**Chapter 10: Leadership**

**Multiple Choice**

1. Compared to a traditional manager, a team leader:

a. has more organizational power and authority.

b. is more likely to handle personnel issues.

\*c. facilitates rather than controls the behavior of group members.

d. handles the administrative tasks of the group.

Learning Objective: 10-1

Cognitive Domain: Knowledge

Answer Location: Characteristics of Team Leadership

Question Type: MC

2. When leadership functions are performed by various members of a team, it is called:

\*a. shared leadership.

b. self-direction.

c. self-management.

d. emergent leadership.

Learning Objective: 10-1

Cognitive Domain: Comprehension

Answer Location: Shared leadership

Question Type: MC

3. Which of the following factors does NOT predict leader emergence?

a. Gender

b. Age

\*c. Effectiveness

d. Height

Learning Objective: 10-2

Cognitive Domain: Knowledge

Answer Location: Leader Emergence

Question Type: MC

4. The “babble effect” is related to:

a. leader emergence.

\*b. group selection of a leader.

c. effectiveness of a leader.

d. all of the above.

Learning Objective: 10-2

Cognitive Domain: Comprehension

Answer Location: Leader Emergence

Question Type: MC

5. Which trait has NOT been found to be related to leadership?

\*a. Aggression

b. Honesty

c. Confidence

d. Intelligence

Learning Objective: 10-2

Cognitive Domain: Knowledge

Answer Location: Trait or Personality Approach

Question Type: MC

6. The basic problem with the trait approach to leadership is:

a. the new-ness of this theory

b. the lack of scientific research

c. the inability to define traits

\*d. that leaders successful in one situation are not necessarily successful in another.

Learning Objective: 10-3

Cognitive Domain: Comprehension

Answer Location: Trait or Personality Approach

Question Type: MC

7. One of the main implications of the Contingency Approach to leadership is to:

a. develop ways to test and select good leaders.

\*b. understand the link between traits and behaviors with situations.

c. understand the substitutes for leadership.

d. develop methods to train people to be good leaders.

Learning Objective: 10-3

Cognitive Domain: Knowledge

Answer Location: Contingency Approach

Question Type: MC

8. The trait approach to leadership has shown that:

\*a. there is not a strong link between any single trait and good leadership.

b. the best leaders are usually the most aggressive members of the group.

c. good leaders are more achievement-oriented than power-oriented.

d. good leaders act consistently and rarely change depending on the situation.

Learning Objective: 10-3

Cognitive Domain: Comprehension

Answer Location: Trait or Personality Approach

Question Type: MC

9. The Behavioral approach to leadership has shown that:

a. democratic decision making is more accurate than authoritarian decision making.

b. authoritarian leaders are better at implementing decisions.

c. task-oriented leaders are more effective than social-oriented leaders.

\*d. leaders often treat individual members very differently which results in varied levels of member performance.

Learning Objective: 10-3

Cognitive Domain: Comprehension

Answer Location: Behavioral Approach

Question Type: MC

10. Which of the following does NOT reduce the need for a leader?

a. Cohesive team spirit

b. Routineness of the task

\*c. Preference of members to be led

d. Competence of members

Learning Objective: 10-4

Cognitive Domain: Analysis

Answer Location: Situational Approach

Question Type: MC

11. Which of the following approaches suggests leaders are not always necessary?

a. Behavioral

b. Continengency

c. Trait

\*d. Situational

Learning Objective: 10-4

Cognitive Domain: Comprehension

Answer Location: Situational Approach

Question Type: MC

12. Yukl’s (1989) multiple linkage model is a \_\_\_\_\_\_ theory of leadership.

a. trait

b. personality

c. situational

\*d. contingency

Learning Objective: 10-3

Cognitive Domain: Knowledge

Answer Location: Contingency Approach

Question Type: MC

13. Which of the following intervening variables is NOT part of the multiple linkage model of leadership?

a. Member effort

b. Member ability

\*c. Stress of the situation

d. Availability of resources

Learning Objective: 10-3

Cognitive Domain: Knowledge

Answer Location: Contingency Approach

Question Type: MC

14. According to Situational Leadership Theory, the leader’s behavior should depend on:

a. how much control the leader has over the situation.

b. the amount of situational stability.

\*c. the maturity level of the group members.

d. the demands of the task.

Learning Objective: 10-5

Cognitive Domain: Comprehension

Answer Location: Situational Leadership Theory

Question Type: MC

15. Research on the use of self-managing teams in organizations shows that:

a. they are not successful when used with production workers.

\*b. they are more successful with members who have experience with the task and with teamwork.

c. they are preferred by members of professional teams.

d. they are most suited for teams in which members have different areas of expertise.

Learning Objective: 10-6

Cognitive Domain: Comprehension

Answer Location: Self-Managing Teams

Question Type: MC

16. Self-managing teams have been around since the:

a. Industrial Revolution.

b. Great Depression.

\*c. 1960s.

d. 1990s.

Learning Objective: 10-6

Cognitive Domain: Knowledge

Answer Location: Self-Managing Teams

Question Type: MC

17. In their study of professional teams, Levi and Slem (1996) found:

\*a. self-managed teams did not necessarily perform better than traditional teams.

b. employees preferred to work in self-managed teams..

c. leaderless teams are best.

d. self-managing works best with production teams.

Learning Objective: 10-6

Cognitive Domain: Knowledge

Answer Location: Success of Self-Managing Teams

Question Type: MC

18. According to the functional approach, which of the following is NOT one of the core functions for team leaders?

\*a. Encouraging stability in the team by controlling change

b. Setting direction for the team

c. Managing the team’s operations

d. Developing the team’s leadership abilities

Learning Objective: 10-7

Cognitive Domain: Comprehension

Answer Location: Application: The Functional Approach to Leading Teams

Question Type: MC

19. Which type of team coaching is focused on strategies to improve performance and coordinate roles and tasks among team members?

a. Motivational

\*b. Consultative

c. Educational

d. Contingent

Learning Objective: 10-8

Cognitive Domain: Knowledge

Answer Location: Team Coaching

Question Type: MC

20. Which type of team coaching is focused on building knowledge, skills, and abilities of group members?

a. Motivational

b. Consultative

\*c. Educational

d. Contingent

Learning Objective: 10-9

Cognitive Domain: Knowledge

Answer Location: Team Coaching

Question Type: MC

21. One problem with team coaching is that leaders too often:

\*a. focus on managing activities rather than building capabilities of the team.

b. do not have the skills to coach.

c. do not have the time to coach.

d. focus on abilities rather than performance.

Learning Objective: 10-8

Cognitive Domain: Knowledge

Answer Location: Team Coaching

Question Type: MC

22. Which of the following is NOT advice for leading virtual teams?

a. Manage by outcomes, not process

b. Manage by problem solving

\*c. Set regular, synchronous meetings

d. Be more explicit in communications

Learning Objective: 10-5

Cognitive Domain: Knowledge

Answer Location: Leading Virtual Teams: New Approaches to Leadership in Virtual Teams

Question Type: MC

**True/False**

1. A team leader controls the behavior of group members.

a. True

\*b. False

Learning Objective: 10-1

Cognitive Domain: Knowledge

Answer Location: Characteristics of Team Leadership

Question Type: TF

2. Research on the trait approach to leadership shows a clear, strong relationship between traits and leadership.

a. True

\*b. False

Learning Objective: 10-3

Cognitive Domain: Knowledge

Answer Location: Trait or Personality Approach

Question Type: TF

3. Team manager and leader are synonymous terms.

a. True

\*b. False

Learning Objective: 10-2

Cognitive Domain: Knowledge

Answer Location: Characteristics of Team Leadership

Question Type: TF

4. Team members are quite good at selecting their most effective leader.

a. True

\*b. False

Learning Objective: 10-2

Cognitive Domain: Comprehension

Answer Location: Leader Emergence

Question Type: TF

5. From a teamwork perspective, one of the most important leadership theories is situational leadership theory.

\*a. True

b. False

Learning Objective: 10-3

Cognitive Domain: Knowledge

Answer Location: Situational Leadership Theory

Question Type: TF

6. The most important reason for companies in introducing self-managing teams in manufacturing was to reduce cost of production.

a. True

\*b. False

Learning Objective: 10-6

Cognitive Domain: Knowledge

Answer Location: Self-Managing Teams

Question Type: TF

7. Self-managed teams are less likely to need an external leader when tasks are routine.

\*a. True

b. False

Learning Objective: 10-6

Cognitive Domain: Knowledge

Answer Location: Leading Self-Managing Teams

Question Type: TF

8. Leading virtual teams require different approaches than leading face-to-face teams.

\*a. True

b. False

Learning Objective: 10-5

Cognitive Domain: Knowledge

Answer Location: Leading Virtual Teams: New Approaches to Leadership in Virtual Teams

Question Type: TF

**Short Answer/Essay**

1. What factors influence who becomes a team’s leader? When is team leadership not so necessary?

\*a. Personal characteristics (e.g., gender, age, and height) may predict leader emergence though not effectiveness. However, the most important predictor of who the group selects is how frequent members communicate (the “babble effect”). Perceptions of a prototypical leader may also affect who group members choose as their leader. The need for a team leader is diminished when task is relatively routine, team’s goals are clear, and employees are highly competent.

Learning Objective: 10-2 & 10-4

Cognitive Domain: Comprehension

Answer Location: Leader Emergence

Question Type: ESS

2. What is shared leadership? What does research suggest about its impacts on a team?

\*a. Shared leadership is the notion that leadership functions can be shared or performed by various members of a team, rather than centralizing the role of leadership. Research shows that shared leadership has overall positive impacts on a team. It helps to improve both the task and social aspects of team performance. Shared leadership has a stronger effect on performance when the team’s task is more complex, knowledge-based, and requires interdependent coordinated activity. Shared leadership emphasizes the social relations among team members and the collective enactment of leadership. Because it promotes communication and support among team members, shared leadership promotes trust, team cohesion, and satisfaction.

Learning Objective: 10-1

Cognitive Domain: Comprehension

Answer Location: Shared Leadership

Question Type: ESS

3. What are three core leadership functions of the team leader?

\*a. Three core functions are: setting direction for the team, managing team’s operations, and developing the team’s leadership abilities.

Learning Objective: 10-7

Cognitive Domain: Knowledge

Answer Location: Application: The Functional Approach to Leading Teams

Question Type: ESS

4. What are the types of team coaching and how do they improve the operation of teams?

\*a. Motivational, consultative, and educational are three types of team coaching. Motivational helps minimize social loafing and increase team commitment. Consultative helps increase coordination among roles and tasks. Education helps build the knowledge, skills, and abilities of team members.

Learning Objective: 10-8

Cognitive Domain: Comprehension

Answer Location: Team Coaching

Question Type: ESS