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Chapter 02: Traits, Motives, and Characteristics of Leaders

1. The trait approach to leadership is based on the idea that effective leaders are made of the "right stuff."
   a. True
   b. False

ANSWER:	True
RATIONALE:	According to the trait approach to leadership, "Leaders do not have to be great men or women by being intellectual geniuses or omniscient prophets to succeed. But they do need to have the 'right stuff,' and this stuff is not equally present in all people." See "The Strengths and Limitations of The Trait Approach."
POINTS:	1
DIFFICULTY:	Easy
QUESTION TYPE:	True / False
HAS VARIABLES:	False
LEARNING OBJECTIVES:	2.6 - Enumerate the strengths and weaknesses of the trait approach to leadership.
NATIONAL STANDARDS:	United States - BUSPROG: - Analytic
STATE STANDARDS:	United States - OH - DISC: Leadership Principles
TOPICS:	The Strengths and Limitations of The Trait Approach
KEYWORDS:	Bloom's: Knowledge
NOTES:	Digital story: Engage

2. According to considerable research suggests that leader humility is beneficial for group members, teams, and organizations.
   a. True
   b. False

ANSWER:	True
RATIONALE:	Humility is defined as (a) self-awareness, (b) appreciating the strength and contributions of others, and (c) openness to ideas and feedback regarding one's performance. See "Personality Traits of Effective Leaders."
POINTS:	1
DIFFICULTY:	Easy
QUESTION TYPE:	True / False
HAS VARIABLES:	False
LEARNING OBJECTIVES:	2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS:	United States - BUSPROG: - Analytic
STATE STANDARDS:	United States - OH - DISC: Leadership Principles
TOPICS:	Personality Traits of Effective Leaders
KEYWORDS:	Bloom's: Knowledge
NOTES:	Digital story: Engage

3. Telling the truth consistently is considered an important trust builder for leaders.
   a. True
   b. False

ANSWER:	True
RATIONALE:	Telling the truth consistently is considered an important trust builder for leaders. See "Personality Traits of Effective Leaders."
POINTS:	1

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DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

4. A synthesis of research studies suggests that when workers trust their supervisor, job satisfaction tends to be higher.
   a. True
   b. False

ANSWER: True
RATIONALE: A synthesis of research studies suggests that when workers trust their supervisor, job satisfaction tends to be higher. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

5. An assertive leader finds the right balance between reasonably tactful rather than being aggressive and obnoxious.
   a. True
   b. False

ANSWER: True
RATIONALE: An assertive person is reasonably tactful rather than being aggressive and obnoxious. A leader with good sensitivity, or emotional intelligence, knows when assertiveness crosses the line into aggressiveness, such as insulting subordinates or making unreasonable demands. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Connect

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6. A key part of being an authentic leader is to be passionate about your purpose.
   a. True
   b. False

ANSWER: True
RATIONALE: A key part of being an authentic leader is to be passionate about your purpose. See "Personality Traits of Effective Leaders."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

7. An effective form of humor by the leader is to poke fun at the problems and limitations of group members.
   a. True
   b. False

ANSWER: False
RATIONALE: Aggressive humor can be used to victimize, belittle, and cause others some type of disparagement—and will lead to negative outcomes such as stress and counter-hostility among group members. See "Personality Traits of Effective Leaders."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

8. Leaders are likely to acquire more power if they use humor to build themselves up.
   a. True
   b. False

ANSWER: False
RATIONALE: Leaders are likely to acquire more power if they use humor to build themselves up. See "Personality Traits of Effective Leaders."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.

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STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

9. A recommended way of building passion into a business is for the leader to tell a story about its creation.
   a. True
   b. False

ANSWER: True
RATIONALE: One for an entrepreneur to inject passion into a business is to tell a creation-of-the-enterprise story. The story should inspire people to understand how a product or cause will make the world a better place. See "Personality Traits of Effective Leaders."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

10. According to the theory of emotional intelligence, a person with a high degree of self-management is adaptable and exerts emotional self-control.
   a. True
   b. False

ANSWER: True
RATIONALE: According to the theory of emotional intelligence, self-management refers to the ability to control one's emotions and act with honesty and integrity in a consistent and adaptable manner. The right degree of self-management helps prevent a person from throwing temper tantrums when activities do not go as planned. See "Emotional Intelligence."
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Connect

11. A *resonant* leader is one who scores low on emotional intelligence.
   a. True
   b. False

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ANSWER: False
RATIONALE: The leader who scores high in emotional intelligence is described as resonant. See "Emotional Intelligence."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

12. Part of relationship management in emotional intelligence is building bonds with other people.
    a. True
    b. False
ANSWER: True
RATIONALE: Relationship management includes the interpersonal skills of being able to communicate clearly and convincingly, disarm conflicts, and build strong personal bonds. See "Emotional Intelligence."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Connect

13. The trait of flexibility is especially important for leadership because it facilitates a leader's ability to adapt to various leadership situations.
    a. True
    b. False
ANSWER: True
RATIONALE: The trait of flexibility is especially important for leadership because it facilitates a leader's ability to adapt to various leadership situations. See "Personality Traits of Effective Leaders."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
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TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

14. A leader with a strong internal locus of control readily looks toward environmental forces as the cause of their successes and failures.
    a. True
    b. False
ANSWER: False
RATIONALE: Locus of control refers to whether a person feels personally responsible for events happening to them, helping the leader deliver a take-charge attitude. Hence, a leader with a strong internal locus of control feels personally responsible for events happening to him or her as the cause of his or her successes and failures. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

15. Group members tend to prefer a leader with an internal locus of control rather than an external one.
    a. True
    b. False
ANSWER: True
RATIONALE: Group members tend to prefer a leader with an internal locus of control rather than an external one. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
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TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
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16. Leaders with a socialized power motive use power primarily to achieve organizational goals or vision.
    a. True
    b. False
ANSWER: True
RATIONALE: Leaders with a socialized power motive use power primarily to achieve organizational goals or vision. See “Leadership Motives.”

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POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.3 - Identify key motives that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Leadership Motives
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

17. A strong achievement drive is an important contributor to innovative thinking in the workplace.
    a. True
    b. False
ANSWER: True
RATIONALE: A strong achievement drive is an important contributor to innovative thinking in the workplace. See “Leadership Motives.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.3 - Identify key motives that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Leadership Motives
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

18. Knowledge of the business has become less important as a leadership characteristic because so many competent staff specialists are found in organizations.
    a. True
    b. False
ANSWER: False
RATIONALE: An effective leader has to be technically competent in some discipline, particularly when leading a group of specialists. It is difficult for the leader to establish rapport with group members when the leader does not know what the group members are doing and when the group does not respect the leader’s technical skills. See “Cognitive Factors and Leadership.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associated with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership
KEYWORDS: Bloom's: Knowledge

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19. Research about emotional leadership effectiveness is much more controlled by heredity than by environment.
    a. True
    b. False

ANSWER: False
RATIONALE: Research about leadership effectiveness reinforces the idea that leadership is a combination of heredity and the environment. See “The Influence of Heredity and Environment on Leaders.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.5 - Analyze the heredity versus environment issue in relation to leadership effectives.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: The Influence of Heredity and Environment on Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

20. Leaders who have the “right stuff” have:
    a. the necessary traits and characteristics to lead effectively.
    b. made the right connections to become leaders.
    c. the intellectual characteristics associated with effective leadership.
    d. inborn charismatic behaviors.

ANSWER: a
RATIONALE: Leaders who have the “right stuff” have the necessary traits and characteristics to lead effectively. Observations by managers and human resource specialists, as well as dozens of research studies, indicate that leaders have certain personality traits. These characteristics contribute to leadership effectiveness in many situations. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.6 - Enumerate the strengths and weaknesses of the trait approach to leadership.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Connect

21. Self-confidence is an important leadership characteristic found:
    a. primarily among executives.
    b. primarily among supervisors.
    c. in almost every leadership setting.
    d. in male leaders more than in female leaders.

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ANSWER: c
RATIONALE: Self-confidence is not only a personality trait. It also refers to a behavior and an interpersonal skill that a person exhibits in a number of situations. Hence, it is required in almost every leadership setting. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

22. A key part of a leader having humility is to:
    a. insult the group performance, including that of your own.
    b. put group members in the limelight, rather than oneself.
    c. make forecasts about the group not making standards.
    d. ask the group to lead itself so he or she can do analytical work.

ANSWER: b
RATIONALE: According to Stephen G. Harrison, “Great leadership is manifested or articulated by people who know how to understate it. There is leadership value in humility, the leadership that comes from putting people in the limelight, not yourself.” See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Engage

23. Finance manager Sharon has the reputation of “walking the talk,” so she most likely scores high on the trait of:
    a. humility.
    b. trustworthiness.
    c. extraversion.
    d. sense of humor.

ANSWER: b
RATIONALE: An effective leader or manager is supposed to walk the talk, thereby showing a consistency between deeds (walking) and words (talking). In this context, trust is defined as a person’s confidence in another individual’s intentions and motives and in the sincerity of that individual’s word. See “Personality Traits of Effective Leaders.”

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POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
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NOTES: Digital story: Connect

24. Which action on the part of a leader would most likely contribute to a reputation of trustworthiness?
    a. Being highly diplomatic so as not to offend anyone
    b. Doing what they think is right in spite of the political consequences
    c. Behaving in a manner differently than they expect others to behave
    d. Making their behavior inconsistent with their intentions

ANSWER: b
RATIONALE: Maintaining a high level of integrity and building a reputation for doing what one thinks is morally right in spite of the political consequences are good trust builders. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

25. An authentic leader would most likely:
    a. imitate the behavior of the company CEO.
    b. engage in excessive organizational politics.
    c. expect more of workers than of themself.
    d. practice his or her values consistently.

ANSWER: d
RATIONALE: Authentic leaders demonstrate a passion for their purpose, practice their values consistently, and lead with their hearts as well as their heads. They establish long-term, meaningful relationships and have the self-discipline to get results. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False

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LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
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KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

26. An important part of being assertive is to:
    a. not tolerate differences of opinion.
    b. express feelings and opinions forthrightly.
    c. behave aggressively toward people when necessary.
    d. be obnoxious when necessary.

ANSWER: b
RATIONALE: Assertiveness refers to being forthright in expressing demands, opinions, feelings, and attitudes. Being assertive helps leaders perform many tasks and achieve goals. See "Personality Traits of Effective Leaders."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

27. Kent is an enthusiastic leader, and his enthusiasm is likely to:
    a. be perceived as an annoyance by group members.
    b. help him build relationships with the group.
    c. be perceived as somewhat of a phony by group members.
    d. make it difficult for him to advance further.

ANSWER: b
RATIONALE: In almost all leadership situations, it is desirable for the leader to be enthusiastic. Group members tend to respond positively to enthusiasm, partly because enthusiasm may be perceived as a reward for constructive behavior. Enthusiasm is also a desirable leadership trait because it helps build good relationships with team members. See "Personality Traits of Effective Leaders."
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
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TOPICS: Personality Traits of Effective Leaders

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KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Connect

28. The most effective type of humor for an organizational leader to use is directed at:
    a. the competition.
    b. group members.
    c. other departments.
    d. themself.

ANSWER: d
RATIONALE: Laughter and humor serve such functions in the workplace as relieving tension and boredom and defusing hostility. Executives and other managers who use self-deprecating humor appear more approachable and likeable to subordinates. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Connect

29. Passion for the work on the part of a leader often expresses itself as a(n):
    a. obsession for achieving company goals.
    b. distrust of employees who are calm and relaxed.
    c. obsession for surfing the Internet during working hours.
    d. tendency to engage in ruthless cost cutting.

ANSWER: a
RATIONALE: A dominant characteristic of effective leaders is their passion for their work and to some extent for the people who help them accomplish the work. The passion goes beyond enthusiasm and often expresses itself as an obsession for achieving company goals. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Comprehension
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30. A person with high emotional intelligence is likely to:
    a. become overly enthusiastic during a meeting.

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b. build strong personal bonds with people.
c. be particularly well suited for performing analytical work.
d. avoid stressful situations involving people.

ANSWER: b
RATIONALE: Relationship management, one of the four factors in emotional intelligence, includes the interpersonal skills of being able to communicate clearly and convincingly, disarm conflicts, and build strong personal bonds. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Connect

31. Research about emotional intelligence and leadership concludes that:
a. emotional intelligence alone leads to career success.
b. emotional intelligence combined with ambition accounts for 90 percent of career success.
c. general intelligence and technical skills are the most important for top-level leaders.
d. a leader's mood and associated behaviors affect bottom-line performance.

ANSWER: d
RATIONALE: Research on emotional intelligence and leadership has also focused on the importance of the leader’s mood in influencing performance. Daniel Goleman, Richard Boyatzis, and Annie McKee believe that the leader’s mood and their associated behaviors greatly influence bottom-line performance. One reason is that moods are contagious. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Connect

32. A leader with an internal locus of control:
a. is often low in self-confidence.
b. is often interpreted by group members as being weak.
c. sees environmental factors as causing most events.
d. takes responsibility for events happening.

ANSWER: d

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RATIONALE: Locus of control refers to whether a person feels personally responsible for events happening to them, helping the leader deliver a take-charge attitude. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

33. Donald Trump is seen as a leader with a:
    a. high standing on humility.
    b. personalized power motive.
    c. socialized power motive.
    d. low achievement drive.
ANSWER: b
RATIONALE: Leaders with a personalized power motive seek power mostly to further their own interests. They crave the trappings of power such as status symbols, luxury, and money. Their need for dominance can lead to submissive subordinates who are frequently sycophants and yes-persons. See “Leadership Motives.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.3 - Identify key motives that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Leadership Motives
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

34. The achievement motive refers to:
    a. a desire to surpass productivity quotas.
    b. finding joy in accomplishment for its own sake.
    c. putting high energy into achieving work goals.
    d. sustaining a high level of energy for work.
ANSWER: b
RATIONALE: Drive refers to a propensity to put forth high energy into achieving objectives and to persist in applying that energy. Drive also includes achievement motivation—finding joy in accomplishment for its own sake. See “Leadership Motives.”
POINTS: 1
DIFFICULTY: Easy

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QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.3 - Identify key motives that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Leadership Motives
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

35. Tenacity is considered to be an important leadership characteristic because:
    a. leaders have such limited power over group members.
    b. it requires tenacity to keep a job during an era of downsizing.
    c. it often takes a long time to implement a new program.
    d. leaders are so often under attack from group members.

ANSWER: c
RATIONALE: Tenacity multiplies in importance for organizational leaders because it takes a long time to implement a new program or to consummate a business deal, such as acquiring another company. See “Leadership Motives.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.3 - Identify key motives that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Leadership Motives
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

36. “Knowledge of the business” as a leadership characteristic is closely related to the leadership trait of:
    a. tenacity.
    b. creativity.
    c. cognitive ability.
    d. drive and motivation.

ANSWER: c
RATIONALE: Intellectual ability is closely related to having knowledge of the business or the key task the group is performing. It is closely related to the leadership trait of cognitive ability. See “Cognitive Factors and Leadership.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership

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KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

37. A hands-on and deeply engaged leader who is talented at developing innovating business strategies is most likely to be strong on which of the following traits or characteristics?

a. knowledge of the business
b. emotionally supportiveness
c. humility
d. sense of humor

ANSWER: a
RATIONALE: The importance of knowledge of the business is strongly recognized as an attribute of executive leadership. Knowledge of the business or the group task is particularly important when developing strategy, formulating mission statements, and sizing up the external environment. See “Cognitive Factors and Leadership.”
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership
KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Connect

38. Leadership effectiveness tends to be higher when the leader's intelligence is:

a. about the same as that of the average group member.
b. a little higher than that of the average group member.
c. considerably higher than that of the average group member.
d. considerably lower than that of the average group member.

ANSWER: b
RATIONALE: A meta-analysis of 151 studies found a positive relationship between intelligence and job performance of leaders in many different settings. The researchers also found support for the old idea that intelligence contributes the most to leadership effectiveness when the leader is not vastly smarter than most group members. Again, group members prefer that their leaders be smarter than the average group member even if the difference is not huge. See “Cognitive Factors and Leadership.”
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership
KEYWORDS: Bloom's: Comprehension
NOTES: Digital story: Connect

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39. Creativity among leaders tends to be distributed:
    a. along a continuum from low to high.
    b. into being creative versus not creative.
    c. between old and young leaders.
    d. between planners versus implementers.

ANSWER: a
RATIONALE: Many effective leaders are creative in the sense that they arrive at imaginative and original solutions to complex problems. Creative ability lies on a continuum, with some leaders being more creative than others. See “Cognitive Factors and Leadership.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

40. An important application of farsightedness for executive leaders is to:
    a. study technological developments.
    b. avoid being frustrated by the demands of group members and customers.
    c. predict the direction of environmental forces.
    d. memorize product information.

ANSWER: c
RATIONALE: Conceptual thinking refers to the ability to see the overall perspective, and it makes farsightedness possible. A farsighted leader understands how the external environment influences the organization and how different parts of the organization influence each other. See “Cognitive Factors and Leadership.”
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

41. A systems thinker would be especially good at:
    a. exploiting short-range benefits.
    b. understanding how the external environment influences the organization.
    c. sizing up people.

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d. managing his or her emotions to advantage.

ANSWER: b

RATIONALE: Conceptual thinking refers to the ability to see the overall perspective, and it makes farsightedness possible. A conceptual thinker is also a systems thinker, because he or she understands how the external environment influences the organization and how different parts of the organization influence each other. See “Cognitive Factors and Leadership.”

POINTS: 1

DIFFICULTY: Easy

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.

NATIONAL STANDARDS: United States - BUSPROG: - Analytic

STATE STANDARDS: United States - OH - DISC: Leadership Principles

TOPICS: Cognitive Factors and Leadership

KEYWORDS: Bloom's: Knowledge

NOTES: Digital story: Engage

42. Jane is a *farsighted* leader, so she:

a. tends to delay taking action.

b. avoids planning her unit's activities.

c. sees the long-range implications of her actions.

d. focuses on the short-range implications of her actions.

ANSWER: c

RATIONALE: To develop visions and corporate strategy, a leader needs farsightedness, the ability to understand the long-range implications of actions and policies. The farsighted leader/manager is not oblivious to short-range needs but will devise an intermediate solution. See “Cognitive Factors and Leadership.”

POINTS: 1

DIFFICULTY: Easy

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.

NATIONAL STANDARDS: United States - BUSPROG: - Analytic

STATE STANDARDS: United States - OH - DISC: Leadership Principles

TOPICS: Cognitive Factors and Leadership

KEYWORDS: Bloom's: Knowledge

NOTES: Digital story: Engage

43. With respect to heredity and environment, leadership effectiveness appears to be:

a. mostly due to heredity.

b. the combined influence of heredity and environment.

c. mostly due to the environment.

d. four-fifths heredity and one-fifth environment.

ANSWER: b

RATIONALE: The traits, motives, and characteristics required for leadership effectiveness are caused by a combination of heredity and environment. Leaders are both born and made. See “The Influence of Heredity and Environment on Leadership.”

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POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.5 - Analyze the heredity versus environment issue in relation to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: The Influence of Heredity and Environment on Leadership
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

44. The balance of opinion suggests that the contributors to leadership effectiveness are:
    a. virtually unknown.
    b. about 90 percent nature and 10 percent nurture.
    c. about 90 percent nurture and 10 percent nature.
    d. a combination of nature and nurture.

ANSWER: d
RATIONALE: A person's genes influence the emotional intelligence necessary for leadership. However, experience is important for emotional intelligence because it increases with age, and a person usually becomes better at managing relationships with practice. See "The Influence of Heredity and Environment on Leadership."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.5 - Analyze the heredity versus environment issue in relation to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: The Influence of Heredity and Environment on Leadership
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

45. Emotional intelligence tends to:
    a. be considered an ability.
    b. be closely associated with technical skill.
    c. be considered an ability and a trait.
    d. be considered neither a trait or ability.

ANSWER: c
RATIONALE: Emotional intelligence can be considered an ability (such as warmth) and a trait (such as a political skill) or part of the leader's personality. See "Emotional Intelligence."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic

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STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: The Influence of Heredity and Environment on Leadership
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

46. An important strength of the trait approach to leadership is that it:
    a. can help with leadership selection and development.
    b. specifies how much of a given trait is important for leadership.
    c. specifies which traits are needed for leadership in a given situation.
    d. helps in analyzing the situational demands.

ANSWER: a
RATIONALE: The current emphasis on emotional intelligence, charisma, innovative thinking, and ethical conduct, which are really traits, attitudes, and behaviors, reinforces the importance of the trait approach. Understanding the traits of effective leaders serves as an important guide to leadership selection. See "The Strengths and Limitations of The Trait Approach."
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.6 - Enumerate the strengths and weaknesses of the trait approach to leadership.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: The Strengths and Limitations of The Trait Approach
KEYWORDS: Bloom's: Knowledge
NOTES: Digital story: Engage

47. Mike is the head of a research team at a technology firm. In spite of constant rejection of Mike's ideas by the senior officials, he consistently pursues his ideas without losing confidence. This shows that Mike is a(n) _____ leader.
    a. socially conscious
    b. resilient
    c. submissive
    d. aggressive

ANSWER: b
RATIONALE: One of the motivational characteristics of organizational leaders is that they are tenacious. Tenacity multiplies in importance for organizational leaders because it takes a long time to implement a new program or to consummate a business deal. Resilience is part of tenacity because the tenacious person will bounce back from a setback through continuous effort. See "Leadership Motives."
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.3 - Identify key motives that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Leadership Motives
KEYWORDS: Bloom's: Application

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NOTES: Digital story: Perform

48. Torres was recently appointed the marketing head of a cosmetics company. He has a keen interest in the cosmetics industry and has extensively studied the company's past growth and marketing strategies. This reveals that Torres:

a. is an extraverted leader.
b. exudes a strong sense of warmth and courage.
c. has knowledge of the key task the group is performing.
d. is influenced by personalized power motive.

ANSWER: c
RATIONALE: Intellectual ability is closely related to having knowledge of the business or the key task the group is performing. An effective leader has to be technically competent in some discipline, particularly when leading a group of specialists. See "Cognitive Factors and Leadership."
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership
KEYWORDS: Bloom's: Application
NOTES: Digital story: Perform

49. Simon, the CEO of a consumer electronics firm, receives a huge positive response from the industry experts and consumers for introducing breakthrough technologies in the company's products. Simon is a _____ leader.

a. humble
b. extraverted
c. born
d. creative

ANSWER: d
RATIONALE: Many effective leaders are creative in the sense that they arrive at imaginative and original solutions to complex problems. Creative ability lies on a continuum, with some leaders being more creative than others. At one end of the creative continuum are business leaders who think of innovative products and services. See "Cognitive Factors and Leadership."
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership
KEYWORDS: Bloom's: Application
NOTES: Digital story: Perform

50. Lindsey, a market research analyst, is known for her almost always accurate predictions regarding market trends in the medium to long term. This depicts that Lindsey:

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a. has an insightful mind.
b. is a resilient leader.
c. is likely to score low on locus of control.
d. has an impressive creation-of-the-enterprise story.

ANSWER: a
RATIONALE: An important cognitive trait of leaders is insight, a depth of understanding that requires considerable intuition and common sense. Intuition is often the mental process used to provide the understanding of a problem. Insight helps speed decision-making. You can gauge your insight by charting the accuracy of your hunches and predictions about people and business situations. See "Cognitive Factors and Leadership."
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership
KEYWORDS: Bloom's: Application
NOTES: Digital story: Perform

51. Edwards is the head of the procurement department at FreshDelights, a frozen yogurt chain. Anticipating a reduction in the demand for frozen yogurt in the upcoming winter season, Edwards decides to reduce the dairy procurement. Edwards is:

a. a humble leader.
b. a conceptual thinker.
c. driven by personalized power motive.
d. a leader with a pessimistic outlook.

ANSWER: b
RATIONALE: To develop visions and corporate strategy, a leader needs farsightedness, the ability to understand the long-range implications of actions and policies. Conceptual thinking refers to the ability to see the overall perspective, and it makes farsightedness possible. A conceptual thinker understands how the external environment influences the organization. See "Cognitive Factors and Leadership."
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.4 - Describe cognitive factors associates with leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Cognitive Factors and Leadership
KEYWORDS: Bloom's: Application
NOTES: Digital story: Perform

52. Lewis is a team leader at a multinational corporation. Before assigning tasks to his team members, he asks for their preferences and suggestions, to not only enhance project delivery efficiency but also increase team members' satisfaction.

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Which of the following traits best describes Lewis's approach?

a. Self-assertive
b. Aggressively courageous
c. Effective self-management
d. Socially aware

ANSWER: d
RATIONALE: Social awareness includes having empathy for others and intuition about organizational problems. Socially aware leaders go beyond sensing the emotions of others by showing they care. In addition, they accurately size up political forces in the office. See "Emotional Intelligence."
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Application
NOTES: Digital story: Perform

53. Clark is an enthusiastic leader who has the ability to clearly communicate his team plans and goals. He is also known for his ability to resolve disputes quickly, taking into consideration the interests of all the parties involved. Clark is likely to score high on:

a. relationship management.
b. personalized power motive.
c. creativity.
d. tenacity.

ANSWER: a
RATIONALE: Relationship management includes the interpersonal skills of being able to communicate clearly and convincingly, disarm conflicts, and build strong personal bonds. Resonant leaders use relationship management skills to spread their enthusiasm and solve disagreements, often with kindness and humor. See "Emotional Intelligence."
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Application
NOTES: Digital story: Perform

54. Clara is the CEO of an online retail store. Her business saw a 40-percent increase in profits in the current year owing to her instant adaptation to current and upcoming trends. This shows that:

a. Clara is driven by personalized power motive.

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b. Clara is overconfident.

c. Clara lacks in practical intelligence.

d. Clara is a flexible leader.

ANSWER: d

RATIONALE: A leader is someone who facilitates change. It therefore follows that a leader must be flexible enough to cope with such changes as technological advances, downsizings, global outsourcing, a shifting customer base, and a changing work force. Flexibility, or the ability to adjust to different situations, has long been recognized as an important leadership characteristic. See “Personality Traits of Effective Leaders.”

POINTS: 1

DIFFICULTY: Challenging

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.

NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology

STATE STANDARDS: United States - OH - DISC: Leadership Principles

TOPICS: Personality Traits of Effective Leaders

KEYWORDS: Bloom's: Application

NOTES: Digital story: Perform

55. Which of the following is true of a leader with socialized power motives?

a. They are more likely to manipulate others through the use of power.

b. They tend to be less emotionally mature than leaders with personalized power motives.

c. They exercise power more for the benefit of the entire organization.

d. They crave the trappings of power, such as status symbols, luxury, and money.

ANSWER: c

RATIONALE: Leaders with a socialized power motive use power primarily to achieve organizational goals or a vision. Leaders with socialized power motives tend to be more emotionally mature than leaders with personalized power motives. They exercise power more for the benefit of the entire organization and are less likely to manipulate others through the use of power. See “Leadership Motives.”

POINTS: 1

DIFFICULTY: Moderate

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.3 - Identify key motives that contribute to leadership effectiveness.

NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology

STATE STANDARDS: United States - OH - DISC: Leadership Principles

TOPICS: Leadership Motives

KEYWORDS: Bloom's: Comprehension

NOTES: Digital story: Connect

56. Clarke, the CEO of Abbott Corp., owns several businesses. He enjoys dominating others and prefers subordinates who are submissive and passive. Which power motive explains Clarke’s behavior?

a. Socialized

b. Personalized

c. Achievement

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d. Cognitive

ANSWER: b

RATIONALE: Some leaders with strong personalized power motives typically enjoy dominating others. Their need for dominance can lead to submissive subordinates who are frequently sycophants and yes-persons. See “Leadership Motives.”

POINTS: 1

DIFFICULTY: Challenging

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.3 - Identify key motives that contribute to leadership effectiveness.

NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology

STATE STANDARDS: United States - OH - DISC: Leadership Principles

TOPICS: Leadership Motives

KEYWORDS: Bloom's: Application

NOTES: Digital story: Perform

57. Walker is a supervisor at an exporting unit. He has a cheerful disposition and encourages and appreciates team members who suggest ideas or accomplish tasks. Which of the following traits best describes Walker’s behavior?

a. Extraversion

b. Courage

c. Tenacity

d. Personalized power motive

ANSWER: a

RATIONALE: Extraversion has been recognized for its contribution to leadership effectiveness because it is helpful for leaders to be gregarious, outgoing, and upbeat in most situations. Also, extraverts are more likely to want to assume a leadership role and participate in group activities. See “Personality Traits of Effective Leaders.”

POINTS: 1

DIFFICULTY: Challenging

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.

NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology

STATE STANDARDS: United States - OH - DISC: Leadership Principles

TOPICS: Personality Traits of Effective Leaders

KEYWORDS: Bloom's: Application

NOTES: Digital story: Perform

58. Grace, the CEO of an oil and gas exploration company, decides to buy an oil block, even though experts have warned her of security risks and uncertainty with regard to oil presence. Grace completes the oil deal, and exploration in the block confirms oil presence. Which trait best describes Grace’s actions?

a. Resonance

b. Gutsy

c. Humility

d. Extraversion

ANSWER: b

RATIONALE: Leaders need courage to face the challenges of taking prudent risks and taking initiative in

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general. Courage comes from the heart. It takes courage for a leader to suggest a new undertaking, because if the undertaking fails, the leader is often seen as having failed. Courageous leadership has also been described as gutsy. See “Courage.”

POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Application
NOTES: Digital story: Perform

59. William heads the marketing department of an apparel company. He is an enthusiastic leader who puts in extra work hours to increase the productivity of his team. He is so engaged and passionate about his work that he willingly contributes to his team, even during his vacation. Which of the following could possibly be a consequence of William’s behavior?

a. High attrition rates
b. Distrust among team members
c. Work addiction
d. Less transparency

ANSWER: c
RATIONALE: A dominant characteristic of effective leaders is their passion for their work and to some extent for the people who help them accomplish the work. The passion goes beyond enthusiasm and often expresses itself as an obsession for achieving company goals. The downside to extreme passion for work is that it can lead to work addiction, thereby interfering with other joys in life. See “Personality Traits of Effective Leaders.”
POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2.1 - Identify general and task-related traits that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Application
NOTES: Digital story: Perform

60. Derek, who was earlier a manager at a multinational firm, has been recently appointed the head of the marketing department in the same company. Despite several other contenders for the post of marketing head possessing the same technical skills, Derek clearly had an edge over the others in terms of emotional intelligence. Parker, one of the other contenders, approaches the regional head to seek his advice on improving his leadership skills. If you were the regional head, what advice would you give to Parker?

ANSWER: Emotional intelligence refers to the ability to do such things as understanding one’s feelings, have empathy for others, and regulate one’s emotions to enhance one’s quality of life. This type of intelligence generally has to do with the ability to connect with people and understand their emotions. In addition to being an ability, emotional intelligence is also a trait, or part of

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the leader's personality. The leader who scores high in emotional intelligence is described as resonant. Hence, from the scenario given in the question, it can be concluded that Derek is a resonant leader.
In order for Parker to enhance his leadership skills, he needs to improve on the four key factors in emotional intelligence as described here.
1. Self-awareness. The ability to understand your own emotions is the most essential of the four emotional intelligence competencies. Having high self-awareness allows people to know their strengths and limitations and have high self-esteem. Resonant leaders use self-awareness to accurately measure their own moods, and they intuitively understand how their moods affect others.
2. Self-management. This is the ability to control one's emotions and act with honesty and integrity in a consistent and adaptable manner. The right degree of self-management helps prevent a person from throwing temper tantrums when activities do not go as planned. Resonant leaders do not let their occasional bad moods ruin their day. If they cannot overcome the bad mood, they let work associates know of the problem and how long it might last.
3. Social awareness. This includes having empathy for others and intuition about organizational problems. Socially aware leaders go beyond sensing the emotions of others by showing they care. In addition, they accurately size up political forces in the office.
4. Relationship management. This includes the interpersonal skills of being able to communicate clearly and convincingly, disarm conflicts, and build strong personal bonds. Resonant leaders use relationship management skills to spread their enthusiasm and solve disagreements, often with kindness and humor.
Emotional intelligence contributes to the understanding of leadership because it highlights the importance of leaders making effective use of emotions. Information about emotional intelligence also leads to a better understanding of how leadership emerges, leadership behaviors, and leadership effectiveness.

POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: 2.2 - Describe how emotional intelligence contributes to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders
KEYWORDS: Bloom's: Evaluate
NOTES: Digital story: Lead

61. Thomas heads the sales team of a computer software firm. As a leader, his inclination is toward accumulating wealth and acquiring status through his position. In the second year of his tenure, the sales department generates substantially lower revenue than in the previous years. If you were the advisor to Thomas, what advice would you give him to improve the company's prospects?

ANSWER: At the outset, it appears that Thomas has a strong, personalized power motive. Leaders with a personalized power motive seek power mostly to further their own interests. They crave trappings of power such as status symbols, luxury, and money. The wealthiest CEOs purchase luxury condominium apartments in major cities, even when they have another home. Some leaders with strong personalized power motives typically enjoy dominating others. Their need for dominance can lead to submissive subordinates who are frequently sycophants and yes-persons. Another characteristic of leaders with a personalized power motive is that they do not worry about everybody liking them. They recognize that as one acquires power, one also acquire enemies.

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In order to improve the company's prospects, Thomas should develop socialized power motives. Leaders with a socialized power motive use power primarily to achieve organizational goals or a vision. In this context, the term socialized means that the leader uses power primarily to help others. As a result, they are likely to provide more effective leadership. Leaders with socialized power motives tend to be more emotionally mature than leaders with personalized power motives. They exercise power more for the benefit of the entire organization and are less likely to manipulate others through the use of power. Leaders with socialized power motives are also less defensive and more willing to accept expert advice. Finally, they have longer-range perspectives.
It is important not to draw a rigid line between leaders with personalized power motives and those with socialized power motives. The distinction between doing good for others and doing good for oneself is often made on the basis of very subjective criteria.
Further, Thomas likely needs to improve his emotional intelligence quotient to enhance his ability to connect with people and understand their emotions. He should focus on augmenting his strengths in the four components of emotional intelligence: self-awareness, self-management, social awareness, and relationship management.

POINTS: 1
DIFFICULTY: Challenging
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: 2.3 - Identify key motives that contribute to leadership effectiveness.
NATIONAL STANDARDS: United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS: United States - OH - DISC: Leadership Principles
TOPICS: Personality Traits of Effective Leaders, Leadership Motives
KEYWORDS: Bloom's: Evaluate
NOTES: Digital story: Lead

62. Tamara, the CEO of an energy firm, is known for her natural abilities to manage crisis and guide her team effectively. Kevin, one of the managers at Tamara's organization, is of the opinion that the "heredity" factor plays the main role in Tamara's leadership abilities. However, Kevin's fellow worker, Allen, feels that the hereditary factor alone is not sufficient to become a complete leader. If you were Allen, how would you justify his stance?

ANSWER: The traits, motives, and characteristics required for leadership effectiveness are caused by a combination of heredity and environment. Leaders are both born and made. Personality traits and mental ability traits are based on certain inherited predispositions and aptitudes that require the right opportunity to develop. Cognitive intelligence is a good example. We inherit a basic capacity that sets an outer limit to how much mental horsepower we will have. Yet people need the right opportunity to develop their cognitive intelligence so that they can behave brightly enough to be chosen for a leadership position.
Evelyn Williams, who directs the leadership development program at Stanford University, makes the following metaphor: "I think leadership is a combination of nature and nurture. Just as some musicians have a special talent for playing instruments, some people seem to be born with leadership abilities. But whatever their natural talent, people can certainly learn to be better musicians—and better leaders." The physical factor of energy also sheds light on the nature-versus-nurture issue. Some people are born with a biological propensity for being more energetic than others. Yet unless that energy is properly channeled, it will not help a person to become an effective leader.
Advances in neuroscience provide additional evidence that there is most likely a genetic and biological component to leadership. David Rock, founder of the NeuroLeadership Institute in Australia, points out that an effective leader is adaptive--knowing when to be dogmatic versus collaborative, or when to focus on details versus the big picture. To be adaptive, a person needs an integrated brain with strong connections across all its regions. These

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	connections are mostly genetic, although they can be enhanced though mental activities such as creativity training. When the brain is well integrated, the leader can switch between different approaches with ease, such as being tough and unforgiving in one situation and displaying empathy in another. Research about emotional intelligence reinforces the statements made so far about leadership being a combination of inherited and learned factors. A person's genes, therefore, influence the emotional intelligence necessary for leadership. However, experience is important for emotional intelligence because it increases with age, and a person usually becomes better at managing relationships with practice.
POINTS:	1
DIFFICULTY:	Challenging
QUESTION TYPE:	Essay
HAS VARIABLES:	False
STUDENT ENTRY MODE:	Basic
LEARNING OBJECTIVES:	2.5 - Analyze the heredity versus environment issue in relation to leadership effectiveness.
NATIONAL STANDARDS:	United States - BUSPROG: Technology - BUSPROG: Technology
STATE STANDARDS:	United States - OH - DISC: Leadership Principles
TOPICS:	The Influence of Heredity and Environment on Leadership
KEYWORDS:	Bloom's: Evaluate
NOTES:	Digital story: Lead

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