of leadership
B) must restrict the type of influence processes that researchers study
C) is not of concern to most leadership scholars
D) is not a legitimate concern
Answer: A
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

25) Should the domain of leadership processes to study be limited by the leader's intended purpose?
A) No, because acts of leadership have multiple motives, and it is seldom possible to determine the extent to which they are selfless rather than selfish.
B) Yes, because leadership only occurs when people are influenced to do what is ethical and beneficial for the organization and themselves.
C) No, because the actions of a leader are never more detrimental than beneficial for followers.
D) Yes, because actions motivated solely by a leader's personal needs cannot result in unintended benefits for followers.
Answer: A
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

26) Until the 1980s, few theories of leadership recognized the importance of _____ as a basis for influence.
A) reason
B) emotion
C) monetary gain
D) prestige
Answer: B
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

27) The conceptualization of leadership should include _____ processes.
A) neither rational nor emotional
B) both rational and emotional
C) rational but not emotional
D) emotional but not rational
Answer: B
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

28) Which of the following is an example of indirect leadership?
A) emailing
B) texting
C) presenting a speech
D) cascading
Answer: D
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Application of knowledge
Difficulty Level: Easy

29) _____ leadership is the term used to describe how a chief executive can influence people at lower levels in the organization who do have immediate contact with the leader.
A) Direct
B) Indirect
C) Specialized role
D) Influence process
Answer: B
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

30) Which statement is true in the context of the ongoing controversy about the distinction between management and leadership?
A) A person cannot be a leader without being a manager.
B) A person cannot have the job title "manager" without at least one subordinate to lead.
C) There is clear agreement on the area of overlap between management and leadership.
D) Leadership can be viewed as one of several managerial roles.
Answer: B
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

31) In this text, leadership is treated as _____.
A) a specialized role but not a social influence process
B) a social influence process but not a specialized role
C) both a social influence process but not a specialized role
D) neither a specialized role nor a social influence process
Answer: C
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

32) In this text, the terms leader, _____ are used interchangeably to refer to people who occupy positions in which they are expected to perform the leadership role, but without any assumptions about their actual behavior or success.
A) manager, and boss
B) subordinate, and manager
C) subordinate, and direct report
D) staff, and boss
Answer: A
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

33) In the text, the term _____ is used to describe a person who acknowledges the focal leader as the primary source of guidance about the work, regardless of how much formal authority the leader actually has over the person.
A) subordinate
B) partner
C) outsider
D) follower
Answer: D
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Moderate

34) Conceptions of leader effectiveness _____.
A) are based on the same criteria
B) differ from one writer to another
C) have nothing in common
D) do not reflect effectiveness in terms of the consequences of influence
Answer: B
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

35) Which is an example of a subjective measure of performance?
A) net profits
B) return on investment
C) rating obtained from the leader's superiors
D) costs in relation to budgeted expenditures
Answer: C
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Application of knowledge
Difficulty Level: Easy

36) Market share is an example of a(n) _____ measure of performance.
A) ineffective
B) objective
C) subjective
D) relative
Answer: B
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Application of knowledge
Difficulty Level: Moderate

37) Follower attitudes and perceptions of the leader are _____.
A) not a common indicator of effectiveness
B) usually measured with questionnaires or interviews
C) calculated using sales data
D) impossible to measure
Answer: B
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Analytical thinking
Difficulty Level: Moderate

38) Which question is NOT related to follower attitudes and perceptions of the leader?
A) How well does the leader satisfy the needs and expectations of followers?
B) Do followers perceive the leader to have high integrity?
C) Has the leader increased the productivity of the followers?
D) Do followers trust the leader?
Answer: C
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Analytical thinking
Difficulty Level: Moderate

39) Which question concerns measuring leader effectiveness in terms of the leaders' contribution to the quality of group processes, as perceived by followers or outside observers?
A) Do followers like, respect, and admire the leader?
B) Have sales figures achieved by followers increased during the leader's tenure?
C) Are followers likely to resist or subvert the leader's requests?
D) Does the leader contribute to the efficiency of role specialization?
Answer: D
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Analytical thinking
Difficulty Level: Moderate

40) Which of the following would be MOST relevant to measuring the extent to which a person has had a successful career as a leader?
A) A leader enhances group cohesiveness.
B) A leader has a rapid ascent to positions of higher authority.
C) A leader decreases costs in relation to budgeted expenditures.
D) A leader improves the quality of work life for followers.
Answer: B
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Analytical thinking
Difficulty Level: Moderate

41) The _____ result of an influence attempt is whether followers are willing to do what the leader asks, but a(n) _____ effect is how well followers actually perform the assignment.
A) immediate; delayed
B) delayed; immediate
C) follower; leader
D) leader; follower
Answer: A
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Reflective thinking
Difficulty Level: Easy

42) When the immediate and delayed effects on the same criterion are inconsistent, the immediate outcome _____.
A) will be positive while the delayed outcome will be even more positive
B) will be negative while the delayed outcome will be positive
C) is likely to be identical to the delayed outcome
D) may be very different from the delayed outcome
Answer: D
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Analytical thinking
Difficulty Level: Moderate

43) Which is the most common method used to study leadership effectiveness?
A) descriptions of leader actions and decisions from observation and diaries, and critical incidents
B) examination of social networks within organizations
C) questionnaires filled out by subordinates and other people who interact with the leader
D) experiments in which researchers assess effects of different patterns of leader behavior on group processes and outcomes
Answer: C
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Reflective thinking
Difficulty Level: Moderate

44) The use of multiple methods for studying leadership _____.
A) is the norm among researchers today
B) tends to be more common than using one familiar, well-accepted method
C) minimizes the limitations of a single method
D) muddles the research results and is therefore ineffective
Answer: C
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Reflective thinking
Difficulty Level: Moderate

45) _____ can be content analyzed to identify behavior used by effective and ineffective leaders.
A) Biographies of famous leaders
B) Questionnaires filled out by leaders themselves
C) Videos that show different patterns of leadership behavior
D) Fictional accounts of group behavior
Answer: A
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Reflective thinking
Difficulty Level: Moderate

46) Which of the following is NOT one of the three types of variables that are relevant for understanding leadership effectiveness?
A) characteristics of leaders
B) characteristics of followers
C) characteristics of industries
D) characteristics of situations
Answer: C
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

47) _____ is an example of the "characteristics of the situation" key variable.
A) Skills and expertise
B) National cultural values
C) Influence tactics
D) Task commitment and effort
Answer: B
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Moderate

48) Confidence and optimism is a characteristic of which key variable(s) in leadership theories?
A) characteristics of the leader
B) characteristics of the followers
C) characteristics of the situation
D) characteristics of both the leader and the followers
Answer: D
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

49) Most leadership theories emphasize _____ as the primary basis for explaining effective leadership.
A) one category more than the others
B) two categories, equally
C) two categories, with one featured more prominently,
D) all three categories
Answer: A
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

50) Which of the following is NOT one of the five approaches into which the theories and empirical research reviewed in the text are classified?
A) trait approach
B) behavior approach
C) nature-nurture approach
D) power-influence approach
Answer: C
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

51) The _____ approach emphasizes attributes of leaders such as personality, motives, values, and skills.
A) behavior
B) trait
C) power-influence
D) situational
Answer: B
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

52) The _____ approach began in the early 1950s after many researchers became discouraged with the _____ approach and began to pay closer attention to what managers actually do on the job.
A) behavior; trait
B) power-influence; situational
C) trait; behavior
D) situational; power-influence
Answer: A
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

53) The most common research method in the behavior approach has been a _____.
A) laboratory experiment
B) field experiment
C) critical incident
D) survey field study
Answer: D
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

54) In the power-influence approach, power is viewed as _____.
A) valuable only for the degree to which it influences subordinates
B) essential for influencing industry trends
C) important for influencing subordinates as well as peers, superiors, clients, and suppliers
D) secondary to other leader behaviors including tireless energy and penetrating intuition
Answer: C
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

55) Charismatic and transformational leadership _____.
A) emphasize leader and follower values as well as leader behavior
B) highlight the importance of contextual factors that influence leader behavior
C) explain leadership effectiveness in terms of the amount and type of power possessed by a leader
D) emphasize personality, motives, values, and skills
Answer: A
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Moderate

56) Theories of ethical leadership, authentic leadership, servant leadership, and spiritual leadership all view leader _____ as the foundation for the leader's goals and behaviors and their impact on followers.
A) behaviors
B) traits
C) values
D) situations
Answer: C
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Moderate

57) Leadership can be described as a(n) _____ process involving leader interaction with one subordinate.
A) intra-individual
B) dyadic
C) group
D) organizational
Answer: B
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Moderate

58) Which is a typical research question for the intra-individual level of conceptualization?
A) How do leaders make decisions about competitive strategy and external initiatives?
B) How is leadership shared in the group or team?
C) How does a leader influence subordinate motivation and task commitment?
D) How are leaders influenced by role expectations and constraint?
Answer: D
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

59) At which level of conceptualization is the research question, "How leaders influence the shared mental models of team members?"
A) intra-individual
B) dyadic
C) group
D) organization
Answer: C
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

60) As compared to _____ theories of leadership, _____ theories usually provide a better explanation of financial performance by an organization.
A) dyadic or group-level; organization-level
B) organization-level or group-level; dyadic
C) dyadic or organization-level; group-level
D) organization-level or group-level; intra-individual
Answer: A
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

61) Most leadership theories emphasize the characteristics and actions of the _____.
A) follower without much concern for leader characteristics
B) leader without much concern for follower characteristics
C) follower and the leader equally
D) follower, the leader, and the industry equally
Answer: B
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Reflective thinking
Difficulty Level: Easy

62) _____ describes how followers view a leader's influence on events and outcomes.
A) Empowerment theory
B) Attribution theory
C) The leader substitute theory
D) The emotional contagion theory of charisma
Answer: B
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Reflective thinking
Difficulty Level: Moderate

63) Empowerment theory describes how followers view their ability to _____.
A) follow leadership requests and commands
B) influence other followers
C) influence important events
D) manage their own responsibilities
Answer: C
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Reflective thinking
Difficulty Level: Moderate

64) Sharing of leadership functions among the members of a group are emphasized in which type of theories?
A) leader substitutes
B) empowerment
C) emotional contagion theories of charisma
D) self-managed groups
Answer: D
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Reflective thinking
Difficulty Level: Moderate

65) Theories that focus almost exclusively on either the leader or the follower are _____ than theories that offer a more even-handed explanation.
A) less useful
B) more useful
C) more realistic
D) less inclusive
Answer: A
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

66) Prescriptive theories _____.
A) identify necessary conditions for using a particular type of behavior effectively
B) explain leadership processes
C) describe the typical activities of leaders
D) explain why certain behaviors occur in particular situations
Answer: A
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

67) Which statement regarding descriptive theories is NOT true?
A) They specify what leaders must do to become effective.
B) They describe the typical activities of leaders.
C) They explain why certain behaviors occur in particular situations.
D) They explain leadership processes.
Answer: A
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

68) When a wide discrepancy exists between what leaders typically do and what they should do to be most effective, a prescriptive theory is _____.
A) inapplicable
B) less valuable than a descriptive theory
C) especially useful
D) not the optimal one
Answer: C
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

69) A theory that explains how leader behavior varies from one situation to another would be described as _____ theory.
A) a prescriptive universal
B) a descriptive universal
C) a prescriptive contingency
D) a descriptive contingency
Answer: D
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

70) Which statement about contingency theories is true?
A) They describe an aspect of leadership that applies to all types of situations.
B) They describe aspects of leadership that apply to some situations but not to others.
C) They can simultaneously be descriptive and prescriptive.
D) They can be descriptive but not prescriptive.
Answer: B
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

71) Research indicates that leadership is best defined as a specialized role rather than as a social process or a pattern of relationships.
Answer: FALSE
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Easy

72) The best approach for understanding leadership is to examine rational cognitive processes, because emotional processes are too unreliable to include.
Answer: FALSE
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Easy

73) The assumption underlying the trait approach to studying leadership is that some people are natural leaders who are endowed with certain traits not possessed by other people.
Answer: TRUE
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

74) The behavior approach to studying leadership includes studies of what managers actually do on the job.
Answer: TRUE
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

75) The power-influence research examines influence processes between leaders and other people.
Answer: TRUE
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

76) The study of influence tactics can be viewed as a bridge linking the power-influence approach and the behavior approach.
Answer: TRUE
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

77) A contingency theory describes some aspect of leadership that applies to some situations but not to others.
Answer: TRUE
Learning Objective: Understand which aspects of leadership have been studied the most.
AACSB: Reflective thinking
Difficulty Level: Easy

78) An integrative approach to studying leadership is an approach that involves more than one leadership construct.
Answer: FALSE
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

79) Dyadic processes involve the relationship between a leader and another individual who is usually a subordinate or another type of follower.
Answer: TRUE
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

80) A theory that explains what leaders must do to be effective is called a descriptive theory.
Answer: FALSE
Learning Objective: Understand which aspects of leadership have been studied the most.
AACSB: Reflective thinking
Difficulty Level: Easy

81) Definitions of leadership have much in common, with little variation.
Answer: FALSE
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Easy

82) Researchers who have a very broad definition of leadership are less likely to discover things that are unrelated to or inconsistent with their initial assumptions about effective leadership.
Answer: FALSE
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Easy

83) People who are forced or manipulated into doing something can never become committed to the coerced course of action.
Answer: FALSE
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Easy

84) Sending memos and having face-to-face meetings with small groups of employees are examples of direct influence.
Answer: TRUE
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Easy

85) A person without a managerial job title cannot be a leader.
Answer: FALSE
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Reflective thinking
Difficulty Level: Easy

86) Ratings from a leader's superiors, peers, or subordinates are subjective measures of effectiveness.
Answer: TRUE
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Reflective thinking
Difficulty Level: Easy

87) Absenteeism can be construed as an indirect indicator of dissatisfaction toward a leader.
Answer: TRUE
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Reflective thinking
Difficulty Level: Easy

88) One example of an objective measure of a leader's effectiveness is productivity.
Answer: TRUE
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Reflective thinking
Difficulty Level: Easy

89) The distinction between universal and contingency theories of leadership is a sharp dichotomy.
Answer: FALSE
Learning Objective: Understand which aspects of leadership have been studied the most.
AACSB: Reflective thinking
Difficulty Level: Easy

90) Classifying leadership theories in terms of level of conceptualization means describing a leader's influence on others.
Answer: TRUE
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Reflective thinking
Difficulty Level: Easy

91) Why do you suppose that there are so many definitions of leadership?
Answer: Student answers may vary. They will likely include the idea that the term itself is taken from the common language and incorporated into the technical vocabulary of a scientific discipline. This appropriation carries extraneous connotations that create ambiguity of meaning. Additionally, researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon that are of most interest to them. The differences in definition reflect deep disagreement about the identification of leaders and leadership processes.
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

92) Should influence attempts that are irrelevant or detrimental to followers be included in the definition of leadership? Why or why not?
Answer: Student answers may vary. One viewpoint holds that leadership only occurs when people are influenced to do what is ethical and beneficial for the organization and themselves. In this conception, a leader's attempts to gain personal benefits at the follower's expense would not be considered. Another opinion is that all attempts to influence the attitudes and behaviors of followers in an organizational context, regardless of the intended purpose or actual beneficiary, are part of leadership. Acts of leadership often have multiple motives, and it is seldom possible to determine the extent to which they are selfless rather than selfish. The outcomes of leader actions usually include a mix of costs and benefits, some of which are unintended, making it difficult to infer purpose. For this reason, it may be best not to limit the study of leadership processes based upon the leader's intended purpose.
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

93) What is the difference between leadership and management?
Answer: Student answers may vary. It is obvious that a person can be a leader without being a manager (e.g., an informal leader), and a person can have the job title "manager" with no subordinates to lead. Nobody has proposed that managing and leading are equivalent, but the degree of overlap is a point of sharp disagreement. The most useful perspective is probably to view leadership as one of several managerial roles. Most scholars seem to agree that success as a manager or administrator in modern organizations also involves leading. How to integrate the two processes has emerged as a complex and important issue in organizational literature.
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

94) Discuss the criteria that are used to assess the effectiveness of leadership.
Answer: Student answers may vary. The criteria selected to evaluate leadership effectiveness reflect a researcher's explicit or implicit conception of good leadership. Most researchers evaluate leadership effectiveness in terms of the consequences of influence on a single individual, a team or group, or an organization. One very relevant indicator of leadership effectiveness is the extent to which the performance of the team or organization is enhanced and the attainment of goals is facilitated. Follower attitudes and perceptions of the leader are another common indicator of leader effectiveness, and they are usually measured with questionnaires or interview. Leader effectiveness is occasionally measured in terms of the leader's contribution to the quality of group processes, as perceived by followers or by outside observers. A final type of criterion for leadership effectiveness is the extent to which a person has a successful career as a leader.
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Analytical thinking
Difficulty Level: Moderate

95) What are some of the new and cutting-edge methods used to assess leadership effectiveness?
Answer: Student answers may vary. One type of study examines social networks within organizations to determine which individuals exert influence and leadership within the network. Other studies use implicit measures to tap into automatic cognitive processes that people use without conscious awareness to describe leaders by using broad classifications such as charismatic, authentic, ethical, and empowering. Another stream of research uses biosensor methods that combine biology, chemistry, and technology to identify the physical and psychological mechanisms that underlie leader traits and behaviors, follower reactions to leaders, and the development of leader-follower relationships. Yet another cutting-edge line of research employs behavioral genetics approaches such as studies that compare the attributes of identical twins who were raised apart, or fraternal twins who were raised together, to determine the relative influence of genetic ("nature") versus environmental ("nurture") forces on leadership emergence and effectiveness. Still another emerging field of inquiry focuses on what we can learn about leadership from people's reactions to leaders' facial expressions.
Learning Objective: Understand the different ways leadership effectiveness is determined.
AACSB: Analytical thinking
Difficulty Level: Moderate

96) List and discuss the five categories into which the leadership theories in the text are classified.
Answer: Student answers may vary. To be consistent with most of the leadership literature, the theories and empirical research reviewed in this book are classified into the following five approaches: (1) the trait approach, (2) the behavior approach, (3) the power-influence approach, (4) the situational approach, and (5) the values-based approach, although some theories and research involve more than one approach. The trait approach emphasizes attributes of leaders such as personality, motives, values, and skills. Underlying this approach was the assumption that some people are natural leaders, endowed with certain traits not possessed by other people. The behavior approach began in the early 1950s after many researchers became discouraged with the trait approach and began to pay closer attention to what managers actually do on the job. After identifying observable types of leader behavior, these behaviors were related to measures of outcomes such as the performance of the leader's group or work unit. This line of research seeks to explain leadership effectiveness in terms of the amount and type of power possessed by a leader and how power is exercised. Power is viewed as important not only for influencing subordinates, but also for influencing peers, superiors, and people outside the organization, such as clients and suppliers. The situational approach emphasizes the importance of contextual factors that influence leader behavior and how it influences outcomes such as subordinate satisfaction and performance. Major situational variables include the characteristics of followers, the nature of the work performed by the leader's unit, the type of organization, and the nature of the external environment. Values-based approaches to leadership differ from the previously discussed approaches in that they highlight the importance of deeply held leader values that appeal to and influence followers.
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

97) In terms of classifying leadership theories, what is meant by the "levels of conceptualization?"
Answer: Student answers may vary. Another way to classify leadership theories is in terms of the "level of conceptualization" used to describe a leader's influence on others. Leadership can be described as (1) an intra-individual process for leaders, (2) a dyadic process involving leader interaction with one subordinate, (3) a group process, or (4) an organizational process. The levels can be viewed as a hierarchy, starting with individual, then dyadic, then group, and finally organization. What level is emphasized will depend on the primary research question, the type of criterion variables used to evaluate leadership effectiveness, and the type of mediating processes used to explain leadership influence.
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

98) Why are some assumptions necessary to make dyadic explanations relevant for explaining a leader's influence on the performance of a group or work unit? What are some of these assumptions?
Answer: Student answers may vary. Since real leaders seldom have only a single subordinate, some assumptions are necessary to make dyadic explanations relevant for explaining a leader's influence on the performance of a group or work unit. One assumption is that subordinates have work roles that are similar and independent. Subordinates may not be homogeneous with regard to skills and motives, but they have similar jobs. There is little potential for subordinates to affect each other's job performance, and group performance is the sum of the performances by individuals. An example of minimum interdependence is a district sales unit in which sales representatives work separately and independently of each other and sell the same product in different locations or to different customers. However, when there is high interdependence among group members, a group-level theory can better explain how leadership can influence overall group performance.
Learning Objective: Understand the major types of leadership theories that have been studied.
AACSB: Analytical thinking
Difficulty Level: Moderate

99) Discuss the distinctions between descriptive and prescriptive leadership theories.
Answer: Student answers may vary. Another important distinction among leadership theories is the extent to which they are descriptive or prescriptive. Descriptive theories explain leadership processes, describe the typical activities of leaders, and explain why certain behaviors occur in particular situations. Prescriptive theories specify what leaders must do to become effective, and they identify any necessary conditions for using a particular type of behavior effectively. The two perspectives are not mutually exclusive, and a theory can have both types of elements. For example, a theory that explains why a particular pattern of behavior is typical for leaders (descriptive) may also explain which aspects of behavior are most effective (prescriptive). However, the two perspectives are not always consistent. For example, the typical pattern of behavior for leaders is not always the optimal one. A prescriptive theory is especially useful when a wide discrepancy exists between what leaders typically do and what they should do to be most effective.
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate

100) To what degree do leadership theories focus on the characteristics of followers?
Answer: Student answers may vary. The extent to which a theory is focused on either the leader or followers is another useful way to classify leadership theories. Most leadership theories emphasize the characteristics and actions of the leader without much concern for follower characteristics. Only a small amount of research and theory has emphasized follower characteristics. Empowerment theory describes how followers view their ability to influence important events. Attribution theory describes how followers view a leader's influence on events and outcomes, and other theories in the same chapter explain how followers can actively influence their work role and relationship with the leader, rather than being passive recipients of leader influence. The leader substitutes theory describes aspects of the situation and follower attributes that make a hierarchical leader less important. The emotional contagion theory of charisma describes how followers influence each other. Finally, theories of self-managed groups emphasize sharing of leadership functions among the members of a group; in this approach, the followers are also the leaders.
Learning Objective: Understand what aspects of leadership have been studied the most.
AACSB: Analytical thinking
Difficulty Level: Moderate