Chapter 01 The Importance of Leadership: Setting the Stage

*Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| 1. | The weakest link in business and industry effectiveness is \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Technology |  |  |  | | --- | --- | | B. | Tools and equipment |  |  |  | | --- | --- | | C. | Physical plant and facilities |  |  |  | | --- | --- | | D. | Employee skills |  |  |  | | --- | --- | | E. | Leadership | |

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| 2. | Leadership means \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Adherence to performance standards |  |  |  | | --- | --- | | B. | Influencing the behaviors of others through ideas and deeds |  |  |  | | --- | --- | | C. | Evaluating a course of action |  |  |  | | --- | --- | | D. | Seeking direction from others |  |  |  | | --- | --- | | E. | Writing and speaking effectively | |

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| 3. | Ralph M. Stogdill shows the importance of social circumstance in determining leadership by contrasting qualities admired in \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ cultures.      |  |  | | --- | --- | | A. | Russian; American |  |  |  | | --- | --- | | B. | English; French |  |  |  | | --- | --- | | C. | German; Japanese |  |  |  | | --- | --- | | D. | Indian; Chinese |  |  |  | | --- | --- | | E. | Egyptian; Greek | |

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| 4. | Satisfactions of leaders include both \_\_\_\_\_\_\_ and \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Feelings of power; personal freedom |  |  |  | | --- | --- | | B. | High income; good health |  |  |  | | --- | --- | | C. | Opportunity for advancement; love and admiration of friends |  |  |  | | --- | --- | | D. | A chance to help others; feeling in on things |  |  |  | | --- | --- | | E. | Opportunity to control resources; aesthetic experience | |

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| 5. | Frustrations of leaders include both \_\_\_\_\_\_\_ and \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Conflicting goals; people problems |  |  |  | | --- | --- | | B. | Insufficient authority; too much power |  |  |  | | --- | --- | | C. | Uncompensated work time; customer interference |  |  |  | | --- | --- | | D. | Loneliness; vendor demands |  |  |  | | --- | --- | | E. | Organizational politics; personal needs | |

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| 6. | The successful leader cares about \_\_\_\_\_\_\_ and \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | The people; the money |  |  |  | | --- | --- | | B. | The money; the time |  |  |  | | --- | --- | | C. | The time; the work |  |  |  | | --- | --- | | D. | The work; the people |  |  |  | | --- | --- | | E. | None of these | |

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| 7. | Caring leadership means \_\_\_\_\_\_\_ and \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Caring about the task to be done; caring about people |  |  |  | | --- | --- | | B. | Caring about self-advancement; caring about the task to be done |  |  |  | | --- | --- | | C. | Caring about the welfare of others; caring about self-advancement |  |  |  | | --- | --- | | D. | Caring about the task to be done; caring about personal well-being |  |  |  | | --- | --- | | E. | None of these | |

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| 8. | Either by \_\_\_\_\_\_, leaders show the way and influence the behavior of others.      |  |  | | --- | --- | | A. | Ideas or deeds |  |  |  | | --- | --- | | B. | Humor or study |  |  |  | | --- | --- | | C. | Fear or force |  |  |  | | --- | --- | | D. | Books or speeches | |

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| 9. | Both nature and \_\_\_\_\_\_\_ have a role in the leadership equation.      |  |  | | --- | --- | | A. | Nurture |  |  |  | | --- | --- | | B. | Agriculture |  |  |  | | --- | --- | | C. | Water |  |  |  | | --- | --- | | D. | Trees | |

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| 10. | The Greek warrior Achilles led by \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Ideas |  |  |  | | --- | --- | | B. | Deeds |  |  |  | | --- | --- | | C. | Guile |  |  |  | | --- | --- | | D. | Force | |

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| 11. | The poem \_\_\_\_\_\_\_ reminds us that leadership must come from the heart.      |  |  | | --- | --- | | A. | "The Raven" |  |  |  | | --- | --- | | B. | "Threads" |  |  |  | | --- | --- | | C. | "Needles" |  |  |  | | --- | --- | | D. | "The Road Not Taken" | |

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| 12. | King Arthur of Camelot is to Achilles of Greece as:      |  |  | | --- | --- | | A. | Southern Europe is to Northern Europe |  |  |  | | --- | --- | | B. | Old is to new |  |  |  | | --- | --- | | C. | Ideas are to deeds |  |  |  | | --- | --- | | D. | Lost is to found |  |  |  | | --- | --- | | E. | Large is to small | |

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| 13. | Political leadership is to Caesar and Elizabeth as:      |  |  | | --- | --- | | A. | Religious leadership is to Alexander and Joan of Arc |  |  |  | | --- | --- | | B. | Economic leadership is to John Stuart Mill and Susan B. Anthony |  |  |  | | --- | --- | | C. | Military leadership is to Martin Luther King and Adam Smith |  |  |  | | --- | --- | | D. | None of these |  |  |  | | --- | --- | | E. | All of these | |

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| 14. | Leaders as teachers include:      |  |  | | --- | --- | | A. | Rumi and Yoritomo |  |  |  | | --- | --- | | B. | Aquinas and Watt |  |  |  | | --- | --- | | C. | Confucius and Plato |  |  |  | | --- | --- | | D. | Hippocrates and Saladin |  |  |  | | --- | --- | | E. | None of these | |

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| 15. | The 66th Edition of Who's Who in America contains entries for:      |  |  | | --- | --- | | A. | more than 90,000 people |  |  |  | | --- | --- | | B. | 78,000 people |  |  |  | | --- | --- | | C. | 47,500 people |  |  |  | | --- | --- | | D. | 22,000 people |  |  |  | | --- | --- | | E. | None of these | |

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| 16. | Rosa Parks provided leadership in the area of:      |  |  | | --- | --- | | A. | Economic theory |  |  |  | | --- | --- | | B. | Art appreciation |  |  |  | | --- | --- | | C. | Science and technology |  |  |  | | --- | --- | | D. | Civil rights |  |  |  | | --- | --- | | E. | Religious thought | |

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| 17. | Thomas Carlyle taught a conception of leadership based upon:      |  |  | | --- | --- | | A. | The great man theory |  |  |  | | --- | --- | | B. | The melting pot theory |  |  |  | | --- | --- | | C. | Social interaction theory |  |  |  | | --- | --- | | D. | Acquired competency theory |  |  |  | | --- | --- | | E. | None of these | |

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| 18. | Ralph M. Stogdill identifies individual traits that correlate positively with leadership. These include:      |  |  | | --- | --- | | A. | Intelligence, hand strength, size, birth order |  |  |  | | --- | --- | | B. | Height, gender, age, experience |  |  |  | | --- | --- | | C. | Education, ability, aggressiveness, cunning |  |  |  | | --- | --- | | D. | Responsibility, vigor, venturesomeness, self-confidence |  |  |  | | --- | --- | | E. | Training, motivation, need-deficiency, skill | |

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| 19. | The influence of environmental factors and individual qualities in determining leadership effectiveness is shown in studies by:      |  |  | | --- | --- | | A. | Biologist Richard Borowsky |  |  |  | | --- | --- | | B. | Economist Paul Samuelson |  |  |  | | --- | --- | | C. | Psychologist B.F. Skinner |  |  |  | | --- | --- | | D. | Anthropologist Margaret Mead |  |  |  | | --- | --- | | E. | None of these | |

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| 20. | Most cited places where American leaders say they learn to lead are:      |  |  | | --- | --- | | A. | Business, industry, government |  |  |  | | --- | --- | | B. | Television, films, print-media |  |  |  | | --- | --- | | C. | Experience, examples, education |  |  |  | | --- | --- | | D. | Mistakes and failures |  |  |  | | --- | --- | | E. | None of these | |

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| 21. | The qualities American workers want most in a leader are:      |  |  | | --- | --- | | A. | Integrity, job knowledge, people-building skills |  |  |  | | --- | --- | | B. | Time, attention, consideration |  |  |  | | --- | --- | | C. | Experience, skill, commitment |  |  |  | | --- | --- | | D. | Respect, understanding, encouragement |  |  |  | | --- | --- | | E. | Technical expertise, task-orientation, support | |

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| 22. | The central message of Theodore Roosevelt's passage on caring leadership is:      |  |  | | --- | --- | | A. | The one who cares too much will surely fail |  |  |  | | --- | --- | | B. | Better to have tried and failed than to have never tried at all |  |  |  | | --- | --- | | C. | Victory belongs to the strongest |  |  |  | | --- | --- | | D. | Victory and defeat are the opposite sides of the same coin |  |  |  | | --- | --- | | E. | None of these | |

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| 23. | Jan Carlzon, former CEO of Scandinavian Airlines, states that the path to success begins in the:      |  |  | | --- | --- | | A. | Business plan |  |  |  | | --- | --- | | B. | Heart |  |  |  | | --- | --- | | C. | Product development |  |  |  | | --- | --- | | D. | Financial record |  |  |  | | --- | --- | | E. | None of these | |

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| 24. | The central message of the poem "Threads" is that the leader must:      |  |  | | --- | --- | | A. | Learn to sew the threads of a business together |  |  |  | | --- | --- | | B. | Care about the well being of others |  |  |  | | --- | --- | | C. | Thread personal life into work life for greatest success |  |  |  | | --- | --- | | D. | As you sew, so you reap |  |  |  | | --- | --- | | E. | None of these | |

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| 25. | Karl Marx observed:      |  |  | | --- | --- | | A. | The Russians and Chinese will dominate the world |  |  |  | | --- | --- | | B. | An intelligent individual has a well-developed sense of humor |  |  |  | | --- | --- | | C. | The Communists doctrine is doomed to failure |  |  |  | | --- | --- | | D. | Capitalist ideals constitute proven principles for social well-being |  |  |  | | --- | --- | | E. | The manner in which a society does its work shapes most things a society believes and does | |

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| 26. | Distilled to its essence, leadership is:      |  |  | | --- | --- | | A. | Planning, organizing, and controlling the work of the organization |  |  |  | | --- | --- | | B. | Organizing the organization to fulfill its potential |  |  |  | | --- | --- | | C. | Planning the future and tracking progress |  |  |  | | --- | --- | | D. | Establishing direction, aligning people and resources, and energizing people to achieve success | |

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| 27. | The three basic types of leaders are:      |  |  | | --- | --- | | A. | Heroes, rulers, and teachers |  |  |  | | --- | --- | | B. | Democrats, Republicans, and Independents |  |  |  | | --- | --- | | C. | Progressives, traditionalists, and moderates | |

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| 28. | Ruler-type leaders include:      |  |  | | --- | --- | | A. | Buddha, Marx, and Aristotle |  |  |  | | --- | --- | | B. | Newton, Michelangelo, and Edison |  |  |  | | --- | --- | | C. | Elizabeth I, Napoleon, and Washington | |

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| 29. | Leadership is present:      |  |  | | --- | --- | | A. | In all areas of society and at all levels of responsibility |  |  |  | | --- | --- | | B. | Only in upper management of Fortune 500 companies |  |  |  | | --- | --- | | C. | In the corporate world and higher levels of government only |  |  |  | | --- | --- | | D. | Nowhere. It is an outdated concept as we approach the next millennium | |

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| 30. | The primary purpose of management is to \_\_\_\_\_\_; The primary function of leadership is to \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | make policy; implement policy |  |  |  | | --- | --- | | B. | establish rules; enforce rules |  |  |  | | --- | --- | | C. | provide order and consistency; produce change and movement |  |  |  | | --- | --- | | D. | None of these | |

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| 31. | John W. Gardner identifies the \_\_\_\_\_\_\_ in which his own leadership abilities emerged to be his experience as a(n) \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | vortex; professor |  |  |  | | --- | --- | | B. | box; athlete |  |  |  | | --- | --- | | C. | crucible; marine |  |  |  | | --- | --- | | D. | School; executive | |

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| 32. | Management involves \_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, first identified by \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | ideas; actions; organization; results; John Kotter |  |  |  | | --- | --- | | B. | thoughts; feelings; inputs; outputs; John Gardner |  |  |  | | --- | --- | | C. | planning; organizing; directing; controlling; Henri Fayol |  |  |  | | --- | --- | | D. | data gathering; making decisions; follow through; Ralph Stogdill | |

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| 33. | Match the items below with their descriptions:      |  |  |  | | --- | --- | --- | | 1. commitment to a task, concern for people | means of leadership | \_\_\_\_ | | 2. qualities of the individual, environmental factors | satisfactions of leaders | \_\_\_\_ | | 3. uncompensated work time, too many headaches, loneliness | elements of caring leadership | \_\_\_\_ | | 4. ideas and deeds | essence of leadership | \_\_\_\_ | | 5. experience, example, books and school | determinants of leadership | \_\_\_\_ | | 6. establishing a direction, aligning people and resources, and energizing people to accomplish results | frustrations of leaders | \_\_\_\_ | | 7. integrity, job knowledge, people-building skills | types of leaders | \_\_\_\_ | | 8. teachers, heroes, rulers | where people learn to lead | \_\_\_\_ | | 9. feeling of power and prestige, a chance to help others, high income | what people want in a leader | \_\_\_\_ | |

Chapter 01 The Importance of Leadership: Setting the Stage Key

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| 1. | The weakest link in business and industry effectiveness is \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Technology |  |  |  | | --- | --- | | B. | Tools and equipment |  |  |  | | --- | --- | | C. | Physical plant and facilities |  |  |  | | --- | --- | | D. | Employee skills |  |  |  | | --- | --- | | **E.** | Leadership | |

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| *Level: 2 Medium Manning - Chapter 01 #1* |

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| 2. | Leadership means \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Adherence to performance standards |  |  |  | | --- | --- | | **B.** | Influencing the behaviors of others through ideas and deeds |  |  |  | | --- | --- | | C. | Evaluating a course of action |  |  |  | | --- | --- | | D. | Seeking direction from others |  |  |  | | --- | --- | | E. | Writing and speaking effectively | |

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| *Level: 2 Medium Manning - Chapter 01 #2* |

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| 3. | Ralph M. Stogdill shows the importance of social circumstance in determining leadership by contrasting qualities admired in \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ cultures.      |  |  | | --- | --- | | A. | Russian; American |  |  |  | | --- | --- | | B. | English; French |  |  |  | | --- | --- | | C. | German; Japanese |  |  |  | | --- | --- | | D. | Indian; Chinese |  |  |  | | --- | --- | | **E.** | Egyptian; Greek | |

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| *Level: 2 Medium Manning - Chapter 01 #3* |

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| 4. | Satisfactions of leaders include both \_\_\_\_\_\_\_ and \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Feelings of power; personal freedom |  |  |  | | --- | --- | | B. | High income; good health |  |  |  | | --- | --- | | C. | Opportunity for advancement; love and admiration of friends |  |  |  | | --- | --- | | **D.** | A chance to help others; feeling in on things |  |  |  | | --- | --- | | E. | Opportunity to control resources; aesthetic experience | |

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| *Level: 2 Medium Manning - Chapter 01 #4* |

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| 5. | Frustrations of leaders include both \_\_\_\_\_\_\_ and \_\_\_\_\_\_.      |  |  | | --- | --- | | **A.** | Conflicting goals; people problems |  |  |  | | --- | --- | | B. | Insufficient authority; too much power |  |  |  | | --- | --- | | C. | Uncompensated work time; customer interference |  |  |  | | --- | --- | | D. | Loneliness; vendor demands |  |  |  | | --- | --- | | E. | Organizational politics; personal needs | |

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| *Level: 2 Medium Manning - Chapter 01 #5* |

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| 6. | The successful leader cares about \_\_\_\_\_\_\_ and \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | The people; the money |  |  |  | | --- | --- | | B. | The money; the time |  |  |  | | --- | --- | | C. | The time; the work |  |  |  | | --- | --- | | **D.** | The work; the people |  |  |  | | --- | --- | | E. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #6* |

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| 7. | Caring leadership means \_\_\_\_\_\_\_ and \_\_\_\_\_\_.      |  |  | | --- | --- | | **A.** | Caring about the task to be done; caring about people |  |  |  | | --- | --- | | B. | Caring about self-advancement; caring about the task to be done |  |  |  | | --- | --- | | C. | Caring about the welfare of others; caring about self-advancement |  |  |  | | --- | --- | | D. | Caring about the task to be done; caring about personal well-being |  |  |  | | --- | --- | | E. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #7* |

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| 8. | Either by \_\_\_\_\_\_, leaders show the way and influence the behavior of others.      |  |  | | --- | --- | | **A.** | Ideas or deeds |  |  |  | | --- | --- | | B. | Humor or study |  |  |  | | --- | --- | | C. | Fear or force |  |  |  | | --- | --- | | D. | Books or speeches | |

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| *Level: 2 Medium Manning - Chapter 01 #8* |

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| 9. | Both nature and \_\_\_\_\_\_\_ have a role in the leadership equation.      |  |  | | --- | --- | | **A.** | Nurture |  |  |  | | --- | --- | | B. | Agriculture |  |  |  | | --- | --- | | C. | Water |  |  |  | | --- | --- | | D. | Trees | |

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| *Level: 2 Medium Manning - Chapter 01 #9* |

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| 10. | The Greek warrior Achilles led by \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Ideas |  |  |  | | --- | --- | | **B.** | Deeds |  |  |  | | --- | --- | | C. | Guile |  |  |  | | --- | --- | | D. | Force | |

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| *Level: 2 Medium Manning - Chapter 01 #10* |

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| 11. | The poem \_\_\_\_\_\_\_ reminds us that leadership must come from the heart.      |  |  | | --- | --- | | A. | "The Raven" |  |  |  | | --- | --- | | **B.** | "Threads" |  |  |  | | --- | --- | | C. | "Needles" |  |  |  | | --- | --- | | D. | "The Road Not Taken" | |

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| *Level: 2 Medium Manning - Chapter 01 #11* |

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| 12. | King Arthur of Camelot is to Achilles of Greece as:      |  |  | | --- | --- | | A. | Southern Europe is to Northern Europe |  |  |  | | --- | --- | | B. | Old is to new |  |  |  | | --- | --- | | **C.** | Ideas are to deeds |  |  |  | | --- | --- | | D. | Lost is to found |  |  |  | | --- | --- | | E. | Large is to small | |

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| *Level: 2 Medium Manning - Chapter 01 #12* |

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| 13. | Political leadership is to Caesar and Elizabeth as:      |  |  | | --- | --- | | A. | Religious leadership is to Alexander and Joan of Arc |  |  |  | | --- | --- | | B. | Economic leadership is to John Stuart Mill and Susan B. Anthony |  |  |  | | --- | --- | | C. | Military leadership is to Martin Luther King and Adam Smith |  |  |  | | --- | --- | | **D.** | None of these |  |  |  | | --- | --- | | E. | All of these | |

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| *Level: 2 Medium Manning - Chapter 01 #13* |

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| 14. | Leaders as teachers include:      |  |  | | --- | --- | | A. | Rumi and Yoritomo |  |  |  | | --- | --- | | B. | Aquinas and Watt |  |  |  | | --- | --- | | **C.** | Confucius and Plato |  |  |  | | --- | --- | | D. | Hippocrates and Saladin |  |  |  | | --- | --- | | E. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #14* |

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| 15. | The 66th Edition of Who's Who in America contains entries for:      |  |  | | --- | --- | | A. | more than 90,000 people |  |  |  | | --- | --- | | B. | 78,000 people |  |  |  | | --- | --- | | C. | 47,500 people |  |  |  | | --- | --- | | D. | 22,000 people |  |  |  | | --- | --- | | **E.** | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #15* |

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| 16. | Rosa Parks provided leadership in the area of:      |  |  | | --- | --- | | A. | Economic theory |  |  |  | | --- | --- | | B. | Art appreciation |  |  |  | | --- | --- | | C. | Science and technology |  |  |  | | --- | --- | | **D.** | Civil rights |  |  |  | | --- | --- | | E. | Religious thought | |

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| *Level: 2 Medium Manning - Chapter 01 #16* |

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| 17. | Thomas Carlyle taught a conception of leadership based upon:      |  |  | | --- | --- | | **A.** | The great man theory |  |  |  | | --- | --- | | B. | The melting pot theory |  |  |  | | --- | --- | | C. | Social interaction theory |  |  |  | | --- | --- | | D. | Acquired competency theory |  |  |  | | --- | --- | | E. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #17* |

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| 18. | Ralph M. Stogdill identifies individual traits that correlate positively with leadership. These include:      |  |  | | --- | --- | | A. | Intelligence, hand strength, size, birth order |  |  |  | | --- | --- | | B. | Height, gender, age, experience |  |  |  | | --- | --- | | C. | Education, ability, aggressiveness, cunning |  |  |  | | --- | --- | | **D.** | Responsibility, vigor, venturesomeness, self-confidence |  |  |  | | --- | --- | | E. | Training, motivation, need-deficiency, skill | |

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| *Level: 2 Medium Manning - Chapter 01 #18* |

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| 19. | The influence of environmental factors and individual qualities in determining leadership effectiveness is shown in studies by:      |  |  | | --- | --- | | **A.** | Biologist Richard Borowsky |  |  |  | | --- | --- | | B. | Economist Paul Samuelson |  |  |  | | --- | --- | | C. | Psychologist B.F. Skinner |  |  |  | | --- | --- | | D. | Anthropologist Margaret Mead |  |  |  | | --- | --- | | E. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #19* |

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| 20. | Most cited places where American leaders say they learn to lead are:      |  |  | | --- | --- | | A. | Business, industry, government |  |  |  | | --- | --- | | B. | Television, films, print-media |  |  |  | | --- | --- | | **C.** | Experience, examples, education |  |  |  | | --- | --- | | D. | Mistakes and failures |  |  |  | | --- | --- | | E. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #20* |

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| 21. | The qualities American workers want most in a leader are:      |  |  | | --- | --- | | **A.** | Integrity, job knowledge, people-building skills |  |  |  | | --- | --- | | B. | Time, attention, consideration |  |  |  | | --- | --- | | C. | Experience, skill, commitment |  |  |  | | --- | --- | | D. | Respect, understanding, encouragement |  |  |  | | --- | --- | | E. | Technical expertise, task-orientation, support | |

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| *Level: 2 Medium Manning - Chapter 01 #21* |

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| 22. | The central message of Theodore Roosevelt's passage on caring leadership is:      |  |  | | --- | --- | | A. | The one who cares too much will surely fail |  |  |  | | --- | --- | | **B.** | Better to have tried and failed than to have never tried at all |  |  |  | | --- | --- | | C. | Victory belongs to the strongest |  |  |  | | --- | --- | | D. | Victory and defeat are the opposite sides of the same coin |  |  |  | | --- | --- | | E. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #22* |

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| 23. | Jan Carlzon, former CEO of Scandinavian Airlines, states that the path to success begins in the:      |  |  | | --- | --- | | A. | Business plan |  |  |  | | --- | --- | | **B.** | Heart |  |  |  | | --- | --- | | C. | Product development |  |  |  | | --- | --- | | D. | Financial record |  |  |  | | --- | --- | | E. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #23* |

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| 24. | The central message of the poem "Threads" is that the leader must:      |  |  | | --- | --- | | A. | Learn to sew the threads of a business together |  |  |  | | --- | --- | | **B.** | Care about the well being of others |  |  |  | | --- | --- | | C. | Thread personal life into work life for greatest success |  |  |  | | --- | --- | | D. | As you sew, so you reap |  |  |  | | --- | --- | | E. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #24* |

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| 25. | Karl Marx observed:      |  |  | | --- | --- | | A. | The Russians and Chinese will dominate the world |  |  |  | | --- | --- | | B. | An intelligent individual has a well-developed sense of humor |  |  |  | | --- | --- | | C. | The Communists doctrine is doomed to failure |  |  |  | | --- | --- | | D. | Capitalist ideals constitute proven principles for social well-being |  |  |  | | --- | --- | | **E.** | The manner in which a society does its work shapes most things a society believes and does | |

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| *Level: 2 Medium Manning - Chapter 01 #25* |

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| 26. | Distilled to its essence, leadership is:      |  |  | | --- | --- | | A. | Planning, organizing, and controlling the work of the organization |  |  |  | | --- | --- | | B. | Organizing the organization to fulfill its potential |  |  |  | | --- | --- | | C. | Planning the future and tracking progress |  |  |  | | --- | --- | | **D.** | Establishing direction, aligning people and resources, and energizing people to achieve success | |

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| *Level: 2 Medium Manning - Chapter 01 #26* |

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| 27. | The three basic types of leaders are:      |  |  | | --- | --- | | **A.** | Heroes, rulers, and teachers |  |  |  | | --- | --- | | B. | Democrats, Republicans, and Independents |  |  |  | | --- | --- | | C. | Progressives, traditionalists, and moderates | |

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| *Level: 2 Medium Manning - Chapter 01 #27* |

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| 28. | Ruler-type leaders include:      |  |  | | --- | --- | | A. | Buddha, Marx, and Aristotle |  |  |  | | --- | --- | | B. | Newton, Michelangelo, and Edison |  |  |  | | --- | --- | | **C.** | Elizabeth I, Napoleon, and Washington | |

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| *Level: 2 Medium Manning - Chapter 01 #28* |

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| 29. | Leadership is present:      |  |  | | --- | --- | | **A.** | In all areas of society and at all levels of responsibility |  |  |  | | --- | --- | | B. | Only in upper management of Fortune 500 companies |  |  |  | | --- | --- | | C. | In the corporate world and higher levels of government only |  |  |  | | --- | --- | | D. | Nowhere. It is an outdated concept as we approach the next millennium | |

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| *Level: 2 Medium Manning - Chapter 01 #29* |

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| 30. | The primary purpose of management is to \_\_\_\_\_\_; The primary function of leadership is to \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | make policy; implement policy |  |  |  | | --- | --- | | B. | establish rules; enforce rules |  |  |  | | --- | --- | | **C.** | provide order and consistency; produce change and movement |  |  |  | | --- | --- | | D. | None of these | |

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| *Level: 2 Medium Manning - Chapter 01 #30* |

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| 31. | John W. Gardner identifies the \_\_\_\_\_\_\_ in which his own leadership abilities emerged to be his experience as a(n) \_\_\_\_\_\_.      |  |  | | --- | --- | | A. | vortex; professor |  |  |  | | --- | --- | | B. | box; athlete |  |  |  | | --- | --- | | **C.** | crucible; marine |  |  |  | | --- | --- | | D. | School; executive | |

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| *Level: 2 Medium Manning - Chapter 01 #31* |

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| 32. | Management involves \_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, first identified by \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | ideas; actions; organization; results; John Kotter |  |  |  | | --- | --- | | B. | thoughts; feelings; inputs; outputs; John Gardner |  |  |  | | --- | --- | | **C.** | planning; organizing; directing; controlling; Henri Fayol |  |  |  | | --- | --- | | D. | data gathering; making decisions; follow through; Ralph Stogdill | |

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| *Level: 2 Medium Manning - Chapter 01 #32* |

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| 33. | Match the items below with their descriptions:      |  |  |  | | --- | --- | --- | | 1. commitment to a task, concern for people | means of leadership | **4** | | 2. qualities of the individual, environmental factors | satisfactions of leaders | **9** | | 3. uncompensated work time, too many headaches, loneliness | elements of caring leadership | **1** | | 4. ideas and deeds | essence of leadership | **6** | | 5. experience, example, books and school | determinants of leadership | **2** | | 6. establishing a direction, aligning people and resources, and energizing people to accomplish results | frustrations of leaders | **3** | | 7. integrity, job knowledge, people-building skills | types of leaders | **8** | | 8. teachers, heroes, rulers | where people learn to lead | **5** | | 9. feeling of power and prestige, a chance to help others, high income | what people want in a leader | **7** | |

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| *Level: 3 Difficult Manning - Chapter 01 #33* |

Chapter 01 The Importance of Leadership: Setting the Stage Summary

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| *Category* | *# of Questions* |
| Level: 2 Medium | 32 |
| Level: 3 Difficult | 1 |
| Manning - Chapter 01 | 33 |