

**FRAGE 1 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



Which applies to vulnerable narcissists?

**Choose an answer:**

They have high self-esteem.

They are particularly creative.

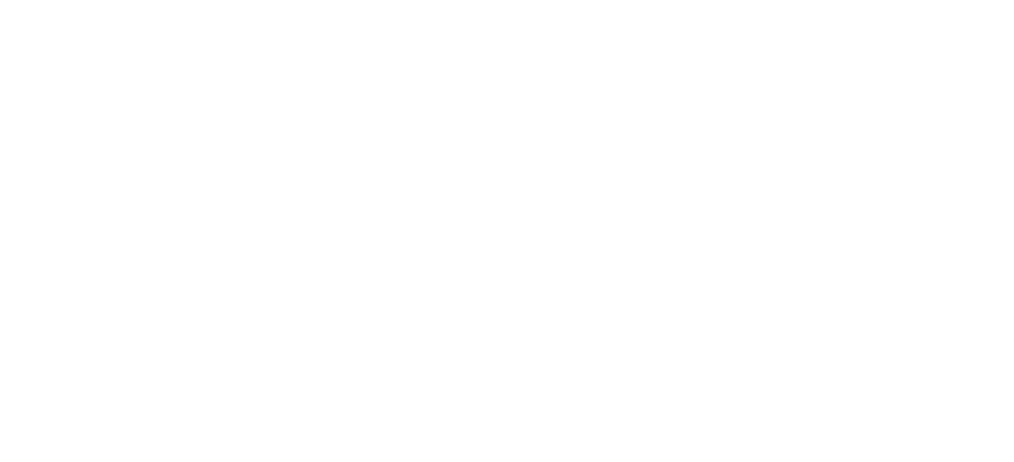
They are particularly uncreative.

*They have low self-esteem.*



**FRAGE 2 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



Which applies to grandiose narcissists?

**Choose an answer:**

They have low self-esteem.

*They have high self-esteem.*

They are particularly creative.

They are particularly uncreative.



Which prerequisites must be fulfilled for the successful implementation of

shared leadership?

**Choose an answer:**

*A low superiority of a leader, democratic leadership style, and high maturity of employees.*

Exclusively a high maturity of the employees.

Exclusively a democratic leadership style.

Exclusively a low superiority of a leader.



Which belongs to non-verbal communication in the sense of the iceberg model?

**Choose an answer:**

Facial expressions, tone of voice, manner of speaking.

Gestures, tone of voice, manner of speaking.

Body posture, tone of voice, manner of expression.

*Gestures, facial expressions, body posture.*



**FRAGE 5 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 07**



Which progression curve did Grijalva et al. (2015) identify for the

relationship of narcissism and effectiveness as a leader?

**Choose an answer:**

U-shaped.

Linear with positive slope.

Linear with negative slope.

*Inverted U-shaped.*



Which applies to vulnerable narcissists?

**Choose an answer:**

They tend to play extreme sports.

*They tend to be hostile.*

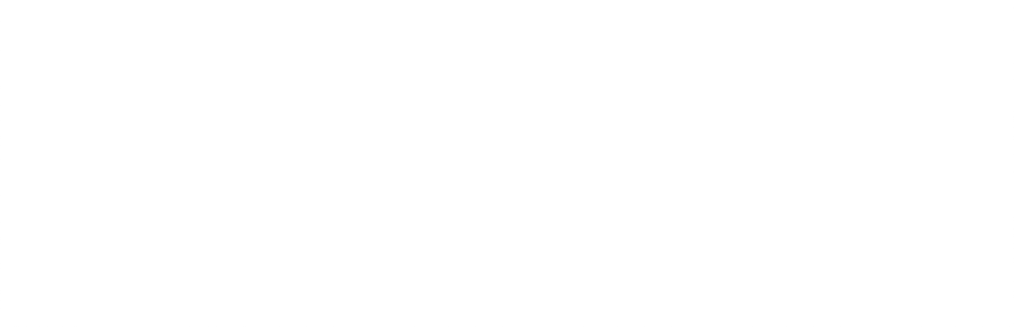
They tend to be reserved.

They tend to avoid risk.



**FRAGE 7 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



Which dimension is part of Hare's Psychopathy Check List?

**Choose an answer:**

Sense of responsibility.

*Lack of empathy.*

Self-doubt.

Feelings of inferiority.



Which ego states does transactional analysis distinguish?

**Choose an answer:**

Professional and public ego.

*Parent, childhood, adult ego.*

Appeal, relationship, factual and self-disclosure ego.

Public and private ego.



**FRAGE 9 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



Where does the term narcissism come from?

**Choose an answer:**

The Latin term for flower.

Roman mythology.

*Greek mythology.*

The Nibelungen saga.



Which applies to meta-analyses?

**Choose an answer:**

They are field studies.

They are experimental studies.

*They are summary studies.*

They are primary studies.



**FRAGE 11 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



According to Hogan, Hogan, and Kaiser, which is **not a** protective factor against leadership derailment?

**Choose an answer:**

*Narcissism.*

Effective Guidance. Sense of Honor. Dignified Appearance.



Which ego state should a leader fundamentally adopt?

**Choose an answer:**

Adapted childhood ego.

Rebellious childhood ego.

*Adult ego.*

Critical parent ego.



**FRAGE 13 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



Very strong narcissism leads to ...

**Choose an answer:**

high effectiveness as a leader.

low popularity as a leader.

*low effectiveness as a leader.*

high popularity as a leader.



According to Housemann and Minor, which factor promotes toxic behavior by

employees?

**Choose an answer:**

Small team size.

*Low supervision and monitoring.*

Low feedback.

Low salary.



Which are functions of an assessment interview?

**Choose an answer:**

*Control, coordination, and information functions.*

Coordination and selection functions.

Information and selection functions.

Control and guidance functions.



**FRAGE 16 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 07**



Which form of power is **not** part of organizational power?

**Choose an answer:**

Power through reward.

Enforcing power.

*Identification power.*

Hierarchical power.



Why is self-management so important, particularly for leaders?

**Choose an answer:**

*Because leaders must set priorities for the team and themselves, act as role models, and manage their own resources responsibly.*

So they can offer their team members support and the ability to plan.

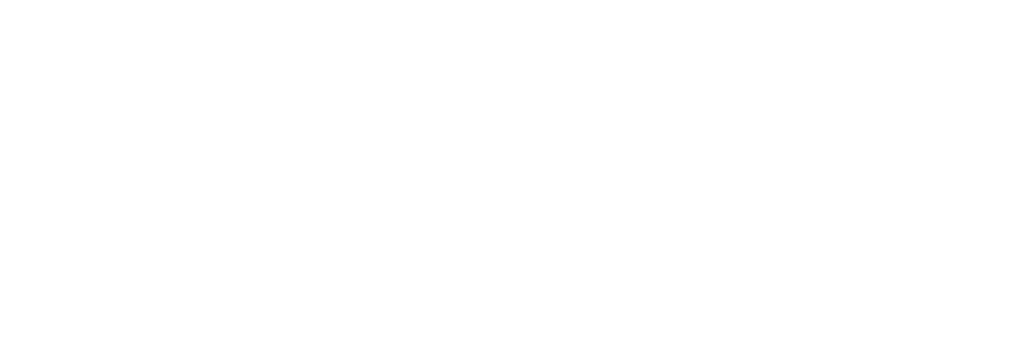
Because leaders must always set an example and are therefore an example for their team, and they forget nothing.

So work gets done on time.



**FRAGE 18 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



Which dimension is part of Hare's Psychopathy Check List?

**Choose an answer:**

Leadership ability.

Love of animals.

Empathy.

*Constant feeling of boredom.*



Which dimension is part of Hare's Psychopathy Check List?

**Choose an answer:**

Determination.

*Lack of conscience.*

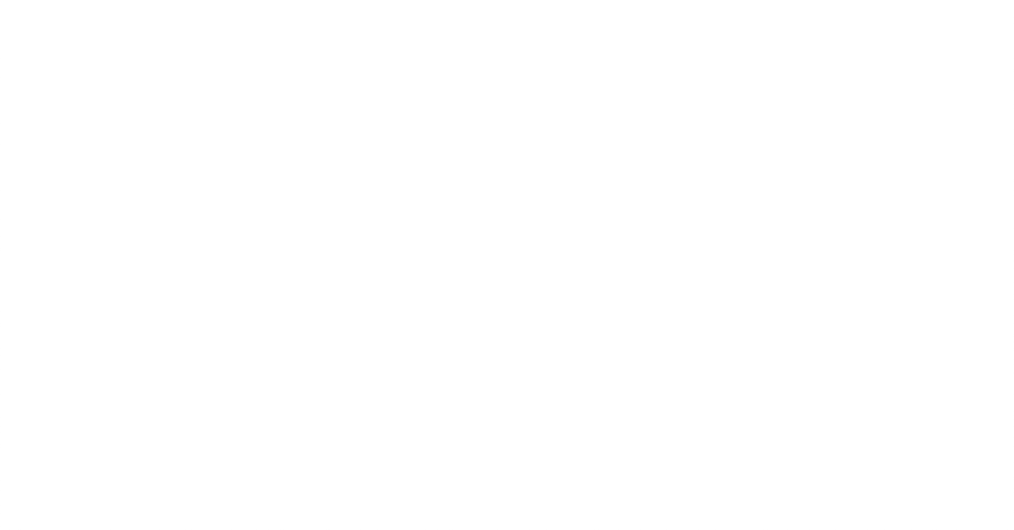
Honesty.

Controlled Behavior.



**FRAGE 20 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 07**



According to Houseman and Minor, the elimination of a toxic

worker saves around X times more than hiring a top 1% performer, with X = ?

**Choose an answer:**

*X = 2.5*

X = 5

X = 2

X = 0.5



The axes of the Eisenhower Matrix prioritizes tasks according to ...

**Choose an answer:**

*Urgency / importance.*

Relevance / stakeholder group.

Urgency / stakeholder group.

Stakeholder group / importance.



**FRAGE 22 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 02**



In the meta-analysis by Stogdill (1948), which factors are identified as

leadership ability?

**Choose an answer:**

Ability, achievement, and stability.

*Ability, achievement, and status.*

Achievement, status, and stability.

Achievement, stability, and status.



**FRAGE 23 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 06**



Which phase is **not** part of the team life cycle model according to Tuckman?

**Choose an answer:**

*Elaborating.*

Performing. Forming. Norming.



Which dimension is part of Hare's Psychopathy Check List?

**Choose an answer:**

*Delinquency in youth.*

Taking responsibility.

Creativity.

Openness.



**FRAGE 25 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



According to Dutton, which occupation has the highest average

psychopathy value?

**Choose an answer:**

Nurse.

Journalist.

*CEO.*

Surgeon.



During the performing phase of Tuckman's team life cycle concept,

the role of the leader is as...

**Choose an answer:**

referee.

trainer.

*coach.*

advisor.



**FRAGE 27 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 01**



The effectiveness criteria of leadership success includes ...

**Choose an answer:**

*performance, as well as team cohesion and satisfaction.*

coherence of results and turnover rate of the team.

output and results.

ECR’s and KPI’s.



According to Dutton, which occupation has the lowest average

psychopathy value?

**Choose an answer:**

Clergyperson.

CEO.

*Nurse.*

Craftsperson.



**FRAGE 29 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 01**



Which are among the efficiency criteria of leadership? success is ...

**Choose an answer:**

*Economic and performance process efficiency.*

Financial and ecological efficiency.

Financial and cost efficiency.

Cost and value efficiency.



Which answer is **not** aprerequisite for shared leadership?

**Choose an answer:**

*High maturity of a leader.*

Climate in a company that promotes shared leadership.

Democratic leadership style.

High maturity of employees.



**FRAGE 31 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 07**



According to Hogan, Hogan and Kaiser, the strategy of “moving away” ...

**Choose an answer:**

describes manipulation and charm as a strategy for achieving goals.

describes the integration of others.

*describes contact avoidance and intimidation as an interpersonal strategy.*

describes creation of spatial distance as a strategy for achieving goals.



At which hierarchical levels can leadership success be assessed?

**Choose an answer:**

At the leader, team, and performance levels.

At the executive, industry, specialized, and department levels.

*At the dyad, organization, and group levels.*

At the effectiveness, efficiency, and coherence levels.



**FRAGE 33 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 06**



Change management is defined by ...

**Choose an answer:**

operational repositioning and restructuring.

*strategic repositioning and restructuring.*

strategic and operational repositioning and restructuring.

cost pressure-driven repositioning and restructuring.



According to Hogan, Hogan, and Kaiser, which of the following interpersonal strategies is considered the most promising?

**Choose an answer:**

“Moving away”.

“Moving nowhere”.

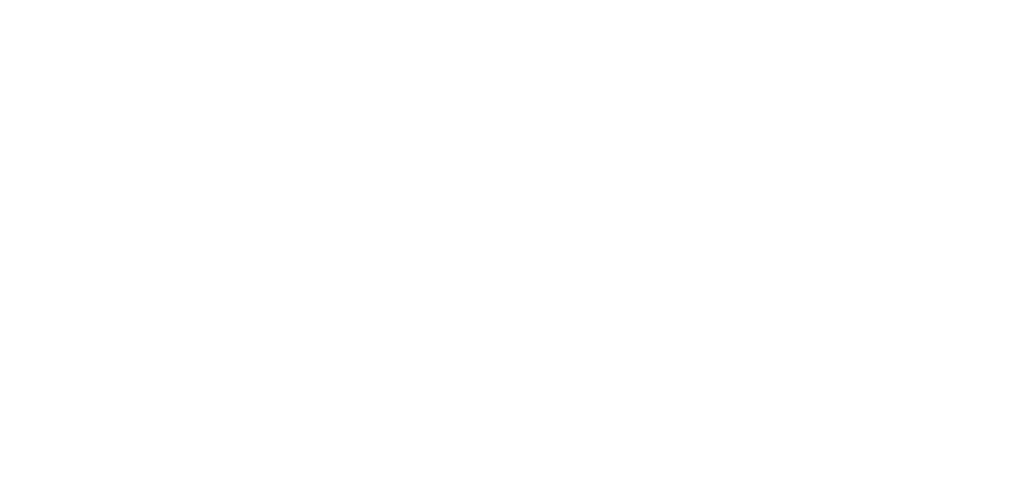
*“Moving toward”.*

“Moving ahead”.



**FRAGE 35 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 06**



Which is the second measure in Kotter's model for change management?

**Choose an answer:**

Maintain momentum.

*Forge coalitions and initiate change.*

Reduce barriers and obstacles.

Establish and communicate urgency.



Which is Drucker's definition of leadership about?

**Choose an answer:**

ECR’s and KPI’s.

The financial results and employee advancement.

*Results, responsibility, and being a role model.*

Efficiency criteria.



**FRAGE 37 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 06**



Which is a group whose factual level is high, but whose relationship level is low?

**Choose an answer:**

*Expert team.*

n:1 dyad.

Team.

True team.



Which constitute influence in organizations?

**Choose an answer:**

Hierarchical and organizational power.

*Organizational and personal power.*

Personal and hierarchical power.

Organizational power and expert power.



**FRAGE 39 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



According to Hogan, Hogan, and Kaiser, which is **not** aprotective factor against leadership derailment?

**Choose an answer:**

Pursuit of excellence.

*“Moving against”.*

“Moving toward”.

Complexity management.



Groupthink describes ...

**Choose an answer:**

a stronger focus on harmony than team cohesion.

a strong focus on cognition than team interaction.

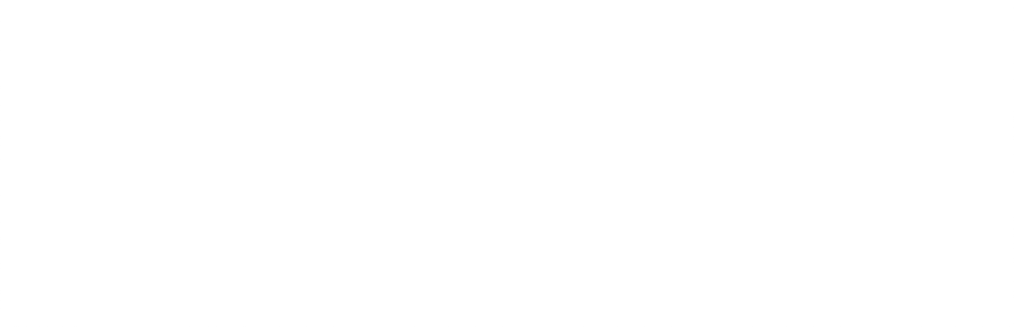
*a stronger focus on harmony than team productivity.*

a stronger focus on goals than team interaction.



**FRAGE 41 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 06**



In general, a risk during teamwork is...

**Choose an answer:**

Efficiency.

Multi-personalities. *Groupthink.*

Competence bundling.



**FRAGE 42 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 07**



According to Hogan, Hogan, and Kaiser, which is **not a** protective factor against leadership derailment?

**Choose an answer:**

Empathy.

Sensitivity.

*“Moving away”.*

Self-control.



**FRAGE 43 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 07**



According to Housemann and Minor, which factor leads to more toxic behavior by

employees?

**Choose an answer:**

Strong service orientation. *Weak service orientation.*

Strong extraversion.

Weak extraversion.



**FRAGE 44 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 05**



Which is the correct order in the basic motivation model?

**Choose an answer:**

1. *Incentives.*
2. *Motives.*
3. *Motivation.*
4. *Volition.*
5. *Behavior.*
6. Motives.
7. Motivation.
8. Incentives.
9. Volition.
10. Behavior.
11. Incentives.
12. Motivation.
13. Motives.
14. Volition.
15. Behavior.
16. Incentives.
17. Volition.
18. Motives.
19. Motivation.
20. Behavior.



**FRAGE 45 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 05**



The flow state means ...

**Choose an answer:**

doing a task with pleasure.

interpreting an activity correctly.

being able to do an activity well.

*the pleasurable absorption in a smoothly running activity.*



**FRAGE 46 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 07**



According to Housemann and Minor, which factor leads to more toxic behavior by employees?

**Choose an answer:**

Excessive neuroticism.

Excessive conscientiousness.

*Excessive optimism.*

Excessive extraversion.



**FRAGE 47 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 05**



The VIE theory according to Vroom ...

**Choose an answer:**

states that the instrumentality of an activity must be positive in order to have a motivating effect.

states that the image of an activity must be positive in order to have a motivating effect.

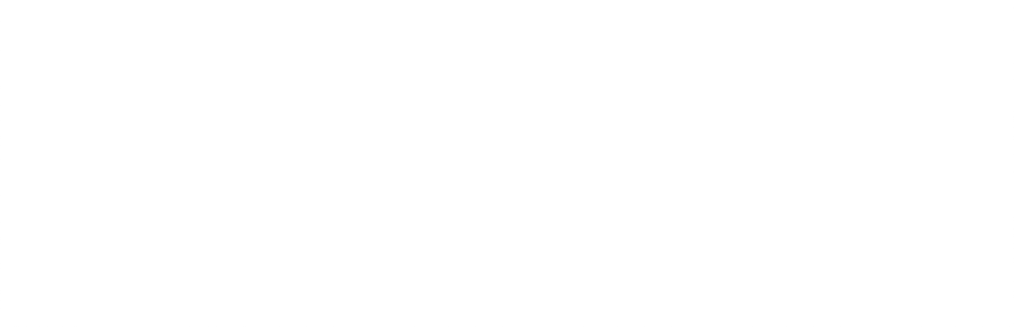
states that the valence of an activity must be negative in order have a motivating effect.

*states that the valence of an activity must be positive in order to have a motivating effect.*



**FRAGE 48 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 07**



Which form of power does **not** pertain to personal power?

**Choose an answer:**

Identification power.

Expert power.

Power through networking.

*Hierarchical power.*



The efficiency criteria of leadership success includes ...

**Choose an answer:**

*No answer is correct.*

Performance.

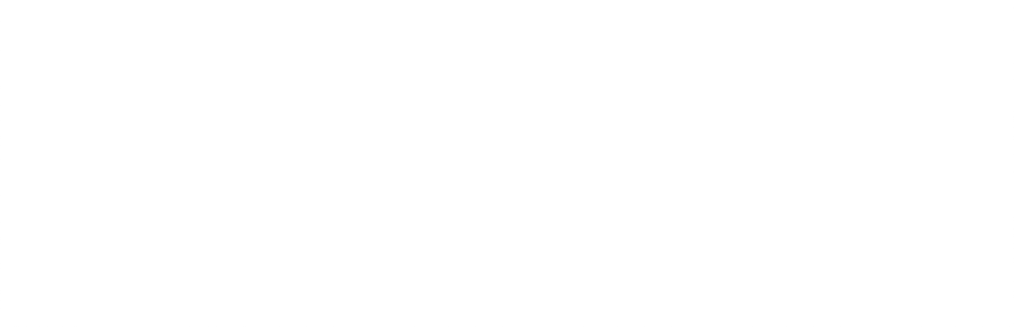
Cohesion.

Satisfaction in a team.



**FRAGE 50 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 05**



Which communication phenomenon does transactional analysis explain?

**Choose an answer:**

Appeal.

*Conflicts.*

Learning.

Becoming acquainted.



Which ideal ego state should a leader continually act from?

**Choose an answer:**

Caring parent ego.

Childhood ego.

*Adult ego.*

Critical parent ego.



**FRAGE 52 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 03**



Which can necessary change and upheaval lead to for many employees?

**Choose an answer:**

Discomfort.

*Uncertainty.*

Joy.

Curiosity.



According to the Houseman/Minor study, when a company fires a toxic worker, it saves X amount. In contrast, if it hires a top 1% performer, it saves Y.

Which are the amounts for X and Y?

**Choose an answer:**

X = approx. $1,900 Y = approx. $12,000.

X = approx. $1,200 Y = approx. $19,000.

*X = approx. $12,000 Y = around $5,000.*

X = approx. $5,000 Y = approx. $12,000.



Which is the name of the employee group located in the upper left (low to medium performance, high potential) of the performance potential matrix according to Weißenrieder and Kosel?

**Choose an answer:**

Potentials.

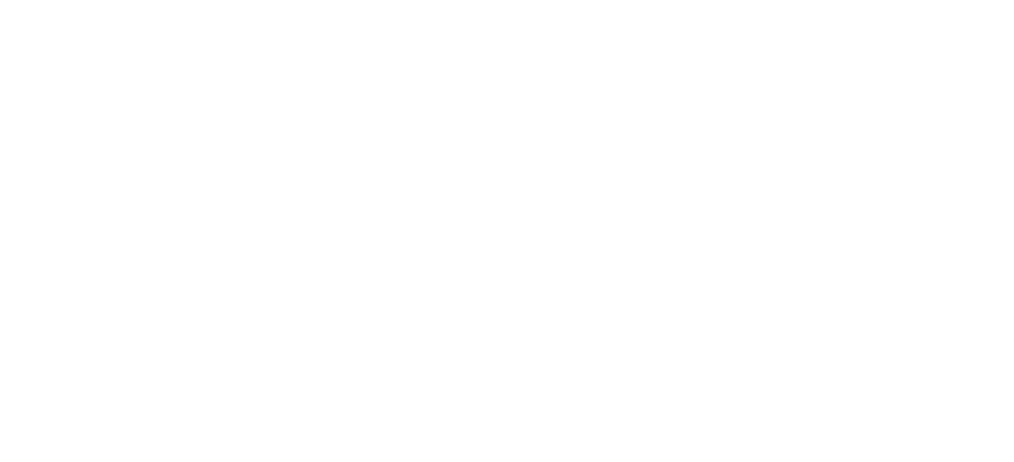
Problem cases. Queries.

*Talents.*



**FRAGE 55 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 07**



The dismissal of a toxic worker ...

**Choose an answer:**

is disproportionate to the hiring of top performers.

saves around half as much as hiring a top 1% performer.

*saves slightly more than twice as much as hiring a top 1% performer.*

saves around the same as hiring a top 1% performer.



Which is the first phase in the team life cycle concept according to

Tuckman?

**Choose an answer:**

*Forming.*

Storming. Storm. Formal.



**FRAGE 57 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 05**



How are performance and potential in the “talent” group characterized according to the performance potential matrix?

**Choose an answer:**

Weak potential, moderate to high performance.

Weak potential and performance.

High potential and performance.

*High potential, weak to moderate performance.*



According to Tuckman, the “norming” phase of the team life cycle concept is about ...

**Choose an answer:**

expectations being set and the leader comes to the foreground.

expectations being set and leadership comes to the foreground.

*expectations being set and the factual level comes to the foreground.*

expectations being set and the relationship level comes to the foreground.



According to Bakker and Demerouti, the job demands-resources model ...

**Choose an answer:**

*distinguishes between an effort-driven and a motivation-driven process.*

distinguishes between a personnel-driven and a resource-driven process.

distinguishes between job descriptions and job demands.

distinguishes between job descriptions and job resources.



**FRAGE 60 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 06**



At the transition from the forming to the storming phase in the life cycle concept, the distribution between the factual and the relationship level in the team ...

**Choose an answer:**

*changes only slightly, since the relationship level remains in the foreground.*

does not change, since the factual level remains in the foreground.

changes considerably, since the relationship level comes to the foreground.

changes considerably, since the factual level comes to the foreground.



**FRAGE 61 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 04**



Which answer **does not** count among the interface tactics for improving the work-life balance?

**Choose an answer:**

*Effort-driven tactics.*

Behavioral tactics.

Communication-related tactics.

Time-related tactics.



**FRAGE 62 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 06**



During the transition from the norming to the performing phase in the life cycle concept, the distribution between the factual and the relationship levels change in the team.

Which is the distribution between the factual and relationship levels in the performing phase?

**Choose an answer:**

*The factual and relationship levels are balanced.*

Both move to the background and the professional level comes to the foreground.

The factual level comes to the foreground.

The relationship level comes to the foreground.



**FRAGE 63 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 06**



In the forming phase of Tuckman's team life cycle concept,

the role of the leader is as ...

**Choose an answer:**

communicator. mediator.

observer.

*relationship manager.*



When the private life is “neglected” due to the workload this is a ...

**Choose an answer:**

Home-balance conflict.

Work-home conflict.

*Work-family conflict.*

Life-conflict.



The special duty to undertake protective measures associated with work-life balance is governed by...

**Choose an answer:**

*Section 618 (I) of the German Civil Code (BGB).*

Section 419 Para. II BGB.

Section 681 Para. I BGB.

Section 491 Para. II BGB.



**FRAGE 66 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 06**



In the storming phase of Tuckman's team life cycle concept,

the role of the leader is as ...

**Choose an answer:**

coach.

referee.

*mediator.*

coordinator.



In the norming phase of Tuckman's team life cycle concept, the role of the leader is as ...

**Choose an answer:**

communicator.

legislator.

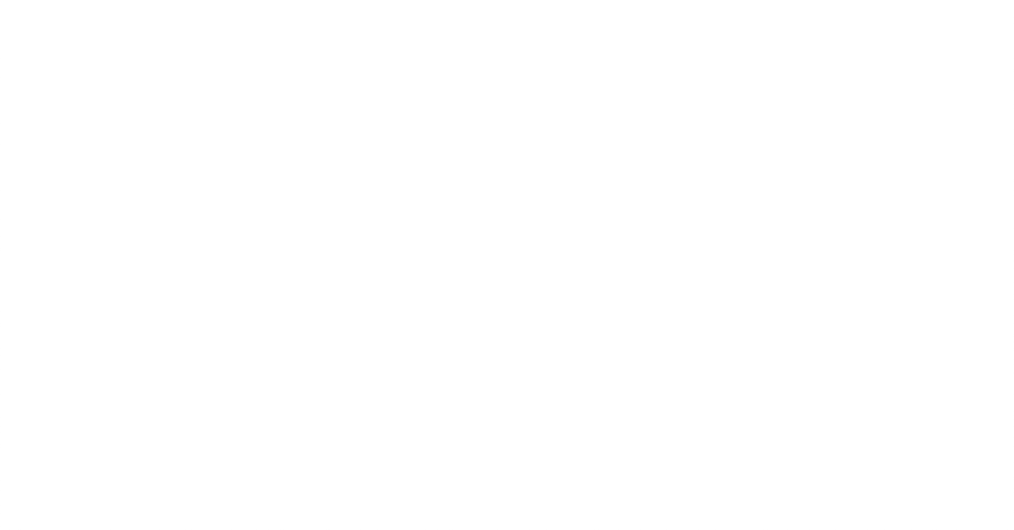
*coordinator.*

referee.



**FRAGE 68 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 04**



The idea, “My living environment must be completely intact, or at least develop positively, and this must be assured for the foreseeable future. I can only enjoy life and be happy under these conditions,” describes ...

**Choose an answer:**

perceived musts in relation to oneself.

*perceived musts in relation to the environment.*

obsessions about the environment.

obsessions about oneself.



Communication and transparency in change management are ...

**Choose an answer:**

not components.

less important than authority and strength of implementation.

unimportant components.

*important components.*



**FRAGE 70 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 04**



A model for optimized prioritization and thus stress reduction is ...

**Choose an answer:**

the perceived musts grid.

the concept of sphere of interest and sphere of influence.

the job demands-resource model.

*the Eisenhower matrix.*



**FRAGE 71 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 02**



The work of Stogdill (1948) is in the tradition of ...

**Choose an answer:**

*traits theory.*

contingency theory.

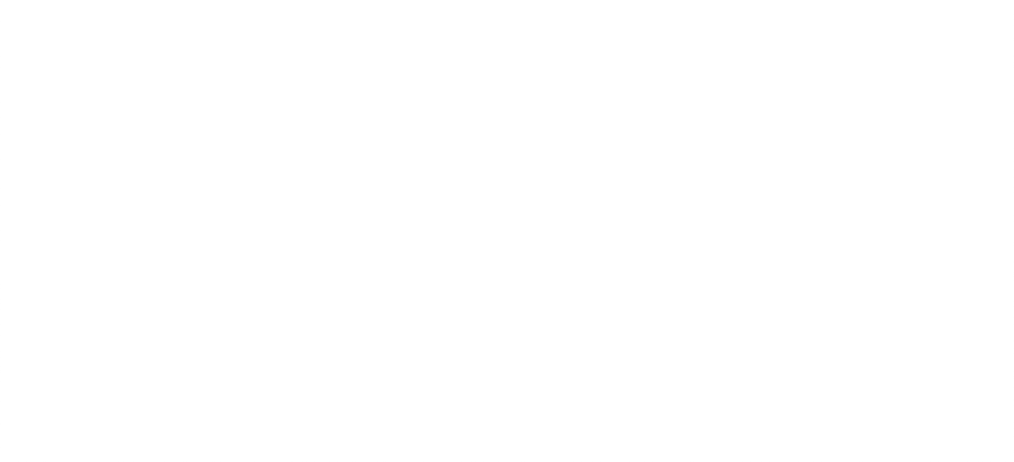
situational leadership theory.

big five theory.



**FRAGE 72 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 06**



The cultural core in Schein's model of organizational culture includes ...

**Choose an answer:**

basic assumptions and values.

proclaimed basic assumptions and the symbol system.

values and standards.

*basic assumptions and proclaimed basic assumptions.*



Which personality trait is **not** included in the big five model?

**Choose an answer:**

*Grit.*

Extraversion.

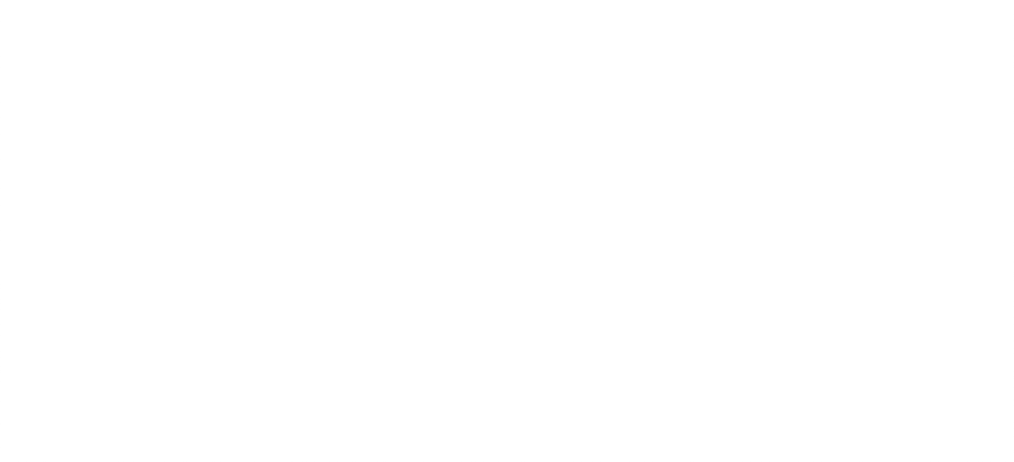
Conscientiousness.

Openness.



**FRAGE 74 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 06**



Which does Schein's model of organizational culture consider to be problematic?

**Choose an answer:**

The cultural core is often not lived.

Externally proclaimed values do not necessarily correspond to the symbol system.

*Externally proclaimed values do not necessarily correspond to basic assumptions.*

Externally proclaimed values do not necessarily correspond to values and standards.



Uhl-Bien defines distributed shared leadership as a ...

**Choose an answer:**

communicative, social process that occurs through the interaction of multiple players.

collective, social process that occurs through the integration of multiple players.

communicative, social process that occurs through the integration of multiple players.

*collective, social process that occurs through the interaction of multiple players.*



**FRAGE 76 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 02**



According to Fiedler's contingency model, leadership in both particularly favorable and particularly unfavorable situations should be ....

**Choose an answer:**

on a strong employee-oriented basis.

on a strongly communication basis.

on a strongly task-oriented basis.

*on a strong performance-oriented basis.*



Which is the first measure in Kotter's model for change management?

**Choose an answer:**

*Establish and communicate urgency.*

Form coalitions.

Create strategic vision.

Strive for quick wins.



**FRAGE 78 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 02**



According to Hersey and Blanchard, which is a requirement for leaders in the maturity model?

**Choose an answer:**

*All leadership styles must be mastered.*

The instructive leadership style must be mastered.

The participative leadership style must be mastered.

The maturity leadership style must be mastered.



In terms of the leadership style continuum according to Tannenbaum and Schmidt, which leadership style is described here?

“In the XY leadership style, the supervisor makes decisions on their own, but strives to convince employees that their decisions are correct.”

**Choose an answer:**

*Patriarchal.*

Informatory. Authoritarian. Delegative.



**FRAGE 80 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 06**



Which is the eighth and final measure in Kotter's model for change management?

**Choose an answer:**

*Anchor change.*

Aim for quick wins.

Empower an army of willing supporters.

Reduce barriers.



Which outcome variable did the Iowa Studies of leadership styles have?

**Choose an answer:**

Assessment of the leader.

Teamwork.

*Performance.*

Efficiency.



**FRAGE 82 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 06**



Which group is characterized by low factual and relationship levels?

**Choose an answer:**

*Lone wolf group.*

Sociable group.

1:n dyad.

Team.



Which group is characterized by high factual and relationship levels?

**Choose an answer:**

*True team.*

Quality circle.

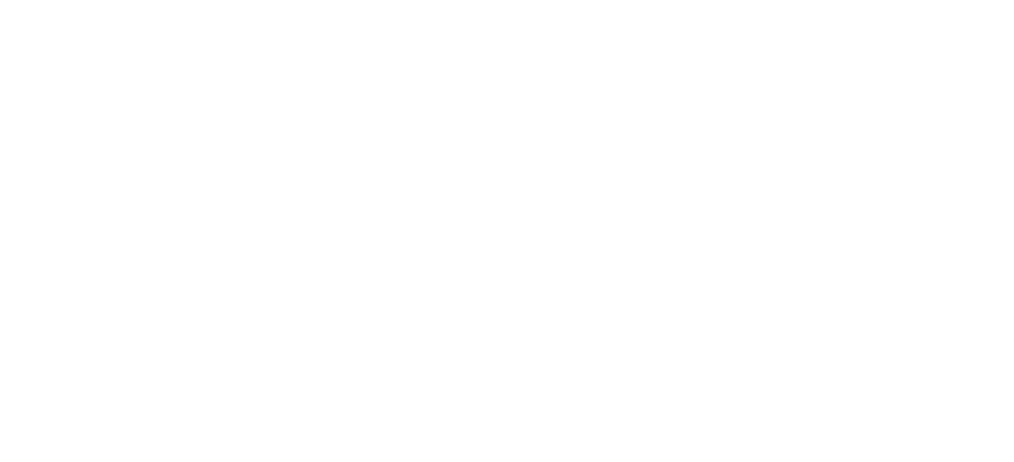
n:1 dyad.

Expert team.



**FRAGE 84 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 02**



According to systems theory, when do systems adapt?

**Choose an answer:**

When the dyad changes.

When the output changes.

*When the input changes.*

When the employee changes.



Which group is characterized by a low factual level, but has a high

relationship level?

**Choose an answer:**

*Sociable group.*

Lone wolf group.

1:n dyad.

Interest group.



**FRAGE 86 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 01**



In addition to the efficiency and effectiveness criteria, which is another

approach for assessing leadership success?

**Choose an answer:**

Shareholder approach.

Shareholder value.

*Stakeholder approach.*

Economic efficiency.



A descriptive trait of teams is ...

**Choose an answer:**

Dependence.

*Perception of membership.*

Goal Orientation.

Multi-personalities.



**FRAGE 88 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 01**



Which is **not** ameasurement variable of leadership success?

**Choose an answer:**

High employee satisfaction.

High return on sales.

Low employee turnover.

*High maturity of a leader.*



A constituent characteristic of teams is ...

**Choose an answer:**

*interdependence*

mutual influence.

interpersonal interaction.

structured relationship with each other.



**FRAGE 90 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 01**



Performance process efficiency includes ...

**Choose an answer:**

shareholder and stakeholder performance processes.

*tangible and intangible performance processes.*

direct and indirect performance processes.

moderated and mediated performance processes.



Which answer applies to the “management by objectives” model?

**Choose an answer:**

A leader should stand out and ensure that their actions are symbolic.

A leader must make their self visible and heard.

A leader must make their voice heard through instructions and always be present to ensure good leadership.

*A leader must be visible and lead by example.*



**FRAGE 92 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 06**



Which provides a starting point for leaders to reduce the groupthink process?

**Choose an answer:**

*Changing the team composition occasionally.*

More delegation.

Promoting harmony in the team.

Distributing demanding tasks.



**FRAGE 93 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 06**



Which does **not** provide a starting point for leaders to reduce the groupthink process?

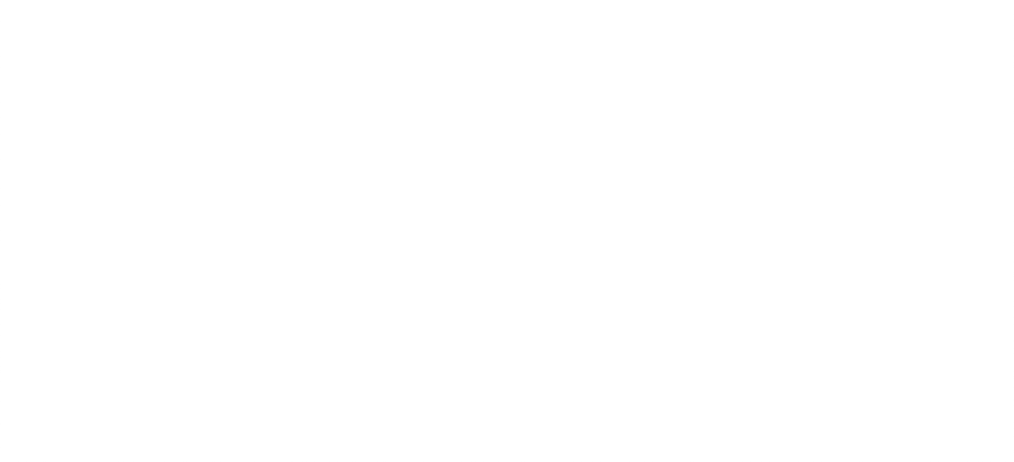
**Choose an answer:**

Encouraging open interaction with professional colleagues.

*Promoting harmony in the team.*

Encouraging critical professional discussions.

Changing the team composition occasionally.



The "V" in the acronym "VUCA" stands for ...

**Choose an answer:**

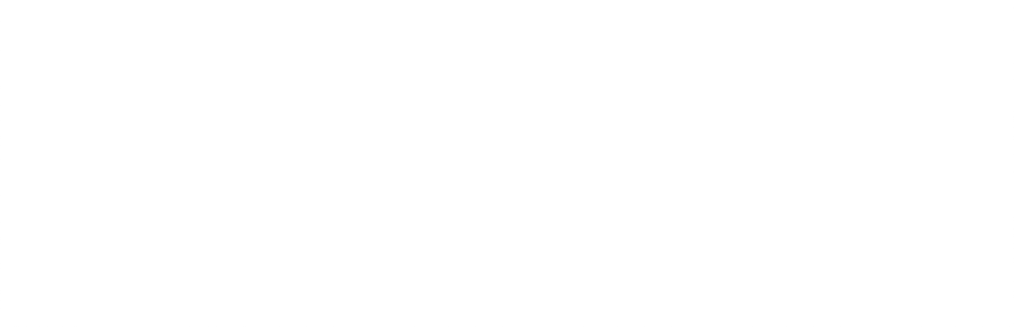
velocraty. *volatility.*

velocity. variance.



**FRAGE 95 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 03**

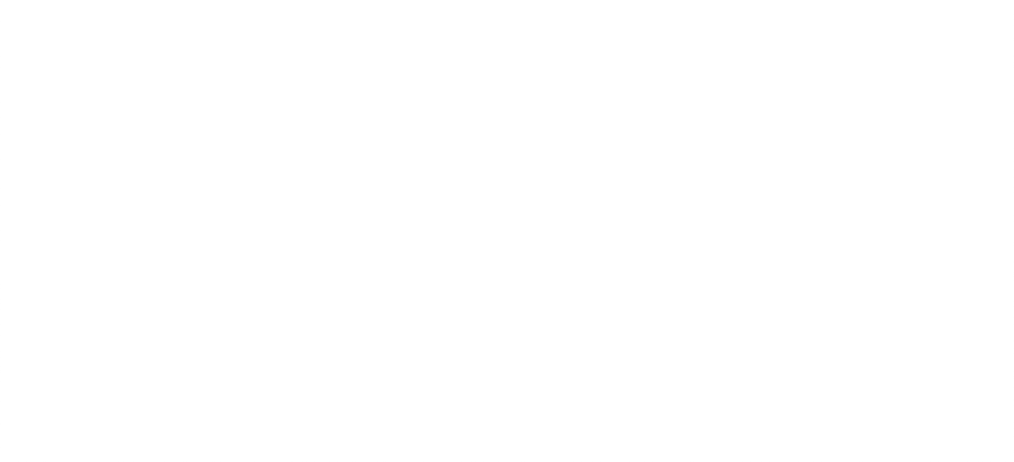


The "U" in the acronym "VUCA" stands for ...

**Choose an answer:**

unvarying. *uncertainty.*

unanimous. unity.



The "C" in the acronym "VUCA" stands for ...

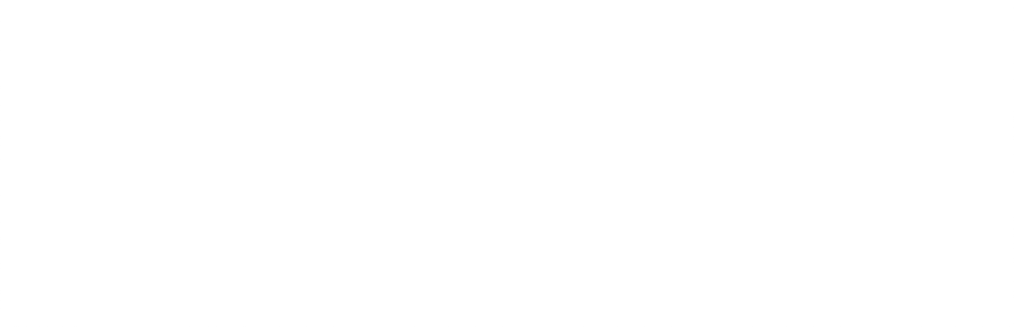
**Choose an answer:**

conclusion. compression. compromise. *complexity.*



**FRAGE 97 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 06**



In general terms, a risk of teamwork is ...

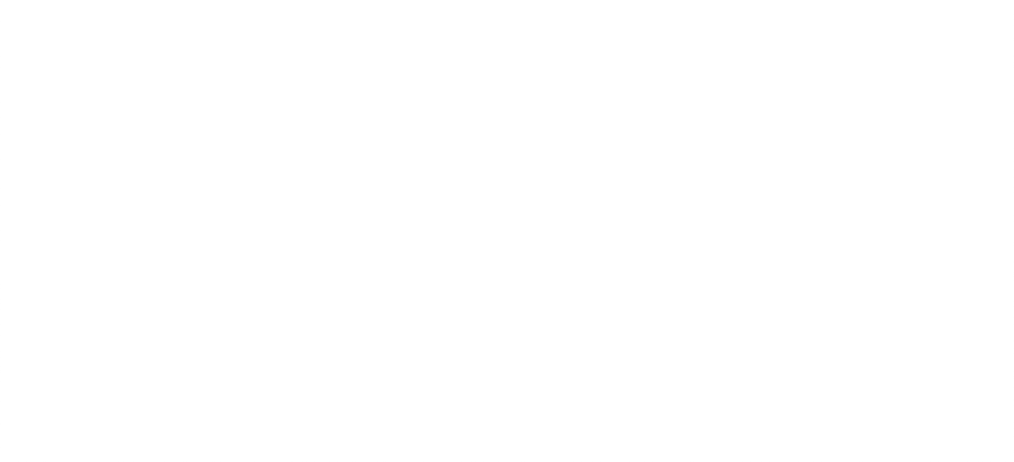
**Choose an answer:**

*conflict potential.*

bundling of competencies.

diversity.

efficiency improvement.



The "A" in the acronym "VUCA" stands for ...

**Choose an answer:**

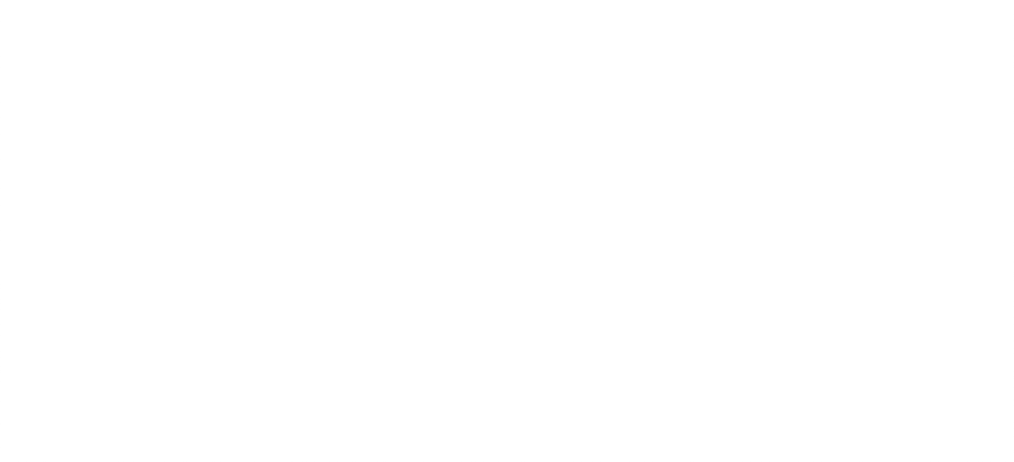
authority. ambience. *ambiguity.*

ambidexterity.



**FRAGE 99 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 03**



The term "VUCA" originally comes from ...

**Choose an answer:**

*the US military.*

the book “The World is Flat”.

British personnel research.

psychological research.



**FRAGE 100 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 05**



Over time, motives are ...

**Choose an answer:**

quite volatile.

low in stability.

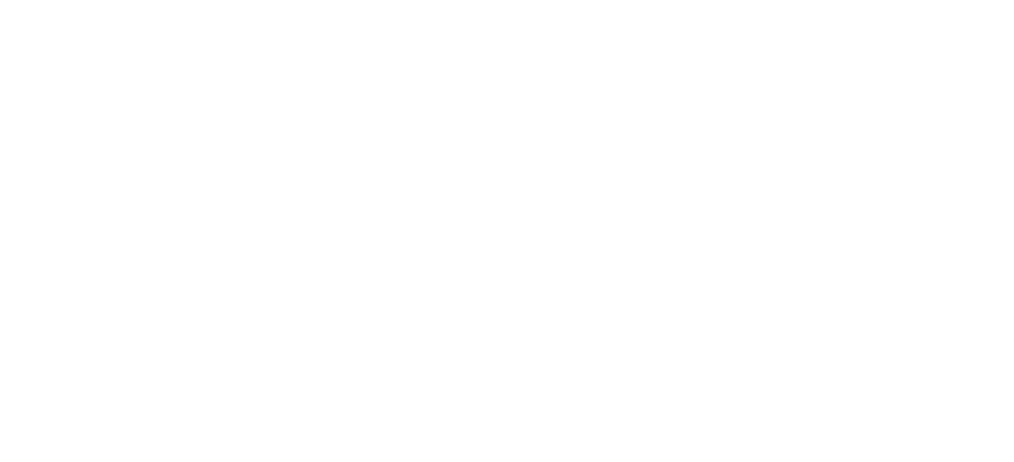
extremely volatile.

*quite consistent.*



**FRAGE 101 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 03**



Which is a danger when leaders do **not** value the empowerment of their employees?

**Choose an answer:**

That SCRUM becomes impossible.

*That micromanagement and monitoring are prevalent.*

That the prime model according to Lawrence no longer has effect.

That the team can no longer find its path.



**FRAGE 102 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 05**



Which contingency variables play a role in the basic motivation model?

**Choose an answer:**

Incentives, motives, volition.

Psychological capital, motives, incentives.

*Situation, individual motivational structure, psychological resources.*

Incentives, behavior, and motives.



**FRAGE 103 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 05**



Which part of communication does the iceberg model postulate to be conscious?

**Choose an answer:**

Seven-sixths.

Six-sevenths.

One-sixth.

*One-seventh.*



According to transactional analysis, which problem leads to communication difficulties?

**Choose an answer:**

Self-disclosure. Appeal.

Parallel transactions.

*Crossover transactions.*



**FRAGE 105 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 05**



In transactional analysis, which is the focus of a childhood ego state?

**Choose an answer:**

Motivation and personality.

Relationships and self-disclosure.

*Feelings and needs.*

Motives and incentives.



In transactional analysis, which is the focus of a parent ego state?

**Choose an answer:**

*Value judgments and norms.*

Fact gathering and decision-making.

Feelings and needs.

Crossover and parallel transactions.



**FRAGE 107 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 05**



In transactional analysis, which is the focus of an adult ego state?

**Choose an answer:**

Relationships and self-disclosure.

Value judgments and norms.

*Fact gathering and decision-making.*

Altruism and mildness.



Which subtypes are in the childhood ego state of transactional analysis?

**Choose an answer:**

Free and detached

*Free, rebellious, conformist.*

Critical and caring.

No answer is correct.



**FRAGE 109 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 05**



What subtypes are in the parent ego state of transactional analysis?

**Choose an answer:**

There are no subtypes in the parent ego.

*Critical and caring.*

Free and conformist.

Crossover and parallel transactions.



In terms of transactional analysis, which states are often found in crossover transactions?

**Choose an answer:**

*Critical parent and rebellious childhood ego.*

Free parent and free childhood ego.

Critical parent and free childhood ego.

No answer is correct.



From which ego state does a leader act when they express the following?

“Who left this mess again?!”

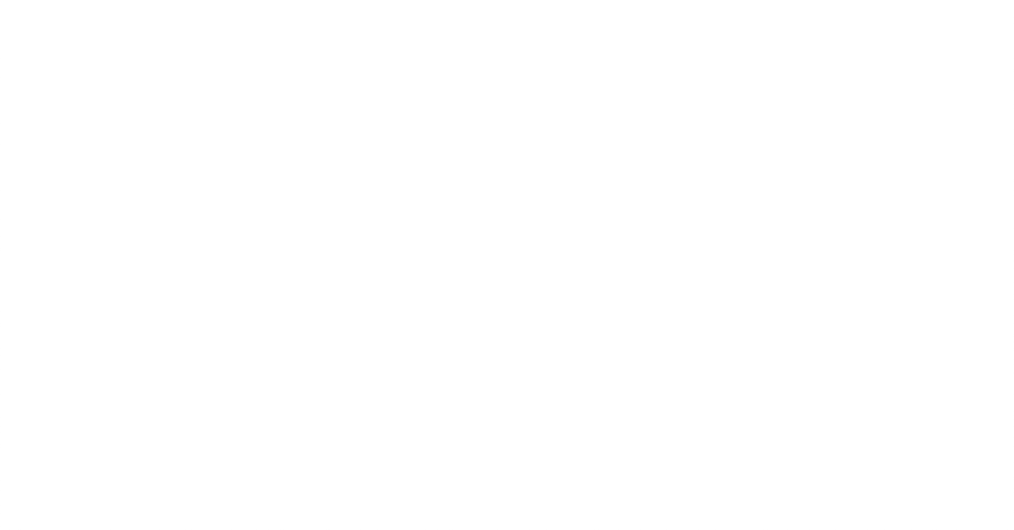
**Choose an answer:**

Caring parent ego.

No answer is correct.

*Critical parent ego.*

Rebellious childhood ego.



From which ego state does a leader act when they express the following?

“Let us know if your husband's health does not improve. We want to support you and will find a solution if you can't come in next week.”

**Choose an answer:**

Adult ego.

Conformist childhood ego.

*Caring parent ego.*

Free childhood ego.



Which are functions of an assessment interview?

**Choose an answer:**

Only an information function.

Only a motivational function.

Only a diagnostic function.

*Diagnostic, motivational, as well as information function.*



**FRAGE 114 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 05**



Which are functions of an assessment interview?

**Choose an answer:**

*No answer is correct.*

Disciplinary function.

Salary function.

Binding function.



Which requirements must personnel assessment measures meet?

**Choose an answer:**

*Systematic implementation, clear reference values.*

Fact gathering and decision-making.

Relationships and self-disclosure.

Control and monitoring function.



**FRAGE 116 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 05**



Which is the name of the employee group located at the bottom right (high performance, low potential) of the performance potential matrix according to Weißenrieder and Kosel?

**Choose an answer:**

*Stable performers.*

Talents.

High potentials.

High performers with potential.



**FRAGE 117 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 05**



Which is the name of the employee group on the far left, middle (medium potential, low power) of the performance potential matrix of the performance-potential matrix according to Weißenrieder and Kosel?

**Choose an answer:**

High potentials.

Problem cases.

*Queries.*

High performers.



**FRAGE 118 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 05**



How are performance and potential in the “stable performers” group characterized according to the performance potential matrix?

**Choose an answer:**

High potential and performance.

Weak potential and performance.

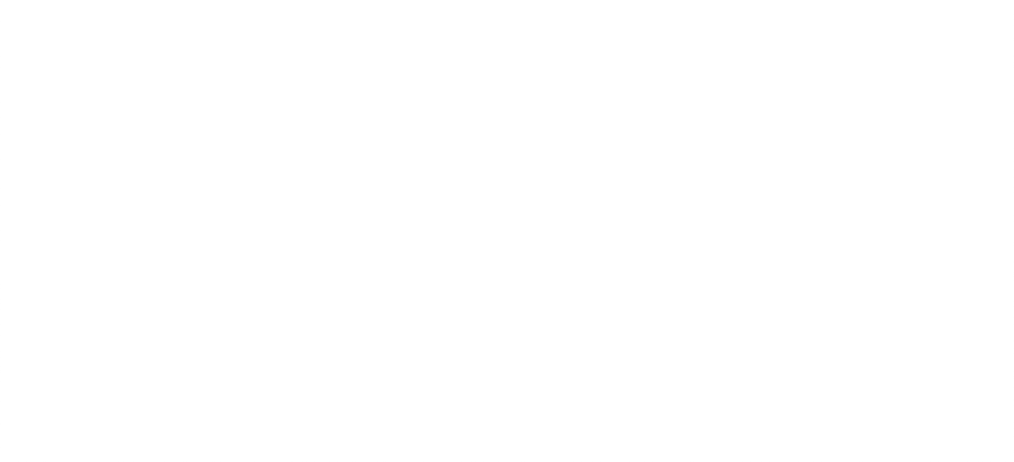
*Weak potential, medium to high performance.*

High potential, medium to high performance.



**FRAGE 119 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 05**



Talents are often found in the group of ...

**Choose an answer:**

narcissists.

middle management.

executives.

*career starters and career changers.*



**FRAGE 120 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 04**



The job demands according to Bakker and Demerouti include ...

**Choose an answer:**

strong control.

*emotional, cognitive, and physical challenges.*

customer contact.

strenuous physical work.



Job resources according to Bakker and Demerouti include ...

**Choose an answer:**

*social support, room for maneuvering, and feedback on performance.*

friendly colleagues.

a sense of work.

a stimulating environment.



How do occupational resources have an effect in the job demands-resources model according to Bakker and Demerouti?

**Choose an answer:**

*They moderate the effect of occupational demands on effort and have a positive effect on motivation.*

They prevent the effort-driven process.

They shift the job demands toward more job resources.

They reduce job demands and directly contribute to satisfaction and performance.



Which process induces the occupational demands in the job demands-resources

model according to Bakker and Demerouti?

**Choose an answer:**

The challenge-driven process.

No answer is correct.

*The effort-driven process.*

The motivation-driven process.



**FRAGE 124 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 04**



Which is **not** acomponent of burnout?

**Choose an answer:**

*ADHD.*

Emotional exhaustion.

Reduced performance. Depersonalization.



**FRAGE 125 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 04**



Which are components of burnout?

**Choose an answer:**

Physical challenges and depersonalization.

*Emotional exhaustion and depersonalization.*

Emotional work and depersonalization.

Emotionality and high creativity



**FRAGE 126 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 04**



A perceived must ...

**Choose an answer:**

creates stress because it implies time pressure.

*creates stress because it seeks perfection.*

No answer is correct.

relieves stress because it provides concrete guidelines.



**FRAGE 127 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 04**



Perceived musts create ...

**Choose an answer:**

perfection. joy.

*stress.*

mental disorders.



**FRAGE 128 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 04**



The behavior-related interface tactics to improve work-life balance include ...

**Choose an answer:**

sanctioning of disturbances.

manipulation of action space.

expectation management.

*social support.*



The communication-related interface tactics to improve work-life balance include ...

**Choose an answer:**

artifacts management.

*sanctioning of disturbances.*

manipulation of action space.

control of working time.



**FRAGE 130 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 04**



The timing-related interface tactics to improve work-life balance include ...

**Choose an answer:**

artifacts management.

allowing permeability.

*definition of time off.*

expectation management.



The communication-related interface tactics to improve work-life include ...

**Choose an answer:**

*expectation management.*

customization of physical interfaces.

artifacts management.

allowing permeability.



**FRAGE 132 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 04**



If problems occur in the performance of occupational duties due to private commitments (e.g., illness of a child), there is a ...

**Choose an answer:**

Work conflict.

Life conflict.

Work-family conflict.

*Family-work conflict.*



Which refers to the “rush hour” in terms of work-life balance?

**Choose an answer:**

Busy commuter route to work.

Time from 9 – 11am, when most of the important meetings are held.

No answer is correct.

*Time in life when career, building a house, and starting a family coincide.*



Technological progress and the development of smartphones have

contributed to ...

**Choose an answer:**

a support function on the part of the company.

an intensification of work.

*a dissolution of work boundaries.*

a rush hour in life.



The elimination of many support functions, such as secretaries and research

departments, has contributed to ...

**Choose an answer:**

work-family conflict.

a rush hour in life.

a dissolution of the boundaries of work.

*an intensification of work.*



**FRAGE 136 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 04**



A “negative emotional condition in connection with increased (work) demands” defines ...

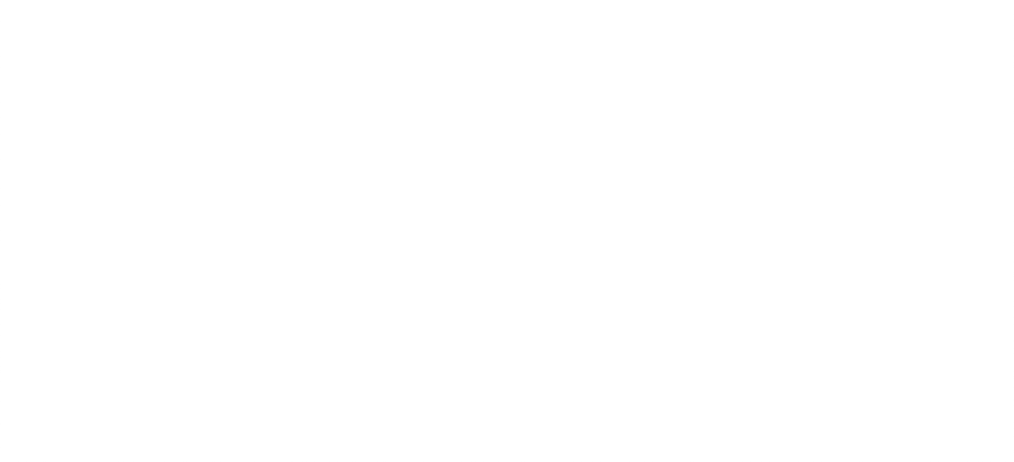
" defined ...

**Choose an answer:**

life conflict. *stress.*

Work-family conflict.

demotivation.



The Eisenhower Matrix is about ...

**Choose an answer:**

perceived musts. *prioritization.*

the circle of concern.

the circle of influence.



**FRAGE 138 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 04**



Clear prioritization enables ...

**Choose an answer:**

the allowing of permeability.

*stress reduction.*

manipulation of the action space.

physical tactics.



Interface tactics help ...

**Choose an answer:**

*ease stress.*

satisfy stakeholders.

bypass the rush hour.

carry out role model functions.



**FRAGE 140 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 02**



Which factor was identified as the leadership ability in the meta-analysis by Judge and Bono?

**Choose an answer:**

*No answer is correct.*

Power.

Knowledge.

Status.



**FRAGE 141 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 02**



The authors Judge, Stogdill, and Hogan are associated with the ...

**Choose an answer:**

*trait theory.*

situational leadership theory.

big five theory.

contingency theory.



**FRAGE 142 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 02**



"State-like" personality traits ...

**Choose an answer:**

*can be developed with training.*

are described as static.

were identified by Stogdill.

are among the situational leadership approaches.



**FRAGE 143 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 02**



One of the most commonly used scales of personality assessment in

of leadership research is ...

**Choose an answer:**

the grit model.

No answer is correct.

*the big five model.*

the great man model.



**FRAGE 144 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 02**



Lewin's Iowa Studies is about ...

**Choose an answer:**

personality and leadership.

early childhood education.

developmental psychology.

*the effects of different leadership styles.*



**FRAGE 145 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 02**



The validity of the Iowa Studies according to Lewin can be regarded as severely limited, because ...

**Choose an answer:**

no randomized control group was available.

*10 year-old boys were studied as representatives of a workforce.*

no before-and-after tests were conducted.

the leadership styles studied were not universally recognized.



With the leadership style continuum, Tannenbaum and Schmidt developed ...

**Choose an answer:**

*a 7-phase model of decision-making power and employee participation.*

a 4-phase model of personality and priorities.

a 4-phase model of decision-making power and employee participation.

a 7-phase model of personality and priorities.



**FRAGE 147 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 02**



The two polar phases in the leadership style continuum according to Tannenbaum and Schmidt are ...

**Choose an answer:**

*authoritarian/semi-autonomous.*

patriarchal/delegative.

patriarchal/semi-autonomous. authoritarian/delegative.



The model that pursues the question of which leadership style will be most promising to use depending on the favorability of the situation is ...

**Choose an answer:**

the great man theory.

the leadership style continuum.

*the contingency theory.*

No answer is correct.



Which fact limits the validity of Fiedler's contingency theory?

**Choose an answer:**

No answer is correct.

*Only empirically validated in the laboratory.*

Only empirically validated in the field.

Not empirically validated.



**FRAGE 150 VON 308**

**MMAN02-02\_MC\_mittel/Lektion 02**



Which of the following leadership styles does Hersey and Blanchard's situational leadership model suggest using to lead employees with low psychological and low functional maturity?

**Choose an answer:**

Participative.

Selling.

*Instructive.*

Delegative.



Which of the following leadership styles does Hersey and Blanchard's situational leadership model suggest using to lead employees with high psychological and high functional maturity?

**Choose an answer:**

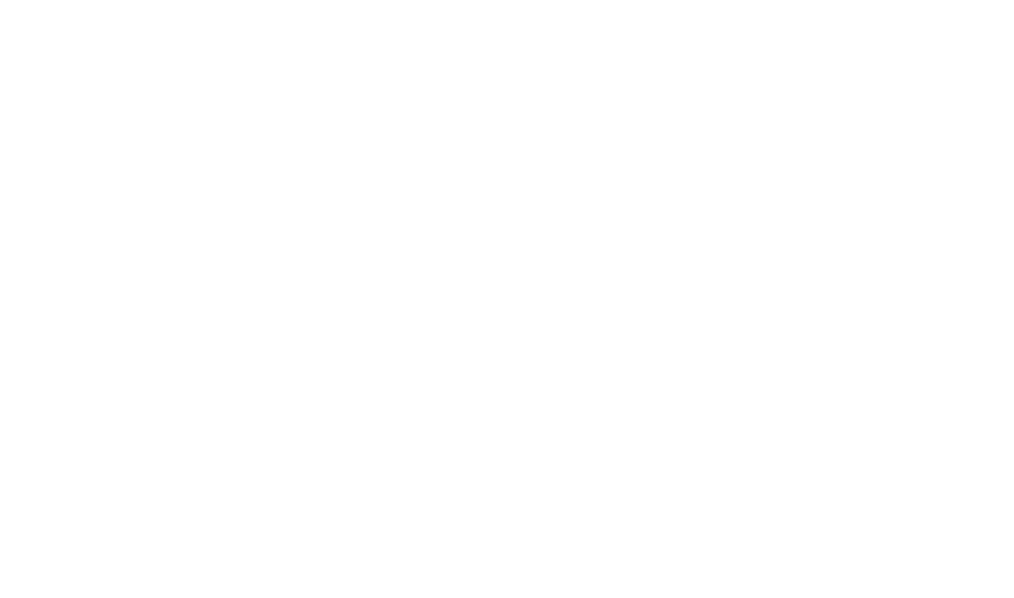
Instructive.

Selling.

*Delegative.*

Participative.

In the sense of the leadership style continuum according to Tannenbaum and Schmidt, which leadership style is described here?



“In XY leadership style, the team develops proposals. Then the leader identifies the proposal to be implemented from the pool of suggestions developed by the team.”

**Choose an answer:**

Delegative leadership style.

Semi-autonomous leadership style.

No answer is correct.

*Cooperative leadership style.*



In the sense of the leadership style continuum according to Tannenbaum and Schmidt, which leadership style is described here?

“In XY leadership style, team members make decisions entirely on their own and the supervisor acts as an advisor.”

**Choose an answer:**

Delegative leadership style.

No answer is correct.

*Semi-autonomous leadership style.*

Cooperative leadership style.



In the sense of the leadership style continuum according to Tannenbaum and Schmidt, which leadership style is described here?

“In XY leadership style, the supervisor orders and decides without consulting employees.”

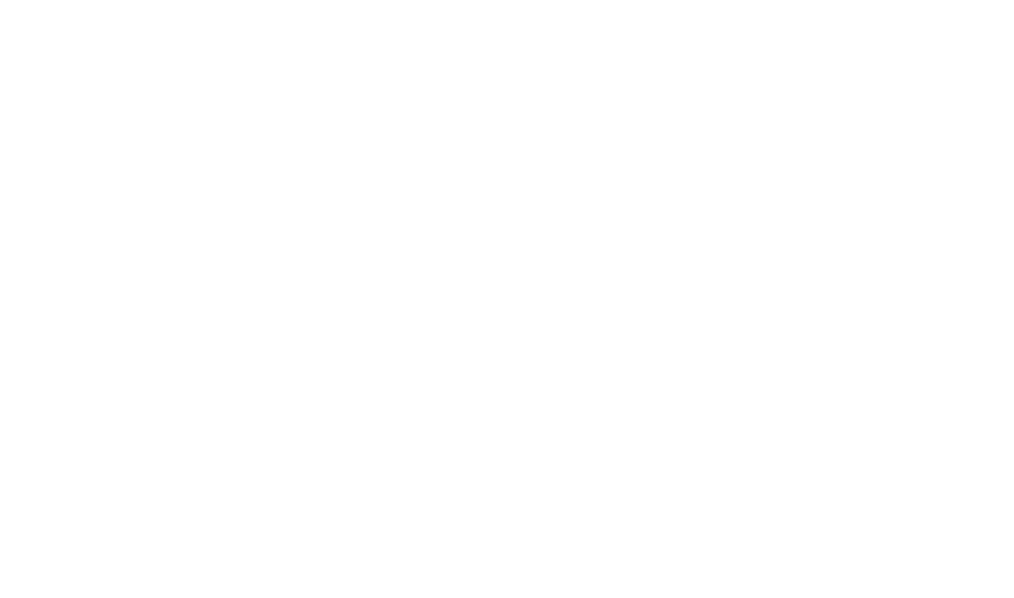
**Choose an answer:**

Delegative leadership style.

Patriarchal leadership style.

Informatory leadership style.

*Authoritarian leadership style.*



In the sense of the leadership style continuum according to Tannenbaum and Schmidt, which leadership style is described here?

“In the XY leadership style, the supervisor decides alone, but strives to convince employees of the correctness of their decisions.”

**Choose an answer:**

Semi-autonomous leadership style.

No answer is correct.

*Patriarchal leadership style.*

Cooperative leadership style.

In the sense of the leadership style continuum according to Tannenbaum and Schmidt, which leadership style is described here??



“In XY leadership style, the supervisor informs the employees of planned decisions and then the employees have the opportunity to contribute their opinions before a final decision is made by the supervisor.”

**Choose an answer:**

*Consultative leadership style.*

Semi-autonomous leadership style.

Cooperative leadership style.

Democratic leadership style.



Which term is defined as "X is a relationship between two people. An X exists between a leader and employee A and another X exists between leader and employee B"?

**Choose an answer:**

LMX.

Trust.

Affair.

*Dyad.*



**FRAGE 158 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 02**



What is the main goal of the leader according to the systemic leadership theory?

**Choose an answer:**

Reduce complexity.

Link elements with relations.

*Influence system by means of communication.*

Build relationships.



What are the two basic components of systems theory?

**Choose an answer:**

Dyads between managers and employees.

*Elements and relations.*

Knots and ties.

Employees and relationships.



According to Luhmann, influencing a system can only be achieved ...

**Choose an answer:**

*by inducing a constructivist view of reality through communication.*

by first reducing complexity and subsequently creating trust.

by combining new input and output factors to form a new system.

by adapting elements and relations.



**FRAGE 161 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 02**



Fiedler's contingency theory and the concept of power coincide with regard to ...

**Choose an answer:**

expert power. hierarchical power. *positional power.*

democratic power.



The better leader is recognized by the fact that ...

**Choose an answer:**

they bring the team members over to their side.

they particularly focus on output efficiency.

they ensure that the required output is delivered by all team members.

*they are effective and efficient, but also create a strong coherence in a team.*



Empirical findings on organizational success and leadership show ...

**Choose an answer:**

that, in general, economic efficiency criteria are significantly utilized.

that, in general, efficiency criteria are significantly utilized.

that, in general, effectiveness criteria are significantly utilized.

*a mixed picture.*



Pfeffer (1977) notes that “a high degree of similarity between top managers

and business leaders in terms of their education and attitudes, as well as predefined norms and roles” make a significant contribution.

Which does this refer to?

**Choose an answer:**

*The contribution of good leadership to company success.*

The contribution of top managers' personality to company success.

The contribution of process efficiency to company success.

No answer is correct.



Which term regarding leadership success is described by typical success figures such as earnings, profitability, or sales?

**Choose an answer:**

Economic effectiveness.

*Economic efficiency.*

No answer is correct.

Shareholder value.



**FRAGE 166 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 01**



Where can leadership generally be found?

**Choose an answer:**

In companies & associations.

Exclusively in companies.

In organizations.

*Wherever socially organized life is involved.*



Which does Kotter's definition of leadership refer to?

**Choose an answer:**

The sense of responsibility of leaders.

The status and privileges of leaders.

*Shaping the future.*

Promoting the growth of others.



**FRAGE 168 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 01**



Which does Welch's definition of leadership refer to?

**Choose an answer:**

*The growth of others.*

How the future should be shaped.

A sense of responsibility.

Status and privilege.



Which does Drucker's definition of leadership refer to?

**Choose an answer:**

Status and privileges.

The growth of others.

*Results.*

Shareholder value



**FRAGE 170 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 01**



According to Yukl (2012), leadership can be assigned to the role of the leader, yet it can also ...

**Choose an answer:**

be viewed as a process of generating stakeholder value.

*be viewed as a social influence process.*

No answer is correct.

be viewed as a process of generating shareholder value.



Which influence does leadership have on the success of a company?

**Choose an answer:**

Moderated influence.

No answer is correct.

*Indirect influence.*

Direct influence.



**FRAGE 172 VON 308**

**MMAN02-02\_MC\_schwer/Lektion 07**



Why does narcissism have a particular significance in organizations?

**Choose an answer:**

*Because the key person(s) have a strong ability to influence strategy, culture, and processes.*

Narcissism has no special place in organizations.

Because narcissism in leaders often grows into a narcissistic organizational culture.

Because the key person(s) influence a large number of employees.



From which perspective of traditional approaches to leadership research is the path-goal theory?

**Choose an answer:**

*Situational perspective.*

Recent perspective.

Property-oriented perspective.

Behavioral perspective.



**FRAGE 174 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 02**



Which leadership theory factors in considerations of charismatic leadership?

**Choose an answer:**

*Transformational leadership.*

Contingency theory.

Path-goal theory.

Maturity model.



Which source of power does charismatic leadership utilize?

**Choose an answer:**

Power through expertise.

*Power through* *identification.*

Power through networking.

Power through reward.



**FRAGE 176 VON 308**

**MMAN02-02\_MC\_leicht/Lektion 02**



According to the Ohio State Leadership Quadrant, which leadership style has a low performance and employee orientation?

**Choose an answer:**

Relationship-oriented leadership style.

*Bureaucratic leadership style.*

Cooperative leadership style.

Authoritarian leadership style.



According to the Grid model, which leadership style involves an open, participative, and performance-oriented leadership involves?

**Choose an answer:**

*9.9 Leadership style.*

1.1 Leadership style.

9.1 Leadership style.

1.9 Leadership style.



**FRAGE 178 VON 308**

**MMAN02-02\_MC\_light/lesson 02**



According to the path-goal theory, which leadership behavior is successful when a task is not very clear?

**Choose an answer:**

Results-oriented leadership. Participative leadership. Supportive leadership.

*Direct leadership.*



Describe the positive and negative effects of empowerment and explain the relationship between empowerment and shared leadership.

Leaders who have a strong focus on empowerment “share power with their employees by delegating authority to employees, holding employees accountable, involving employees in decision-making, encouraging self-management of work, and conveying conﬁdence in employees' capabilities to handle challenging work.” **(3)** (Chen et al. 2011, p. 541.)

If leaders show a low willingness to empower, they tend to micromanage and monitor (Chen et al. 2011, p. 541ff.).

The effect of leaders with a strong or weak empowerment conviction toward their teams is clearly different. If leaders allow empowerment, they promote motivation in the team and ensure that employees can contribute fully. **(3)** They have more confidence in their teams and trust them more overall. **(3)** They are also more open to involving their employees in decision-making and giving the team more autonomy and decision-making freedom (Chen et al. 2011, p. 541ff.). **(3)**

In turn, empowerment by a leader results in self-confidence, a sense of self-determination, and an awareness of creating value, autonomy, opportunities for development, and self-efficacy with regard to the required work results (Chen et al. 2011, p. 541ff.). **(3)**

The more empowerment leaders allow, the more they allow their employees to take responsibility and the stronger they exercise “shared leadership.” **(3)**



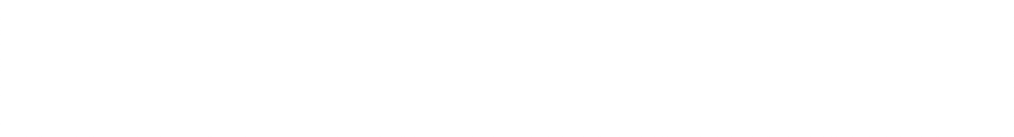
Explain the relevance of personality to leaders according to Boudreau and Boswell (2001).

* Personality has a direct and indirect effect on career success **(2)** via human capital **(2)** and motivation. **(2)**
* Optimism **(2)**, self-confidence **(2)**, self-awareness **(2)**, pursuit of success **(2)**, & decisiveness **(2)** are promising personality traits of managers. **(2)**



**FRAGE 181 VON 308**

**MMAN02-02\_Offen\_leicht/Lektion 07**



List three factors in the Diagnostic and Statistical Manual of Psychiatry that describe psychopathy.

Three of the following **(2 points each)**:

* 1. Inability to conform to social norms, repeated criminal acts.
  2. Dishonesty, repeated lying to gain advantage.
  3. Impulsiveness and lack of caution.
  4. Irritability and aggression, fights, or assaults.
  5. Recklessness.
  6. Long-term irresponsibility with regard to work or financial matters.
  7. Lack of remorse, indifference, or rationalization of one's own missteps.



Imagine being a member of a team that practices shared leadership.

What sources of power are available to you?

Provide reasons for your statements.

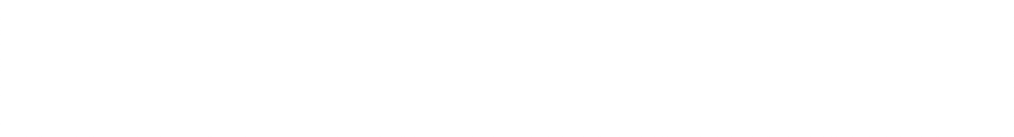
Shared leadership means empowerment, i.e., the team members take responsibility for their area of activity. **(3)** Although the employees will hardly have organizational power **(3)**, they can have personal power. **(3)** If they are particularly good in their area of activity, they can acquire expert power. **(3)**

If the employee is charismatic and has informal influence in the team, they can acquire identification power. **(3)** If they have been with the company for a long time, for example, power can arise through networking. **(3)**



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**MMAN02-02\_Offen\_mittel/Lektion 07**



What was Stogdill's view as early as 1948 regarding a uniform, promising personality profile of leaders?

That derivation of a **generalizable set (2)** of traits **(2)** on the basis of **trait theory is not** possible. **(2)**



**FRAGE 184 VON 308**

**MMAN02-02\_Offen\_mittel/Lektion 07**



Explain the three interpersonal strategy alternatives according to Hogan, Hogan, and Kaiser.

“Moving away” by avoiding contact with others and using intimidation to achieve goals. **(2)**

“Moving against” by using manipulation and charm to achieve goals. **(2)**

“Moving toward” by pursuing goals through integration of others and partnerships. **(2)**



**FRAGE 185 VON 308**

**MMAN02-02\_Offen\_schwer\_F1/Lektion 03**



First, describe the concept of sociocracy and relate the leadership style continuum with the concept of sociocracy.

Then explain the similarities and limitations of the two.

The term “sociocracy” goes back to the 19th century French philosopher Auguste Comte (1798-1857), who was a proponent of sociologically driven politics. Sociocracy is based on four cornerstones: **(3)**

Consensus takes precedence: Decisions are made when there are no “serious reservations” in the decision-making body. Reservations and counter-arguments are highly valued and must be presented rationally. **(3)**

Organization in circles: The organization consists of semi-autonomous circles, each of which is responsible for the implementation, measurement, and monitoring of their respective processes. They are also responsible for the development of the circle and the members in the circle. The circle should ﬁnd its own knowledge gaps and close them autonomously. **(3)**

Double link: The operational leader of each circle is automatically a member of the next higher circle. In addition, each circle elects another representative who is also a member of the next higher circle. Thus, there are two “links” up (and down, if there are subordinate circles). **(2)**

Election by consensus: This principle complements the first principle in that individuals are elected for responsibilities by consensus, as described above. Again, dissenting votes are weighted particularly heavily. Members of the circle may nominate themselves or others. After discussion, nominations may be changed, and the discussion leader proposes the person with the strongest nominations for election. **(1)**

The leadership style continuum shows a range of behavioral and leadership options of a leader, from authoritarian to delegative. Sociocracy gives employees the greatest possible participation in the decision-making process **(3),** which is why only a strongly participative or ideally delegative leadership style is compatible with sociocracy. **(3)**



**FRAGE 186 VON 308**

**MMAN02-02\_Offen\_mittel/Lektion 07**



Explain the starting point, goal, and process for a meta-analysis.

Starting point: inconsistent study results. **(2)**

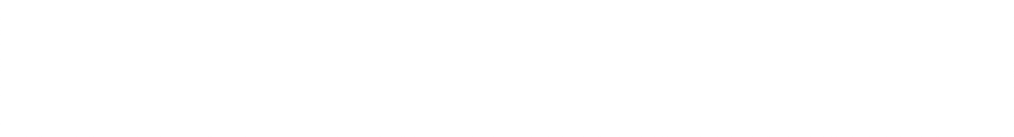
Goal: Uniform picture **(2)** Alternatively: Meta-correlation coefficient reflecting a “true” relationship.

Process: Correlations of several studies are transformed into a meta-correlation coefficient **(2)** ρ (rho).



**FRAGE 187 VON 308**

**MMAN02-02\_Offen\_schwer\_F2/Lektion 07**



Explain Houseman and Minor's study of toxic workers and their effect on the organization.

Houseman and Minor (2015) provide a comparison of **savings (2)** based on an **estimation model** **(2)** with actual company data when either a **“superstar performer” is hired (2)**, or when a **toxic worker is removed by dismissal. (2)** The savings from removing a toxic worker stem from preventing further outflow of average or good employees, **since colleagues of** **“toxics” usually leave the company after a certain period of time (2)** if they feel annoyed by them. In each case, reductions by **eliminating a “toxic worker” in Houseman and Minor's (2015) model lead to a savings (2)** of $12,489. In contrast, hiring a superstar performer who is among the top 25% of performers in the company results in a savings of only $1,951. **If the company hires a superstar performer (2)** who is among the top 1% of performers, $5,303 is saved **because the person is significantly more productive than average employees. (2) However, it is clear that firing a “toxic” worker is more than twice as efﬁcient as hiring an outstanding employee in terms of cost savings. (2)**



Explain the constructive narcissistic type according to Kets de Vries and Alice Miller (Prisoner of Childhood).

Childhood as a central causative factor of narcissism. **(3)** Sufficiently good childhood **(1)** as a reason for non-reactive **(2)** or self-deceptive **(3)** behavior.

Self-esteem of parents was not distressed by childish aggression. **(3)**  Constructive narcissists are less alienated from their own desires and feelings. **(3)**

Not vicious, have patience, are quite acceptable managers. **(3)**



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**MMAN02-02\_Offen\_schwer\_F2/Lektion 07**



Explain the personality traits identified by Judge et al. (2002) that are relevant to promotion (leadership emergence) as well as to a leader's effectiveness (leadership effectiveness).

- Contributing to promotion/ leadership emergence: emotional stability **(3)**, extraversion **(3)**, conscientiousness. **(3)**

- Contributing to leadership effectiveness: extraversion **(3)**, creativity, **(3)**, adaptability **(3)**.



Explain the team life cycle concept.

The life cycle concept of teams is based on the assumption that newly formed teams are not fully effective immediately. **(3)** Instead, they go through several phases in which effectiveness and productivity develop gradually (Tuckman, 1965). The four different phases each focus on different things.

In the forming phase, the focus is on relationship building and thus on the relationship level between the team members. **(3)** A relatively large amount of time is needed to get to know each other and to build relationships with each other. Initially, the working or factual level is therefore of secondary importance.

In the storming phase, the relationship level remains in the foreground, because this phase is about the distribution of roles and who is “in charge” in the team. **(3)**

In the norming phase, expectations are set for the team members and the effectiveness of the team increases noticeably, because the factual level gains weight and the relationship level loses such weight. **(3)**

In the performing phase, all the necessary group dynamic processes have been completed and the team can work together effectively. The factual and relationship levels are balanced. **(3)**

The central statement of the life cycle model is that teams must be managed differently in the various stages. **(3)**



**FRAGE 191 VON 308**

**MMAN02-02\_Offen\_mittel/Lektion 07**



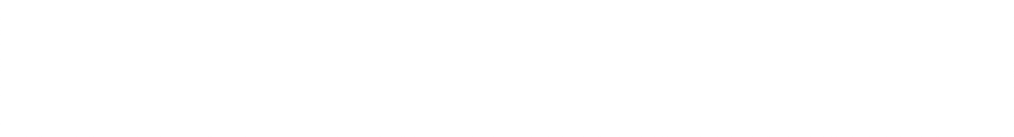
What conclusions should HR departments draw from the results of the meta-analysis on personality traits of leaders (Judge et al. 2002) regarding leadership emergence and effectiveness?

* Only extraversion is relevant for effectiveness and emergence. **(2)**
* Emotional stability and conscientiousness “overrated”. **(2)**
* Adapt selection processes. **(2)**



**FRAGE 192 VON 308**

**MMAN02-02\_Offen\_mittel/Lektion 06**



Explain the role and tasks of a leader in the “norming” phase of the team life cycle model.

Role of the leader: coordinator **(2)**

Appropriate measures: Agreement on goals and tasks **(2)**, definition of guidelines and communication processes, selective performance checks **(2)**.



**FRAGE 193 VON 308**

**MMAN02-02\_Offen\_schwer\_F2/Lektion 07**



Explain the three constituent characteristics of narcissism according to Campbell et al. (2011).

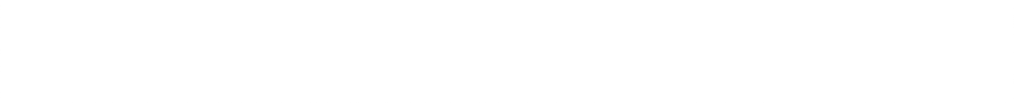
1. Narcissistic self-perception is characterized by positive self-evaluations **(2)**, the perception of being “special”/vanity **(2)**, and the desire for power and achievement. **(2)**
2. Narcissists typically have **little empathy (2)** and are **incapable of establishing genuine closeness with their fellow human beings. (2)** They are also often **manipulative and exploitative. (2)**
3. Narcissists adopt **certain strategies to maintain their exaggerated self-worth. (2)** For example, they specifically look for **opportunities to excel and show off. (2)**

Alternatively, they rarely shy away from **taking credit for the work of others. (2)** When narcissists succeed in doing this without negative consequences, they have **high self-esteem and a strong sense of life satisfaction. (1)** However, if they cannot justify their excessive self-esteem, they often become aggressive, depressed, and anxious. **(1)**



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**MMAN02-02\_Offen\_mittel/Lektion 07**



Explain the “vulnerable” subtype of narcissism.

Vulnerable narcissists tend to be hostile **(2)** because they feel that the world is conspiring against them. **(2)** However, they have low self-esteem and are somewhat depressed and withdrawn. **(2)**



Explain the relationship between Maslow's hierarchy of needs and Alderfer's ERG theory.

Alderfer's ERG theory represents a further development **(1)** of Maslow's hierarchy of needs. It does not distinguish five classes of needs, rather only three categories **(1)** of needs:

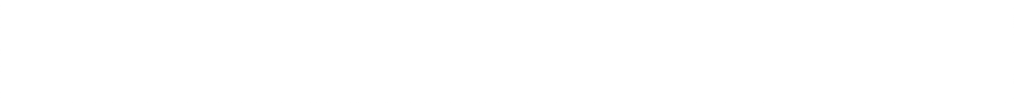
1. Existence needs. **(1)**
2. Relatedness needs. **(1)**
3. Growth needs. **(1)**

In addition to these relationships, which are also arranged hierarchically, Alderfer presumes that the lower the degree of fulfillment, the more strongly those needs are activated. **(1)**



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**MMAN02-02\_Offen\_leicht/Lesson 05**



Define the concept of motivation.

Motivation can be understood as an individual's activating willingness to behave **(3)** with a view toward achieving specific goals. Motivation is merely a hypothetical construct and cannot be “measured”.



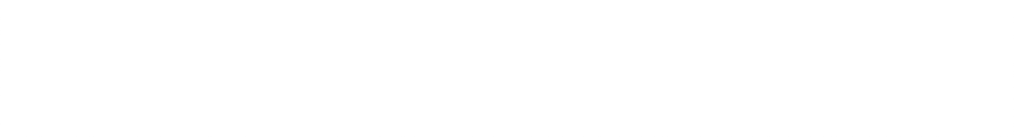
Explain the “grandiose” sub-type of narcissism.

Grandiose narcissists are often found among top leaders **(1)** who are self-confident, extroverted **(1)**, dominant **(1)**,attention-seeking, charismatic **(1)**,but can also be incapable of receiving criticism, arrogant **(1)** and exploitative. **(1)**



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**MMAN02-02\_Offen\_schwer\_F2/Lektion 07**



Explain the relevance of narcissism to leadership and management.

Narcissism plays a special role because grandiose narcissists **(2)** often strive for power and influence **(2)**, which is why an above-average number of narcissists are found in leadership positions. **(2)** Narcissism contributes to “leadership emergence” because they are often positively assessed in assessment centers **(2)**: they like to talk a lot and they dominate group discussions. **(2)**

But these are not the traits that make them a pleasant colleague or boss. **(2)** Campbell et al. (2011) describe this as the “chocolate cake” effect **(2)**: what can be particularly pleasant in very small doses quickly becomes unpleasant in large doses. **(2)** Yet, as assessment centers became increasingly popular in the 1990’s and early 2000’s, a particularly large number of narcissists are now to be found in leadership positions because they “stood out” at the time. **(2)**



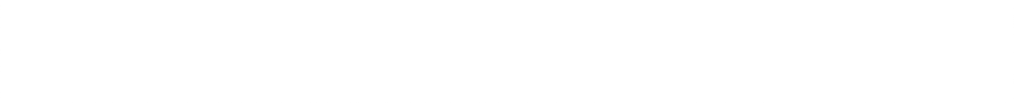
Explain the study findings of Grijalva et al. (2015) regarding the relationship between narcissism and leadership effectiveness.

A meta-analysis **(3)** examined the relationship between narcissism and leadership effectiveness. **(3)** An inverted U-shaped **(3)** progression was identified, i.e., a moderate level **(3)** of narcissism brings the highest possible effectiveness. **(3)** Both particularly low levels and particularly high levels **(3)** are unfavorable.



**FRAGE 200 VON 308**

**MMAN02-02\_Offen\_leicht/Lektion 04**



Explain the phenomenon of “work intensification”.

An increasing work intensification can also be observed. The replacement of letters with emails has **rapidly accelerated communication (2)**, and the introduction of easy-to-use computers has **shifted many** **support functions such as secretarial, archiving or research to employees and leaders. (2)** This often results in overburdening. **(2)**



Explain the job demands-resources model according to Bakker and Demerouti.

The model is a simplified representation of how positive and negative forces affect employees. **(3)** Activities have different “demands” on the employee, which can be cognitive, physical, or emotional. **(2)** As a balancing counterweight, there are professional resources that have a positive effect on an employee's motivation. **(2)**, For example, this can be a good team cohesion, autonomy in organizing one's own activities, a strong sense of purpose in activities, or support and backing from a leader. **(3)** In the JD-R model, a distinction is made between two processes that can also run in parallel under certain circumstances:

The effort-driven process is induced by high demands. In the short term, employees can increase their commitment and work performance, however, too high demands over extended periods of time lead to overload and a decline in work performance. **(3)**

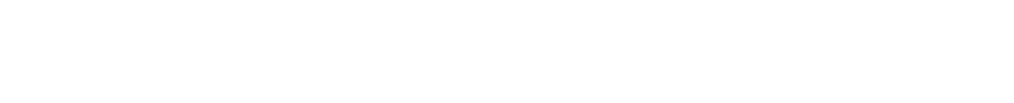
The motivation-driven process is induced by occupational resources and sufficient support that allow employees to happily manage their work, which increases satisfaction and performance in the long term. **(3)**

Moreover, occupational resources can also absorb the negative effects of high demands, which is what the expression “work hard, play hard” essentially means. **(2)**



**FRAGE 202 VON 308**

**MMAN02-02\_Offen\_leicht/Lektion 07**



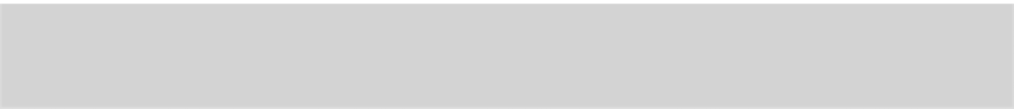
Define the term “psychopathy” according to Dutton (2013).

Psychopathy (or “antisocial personality disorder”) is defined as a profound pattern of disregard for and violation **(2)** of the rights of others **(2)** that begins in early adolescence **(2)** and persists into adulthood. **(2)**



List the four dimensions according to Hare (1991) for clearly identifying psychopaths.

Interpersonal **(2)**, affective **(2)**, lifestyle-related **(1)**, antisocial. **(1)**



**FRAGE 204 VON 308**

**MMAN02-02\_Offen\_mittel/Lektion 04**



Explain the three components of burnout.

Emotional exhaustion **(2)**, reduced performance **(2),** and depersonalization. **(1)** Depersonalization includes perceptions of “being outside oneself,” as if the body is heavier than usual, or as if memory is failing. **(1)** It also includes an internal attitude with a derogatory or cynical attitude toward the occupational environment.



It is often difficult to say which leadership style is likely to be most effective.

What conditions influence the effectiveness of a leadership style?

In principle, the question of when which leadership style is most effective cannot be answered. **(1)** Rather, it is important to take the framework conditions **into account**, such as the personal characteristics of the leader **(1)**, team size **(1),** industry **(1)** and work content **(1)**, the qualifications of the employees **(1)** and the acceptance of the leader in the team and to exercise an appropriate leadership style based on this.



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**MMAN02-02\_Offen\_mittel/Lektion 07**



As Dutton (2013) found, psychopaths are more prevalent than average in some professions. Why does he think this is the case?

“Psychopathy is like a medicine for modern times. **(2)** If you take it in moderation, it can prove extremely beneficial. **(2)** It can alleviate a lot of existential ailments that we would otherwise fall victim to because our fragile psychological immune systems just aren’t up to the job of protecting us.” **(2)**



Explain the personality types applied in the Hogan, Hogan, and Kaiser interpersonal strategies.

“Moving away” by avoiding contact with others and using intimidation to achieve goals. **(2)**

“Moving against” by using manipulation and charm to achieve goals. **(2)**

“Moving toward” by striving for goals through integration of others and partnerships. **(2)**

The “moving away” strategy is preferred by unstable **(1)**, suspicious, shy **(1)** and pessimistic **(1)** types. The “moving against” strategy is particularly favored by people who are arrogant **(1)**, manipulative **(1)**, eccentric **(1)**, attention-seeking **(1)**, and egocentric. **(1)** In contrast, the “moving toward” strategy is more likely to be applied by people who are careful **(1)**, conscientious **(1)**, reliable **(1)**, and even perfectionistic. **(1)**



Explain the systemic leadership model according to Luhmann.

How is it fundamentally different from other leadership theories?

In the 1980’s, a paradigm shift in leadership occurred that was largely driven by the work of Niklas Luhmann (1984). This changed the prevailing opinion from an input/output-related, mechanistic, and monocausal view of leadership to a systemic perspective that seeks to consider reality in its entire, non-linear complexity. **(3)** The core idea of systemic leadership is that leadership actions in a complex, networked social structure lead to a multitude of direct and indirect reactions. **(3)**

Systems are understood as a number of different elements **(3)** (e.g., people in a company) that are related to each other in different ways and interact with each other. **(3)** For example, a gearbox is a fairly simple system in which various cogwheels engage with each other. A specific force occurs as input, the elements exist in different relations and interact, and a specific force results as output.

According to Luhmann (1984), the basic element in social systems is not the human being, but communication itself. **(3)** This is influenced by the subjective reality construction of the subjects in the system. Suitable structures are created based on this. According to Luhmann (1984), if a system is to be influenced, this is only possible by “inducing” a constructivist view of reality. **(3)** The various subjects or employees involved exhibit different interpretation patterns that can lead to a variety of alternative outcomes.



List three factors that, according to Hogan, Hogan, and Kaiser, protect against leadership derailment.

(2 points per factor or alternative listed)

* “Moving toward”.
* Successfully managing complexity.
* Effective guidance and motivation of employees.
* Sense of honor.
* Pursuit of excellence.
* Adeptness in terms of organization and management.
* Self-control and dignified appearance.
* Sensitivity and empathy.
* Smart personnel decisions.



**FRAGE 210 VON 308**

**MMAN02-02\_Offen\_leicht/Lektion 02**



Explain the study subjects in the Iowa Studies of Leadership Effectiveness.

10 year-old boys **(2)** in handicraft groups **(2)** led by one of three leaders, each of whom behaved democratically, authoritatively, or laissez-faire. **(2)**



Explain the three levels at which leadership success can be viewed.

Three different levels can be considered to assess leadership success. First, the level of the “dyad”, i.e., the relationship level between each individual being led and the leader. **(2)** The second level to be considered is the group or team **(2)** and the third level is the entire organization. **(2)**



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**MMAN02-02\_Offen\_mittel/Lektion 07**



Explain toxic workers and what dangers they pose according to Houseman and Minor (2015).

Toxic workers are those individuals on a team who frequently

display **“counterproductive work behavior”. (2)** Houseman and Minor (2015) describe them as employees who, in the mildest case, are a **poor fit for the company and the respective position (2)**, resulting in costly backfilling. In the worst case, **sexual harassment, workplace violence, fraud or other rule violations occur as well as qualitatively worse performance (Listing 2 alternatives: 2 points total)**.



List three reasons that lead to "toxic behavior" in employees.

Listing of **three** of the following 4 alternatives, **2 points** per reason listed:

* Weak service orientation, reflecting disdain for others.
* Excessive optimism and a particularly high opinion of oneself.
* Multiple contacts with other toxic individuals.
* Little supervision and monitoring of position by supervisors.



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**MMAN02-02\_Offen\_leicht/Lektion 01**



What central aspects does Peter Drucker focus on in his definition of leadership?

# (1.5 pts per aspect listed)

Leadership requires **employees**. It is not about being admired, but about **doing things that need to be done**. **Leaders** must lead by **example**. It is not rank that makes a leader, it is the **responsibility**.



Differentiate the leadership views of Drucker, Kotter, and Welch.

Peter Drucker, the developer of the “Management by Objectives” concept **(2)**, outlines leadership in four aspects (Drucker 1996):

Leadership requires employees who follow. **(1)**

Leadership is not about being popular or admired, but about doing the things that need to be done. It is not popularity that makes a leader, it is the results achieved. **(1)**

A leader must be visible and lead by example. **(1)** It is not rank, privilege, title, or money that makes a leader, it is the responsibility. **(1)**

John P. Kotter, a professor at Harvard Business School, describes leadership as the deﬁnition of how the future should be shaped **(2)**, as coordination of employees and goals **(2),** and inspiring employees to achieve goals despite obstacles. **(2)**

Jack Welch, long-standing CEO of General Electric, describes the process of assuming leadership in such a way that the first task in preparing for leadership is one's own growth. **(3)** As soon as leadership responsibility is assumed, the focus must be on the growth of others. **(3)**



Differentiate the various forms of power in organizations and explain how they are related.

Organizational power is divided into three subtypes: **(3)**

* Hierarchical power occurs through a position in the hierarchy. The placement of the position in the organizational chart shows the extent to which the position is assigned to management, coordination, or supervision functions. **(2)**
* Power through reward occurs when a leader has the majority of or complete control over variable salary components of employees and can therefore directly influence its amount. **(2)**
* Enforcing power occurs through direct authority. This often results from the organizational chart, but is specifically never written in a job description. **(2)**

Personal power is also divided into three subtypes:

* Expert power occurs through a broad specialist knowledge. The allocation of power therefore takes place through the knowledge and experience gap of others. **(2)**
* Identiﬁcation power is often accompanied by charisma and is described as an influence that occurs when other people prefer to identify and associate with this person. Identiﬁcation power is a key component of transformational leadership, which is based on the fact that the leader is perceived by their employees as a role model and convinces them with charisma. **(2)**
* Power through networking comes from the fact that the leader has many sustainable relationships in different areas of the company and beyond. This can result in an information advantage, symbioses can arise, and synergies can be utilized. **(2)** Combined, organizational and personal power yield influence. **(3)**



Explain the term “empowerment”.

Answer must cover:

Leaders share power, delegation of responsibility. **(2)**

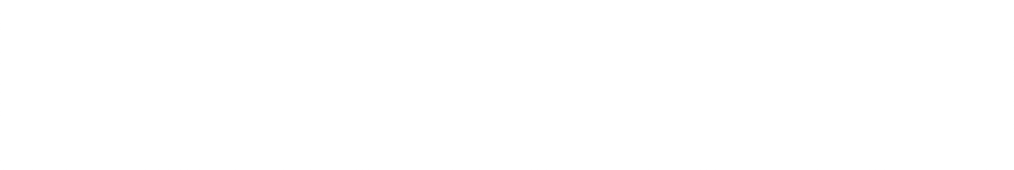
Less monitoring and are more open. **(2)**

Promote trust and motivation in the team. **(2)**



**FRAGE 218 VON 308**

**MMAN02-02\_Offen\_schwer\_F2/Lektion 06**



Explain the constituent and descriptive characteristics of teams and explain the extent to which these characteristics enable the distinction between team and group.

Constituent: Multi-personality (at least 3 members). **(2)** Goal orientation (work together to achieve goals). **(2)** Interdependence (depend on each other to achieve goals. **(2)** Descriptive: Interpersonal interaction (exchange ideas). **(2)** Perception of membership (feel as belonging to a unit). **(2)** Structured relationships (roles, rules, and norms exist within the team). **(2)** Mutual influence (influence each other regarding behavior or attitudes. **(2)** Constituent and descriptive characteristics must be present to distinguish a true TEAM **(1)** from a group. **(3)**



What four cornerstones is sociocracy based on?

Consensus takes precedence. **(1.5)**

Organization in circles. **(1.5)**

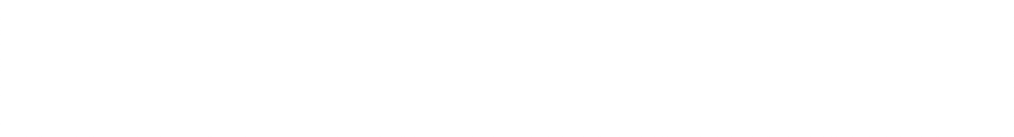
Double link/lead link member in the next higher circle. **(1.5)**

Election by consensus. **(1.5)**



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**MMAN02-02\_Offen\_schwer\_F2/Lektion 06**



Explain why groupthink is problematic and how leaders can counteract it.

Groupthink is problematic because teams with strong groupthink have a higher motivation to place harmony and unanimity in the team above alternative approaches and discussions. **(3)** Leaders can counteract groupthink among team members by:

* Preventing excessive striving for harmony in the team. **(3)**
* Encouraging critical professional discussions about the work process. **(3)**
* Promoting an open approach to professional conflicts. **(3)**
* Changing the team composition occasionally. **(3)**

Groupthink is problematic because problem-solving/innovation skills can suffer from the pursuit of harmony. **(3)**



**FRAGE 221 VON 308**

**MMAN02-02\_Offen\_schwer\_F2/Lektion 06**



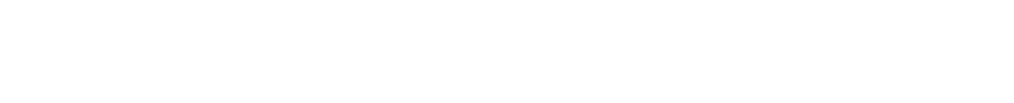
Explain the opportunities of teamwork.

Opportunities: Better decision quality due to multi-personalities (4.5), greater efficiency through different skills (4.5), bundling of competencies (4.5), risk reduction through communication and mutual control. (4.5)



**FRAGE 222 VON 308**

**MMAN02-02\_Offen\_mittel/Lektion 06**



Explain the principle of groupthink.

Groupthink describes the dynamics of a group in which high loyalty and solidarity prevail **(2)**, to give team peace a higher priority than constructive disagreement. **(2)** This means that teams with a strongly pronounced groupthink have a higher motivation to place peace and unanimity in the team above alternative approaches and discussions. **(2)**



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**MMAN02-02\_Offen\_leicht/Lektion 06**



List three risks of teamwork.

Groupthink, increased coordination effort, increased risk of conflicts, development of a subculture in the team, and differentiation from the company. **(2 points each)**



List the four phases of the team life cycle concept and its key message.

Norming, storming, forming, performing. **(1 point each)** The central statement of the life cycle model is that teams must be managed differently in the various phases **(2)**



**FRAGE 225 VON 308**

**MMAN02-02\_Offen\_mittel/Lektion 06**



Explain the role and tasks of the leader in the “performing” phase of the team life cycle model.

Role of the leader: coach. **(2)**

Appropriate measures: transfer of competences to the team **(2)**, support through structuring aids, provision of resources. **(2)**



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**MMAN02-02\_Offen\_mittel/Lektion 06**



Explain the role and tasks of the leader in the “storming” phase of the team life cycle model.

Role of the leader: mediator. **(2)**

Appropriate measures: deployment of each individual according to respective strengths and potentials **(2),** identification of informal “authority figures”, de-escalation of conflicts. **(2)**



Explain the role and tasks of the leader in the “forming” phase of the team life cycle model.

Role of the leader: relationship manager. **(2)**

Appropriate measures: informal meetings to get to know each other **(2)**, identification of strengths and potentials. **(2)**



**FRAGE 228 VON 308**

**MMAN02-02\_Offen\_schwer\_F2/Lektion 06**



Even when teams perform well, they often differ in the degree to which they are on the factual and relationship level.

List the four types of teams with high/low levels of both factual and relational and explain the challenges for leaders that arise.

In a “lone wolf group” (low relationship level, low factual level), there is hardly any emotional cohesion and professional cooperation. **(2)** In such a constellation, leaders must work in parallel to improve the factual and relationship levels in the team. **(2)** In the “sociable group” (high relationship level, low factual level), too much time is spent on relationship maintenance or power struggles. **(2)** It is therefore the leader's task to encourage the team to strengthen the factual level. **(2)** If the factual level is high, but the relationship level is low, the team is said to be “expert”. **(2)** Performance is then impaired by the fact that team members support each other only to a very limited extent in personal matters, and difficult situations can cause the team to tear apart due to a lack of emotional cohesion. **(2)** A “true” team has highly developed factual and relationship levels. **(2)** In this case, it is the task of the leader to not yield to the “never change a winning team” motto and therefore to inﬂexibility. Instead, the leader should keep the team ﬂexible. **(2)** The goal of the leader must be to strengthen the factual and relationship levels and develop a “true” team. **(2)**



Explain the relationship between leadership and organizational culture and list the constituent elements of organizational culture.

Leadership always occurs in the context of the organization. **(3)** Culture and values as well as lived identity and “image” of the company are important here. **(3)**

While a leader can be effective and successful in one company, they may fail in another. **(2)**

Company culture is often understood as the “social glue” that holds organizations together. The culture of a company manifests itself in many different areas, such as the fact and nature of a Christmas party or how tardiness in meetings is handled. Is the latecomer ignored, attacked with sharp comments, greeted in a friendly manner, or greeted with companionable banter? Is the Christmas party a dull, obligatory event that many stay away from, or do employees look forward to it and tell each other the best stories about it for months afterward? **(2)**

The following elements can be counted as constituting elements of an organizational culture:

* Behaviors (e.g., work schedules, rituals such as Casual Friday, after-work beers, or champagne breaks for birthdays). **(2)**
* Group norms (e.g., tardy fund, cell phone ban in meetings). **(1)**
* Professed values set down a company’s vision. **(1)**
* Philosophy (e.g., “work hard, play hard” or “make the world a better place”). **(1)**
* Rules of the game (e.g., leaders are hired from outside or must have first gone through a “school of hard knocks” as an executive assistant). **(1)**
* Climate (e.g., formal Mr./Mrs./Ms. or casual first name culture, businesslike or cheerful interaction). **(1)**
* Symbols (e.g., company car policy, office furnishings, art, gym, etc.). **(1)**



Explain Schein’s 3-level system of organizational culture.

Visible, but subject to interpretation **(2)**: symbol system, language, rituals, etc. **(2)** Partially visible, partially unconscious **(2)**: values, guidelines, prohibitions. **(2)**

Cultural core **(2)**: public, externally proclaimed **(2)**: mission statement. **(2)**

Invisible, unconscious **(2)**: basic assumptions about truth, people, time **(2)**.



Define and explain the concept of “shared leadership” and substantiate the origin of the concept.

The shared leadership concept emerged after the turn of the century following increasing disillusionment with personality-based, heroic leadership theories. **(2)** In many cases, leaders and employees still cling to the romantic ideal of the great leader who makes resolute decisions. However, this is at least partially outdated, since various studies show that the contribution of the individual leader to the success and performance of a team is not as essential as once presumed. **(3)**

Uhl-Bien et al. (2007) deﬁne shared leadership as a collective, social process that occurs through the interaction of multiple players. **(3)** Shared leadership (SL) can also be understood as a counter-design to classic hierarchical top-down leadership. **(3)** In essence, it is about employees taking on parts of the leadership function that would otherwise be connected with the responsible leader. Shared leadership should not be confused with “leadership from below”, which is a rather conspiratorial action by employees aimed at weakening or overruling the leader. **(3)**

SL considers the fact that increasingly complex and highly technical work also requires highly qualified employees. **(2)** If a team of highly qualified specialists is led, the knowledge and experience gap between the leader and the employees is often only marginal or even non-existent. **(2)**



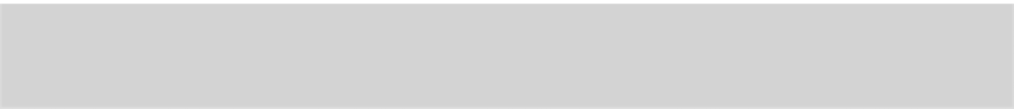
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List three requirements for successful implementation of shared leadership.

The following aspects can be stated as prerequisites for the shared leadership concept (**2 points per listing)**: – Minimal technical and competence-based advantages of a leader. – Democratic or participative leadership style. – Willingness of employees to take responsibility. – High maturity of employees. – Positive climate in the company that promotes SL instead of attributing “leadership weakness”.



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To what extent is the success of shared leadership dependent on employees?

High maturity of employees is a prerequisite **(3),** as well as willingness of employees to take responsibility. **(3)**



Explain the growing relevance of change management in organizations.

Illustrate your answer with an example.

Organizations are constantly exposed to a variety of internal and external change processes. Although they have always been exposed to changing environmental influences, they are currently facing increasing pressure to change. One reason for this is the increase in complexity **(2)**, which is characterized by increased diversity, nonlinearity, dynamics, and the influence of new technologies. **(2)** The need for coordination also increases through unclear situations when a greater diversity of variants **(2)** and geographic expansion are pursued at the same time. **(2)**

An additional acceleration of change due to increasingly faster technological progress and shorter development times **(2)** creates more uncertainty and insecurity. **(2)** Moreover, there are increasingly paradoxical requirements such as cooperation and competition **(2),** as well as stability and flexibility. Customer requirements are also continually changing. In particular, increased quality awareness in saturated markets and higher service demands from customers intensify the pressure on organizations to adapt, which requires change management. In this respect, change management encompasses the strategic and operational repositioning and restructuring of a company at the content and process level. **(2)**

Additional 2 points for an example similar to the following:

A good example of change management is Apple's successful turnaround that began when Steve Jobs rejoined the company as CEO in 1997. Jobs ended the longstanding enmity with Microsoft and made Microsoft applications work on Apple's Macs. The introduction of iPods and later iPhones and tablets crowned the change process with extraordinary ﬁnancial success.



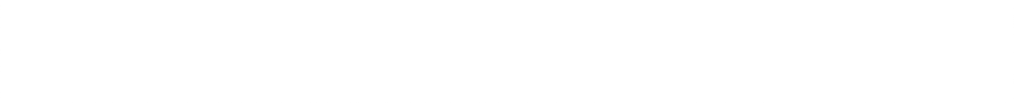
Explain why change management is very often initially met with resistance from employees and can fail as a result.

Employees often initially reject major, albeit necessary, changes. **(3)** Long-held convictions are at odds with the imminent uncertainty **(3)**, feared chaos, and possibly insufficient communication and transparency. **(3)** A figurative comparison is the idea that the leader is driving a car and the employees are passengers. **(3)** What looks harmless from the driver's point of view or is a logical maneuver can trigger uncertainty among the passengers. **(3)** Therefore, communication and transparency are two very essential components of successful change management. **(3)**



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Define motives according to Huber (2018).

Motives refer to characteristic value systems and dispositions toward action **(2)**, which can be related to experience **(1)**, performance **(1)**, power **(1)**, or aggression **(1)** (Huber, 2018).



Define deficiency needs and growth needs.

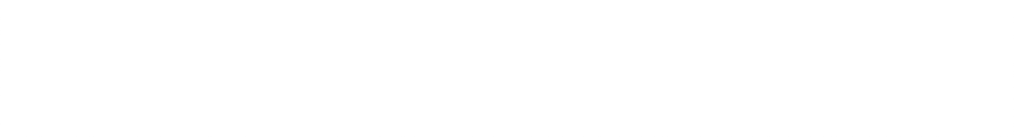
Deficiency needs: desire to eliminate a lack. **(3)**

Growth needs: desire for self-actualization. **(3)**



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Explain from which assumption the idea of a hierarchy of needs originated.

The idea of hierarchy among needs comes from the assumption **(2)** that needs at the lowest levels must be satisfied first **(2)** before the next higher needs gain relevance. **(2)** So, hunger and thirst must be satisfied before job security gains importance. It is only when all deﬁciency needs have been met that the desire for self-actualization comes to the forefront.



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Explain how the hierarchy of needs model has relevance for leaders.

Leaders should be familiar with this model to better assess the motivational situation their employees **(3)** and establish adequate incentives **(2)**, i.e., incentives at the level of the hierarchy at which the employee is located. **(1)**



Explain Alderfer's ERG theory.

Alderfer's ERG theory represents a further development **(1)** of Maslow's hierarchy of needs.

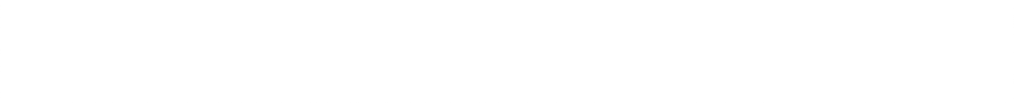
* 1. Existence needs. **(1)**
  2. Relatedness needs. **(1)**
  3. Growth needs. **(1)**

In addition to these relationships, which are also hierarchically arranged, Alderfer presumes that the lower the degree of fulfillment, the more strongly those needs are activated. **(2)**



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Explain the basic motivation model.

The basic motivation model explains how incentives from a particular situation ultimately affect behavior. **(3)** Incentives affect motives **(3)**, which result from an individual's motivational structure. **(3)** This results in motivation **(3)** (for an action), which translates into volition **(3)**, which in turn depends on psychological resources. Volition ultimately results in a person's behavior. **(3)** Motivation without the link to volition will not lead to recognizable behavior or change in behavior.



Differentiate intrinsic and extrinsic motivation.

Extrinsic motivation is when employees pursue certain goals and values because external incentives motivate them to do so. **(3)** Intrinsic motivation occurs when a certain activity is performed for its own sake rather than the expected results. **(3)**



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Considering motivation theory, explain six causes of a motivation problem?

Motivation problems can be related to different causes: an employee's motivational structure does not match the incentives established. **(3)** The leader does not know employee's need structure and does not match incentives to it. **(3)** An employee's intrinsic/extrinsic motivation is not properly identified. **(3)** Motivation may be present, but lacks psychological resources for volition and then behavior. **(3)** The leader does not value identifying employee's motives and needs and aligning goals/incentives. **(3)** Drive or avoidance tendencies are misinterpreted. **(3)**



Explain Vroom's VIE theory.

In the VIE model, motivation is viewed as a function of components of goal achievement. **(3)** This means that efforts are only accepted if they appear to be rewarding in terms of goal achievement. **(3)** According to Vroom, three factors affect motivation:

1. Valence describes the value of an action outcome in terms of a positive (or negative) affective meaning of the outcome. Anything that has positive valence for a person is pursued, while outcomes with negative valence are avoided. **(3)**
2. Instrumentality describes a value for the degree of connection between action outcome and action consequence. **(3)**
3. Expectancy describes the subjectively perceived probability of a specific action outcome. This expected probability lies between 0 (completely improbable) and 1 (certain to occur). **(3)**

The theory assumes a connection between the three factors, which then make an assertion about the motivation or action tendency of a person possible:

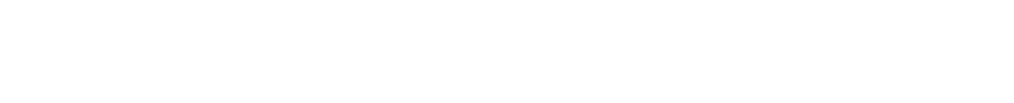
Action tendency **(1)** = Valence of result **(1)** · Expectancy **(1)**

This makes it clear that the outcome must necessarily have a positive valence and the expectancy must not be equal to 0 in order to have a motivating effect on the person. This mathematic connection has made the VIE theory one of the most interesting motivation theories and it is also widely used in empirical research.



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Define the "flow" state.

A flow state is described as an “oblivious **(2)**, pleasurable absorption **(2)** in a smooth-running activity”. **(2)**



Explain Schulz von Thun's communication square and describe how it is relevant to leadership.

The communication square is a very helpful tool for understanding how misunderstandings occur. **(3)** Sensitivity to the different perceptions of statements is extremely important for leaders. **(3)** No matter how carefully words are chosen, some statements may come across to employees quite different than intended. **(3)** – Factual content: The pure informational content of a message that can be classified as true/untrue, such as the coffee pot is empty or the traffic light is green. **(3)**

* Relationship: Provides information about how the speaker relates to the other person and what they think of them, at least in relation to the current topic of conversation. This is supported by facial expressions and gestures, such as frowning, touching, smiling, etc. **(2)**
* Self-disclosure: Provides information about the speaker. If it is noticed that the coffee is empty, it could be indicated that the speaker takes coffee seriously and expects it at the meeting. It resonates with an indication of an individual state. **(2)**
* Appeal: Refers to the intention with which a statement is made. If a reproachful undertone comes with holding out the pot to a co-worker to remark that the coffee is empty, it is likely that an appeal is being made to bring more coffee. Also, when the passenger says, “It's green”, the appeal is usually that the driver should continue driving. **(1)**

Misunderstandings occur when a statement is assigned to a side of the square other than the one the sender was trying to convey. **(1)**



Explain the transactional analysis communication model and what it reveals.

Transactional analysis also provides insight into how misunderstandings or conflicts occur in interactions. **(3)** Eric Berne (1910-1970) developed this model by observing that people communicate from three different “ego states” and react to specific ego states of their counterparts when communicating with them. **(3)** There are three different ego states with a total of six characteristics: In the parent ego state, learned value judgments are applied. “You shouldn’t do that”, “What will the others think” are typical ways of thinking and statements that indicate this state. The parent ego resorts to social control and emotional norms. **(3)** – In the childhood ego state, the focus is on a person's feelings and needs. It is about getting what is wanted and less about giving something. The main motive is to receive attention from others. Three additional states can be distinguished in the childhood ego state. **(3)** – The adult ego state is predominantly concerned with fact gathering, weighing probabilities, and decision-making. The state is active, probing, objective, and fair. Good leaders predominantly act in this ego state. **(3)** Conflicts arise through what are called crossover or concealed transactions. Ideally, leaders and employees (or people in general) act in the same ego state. **(3)**



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Explain the parent ego state in transactional analysis.

In the parent ego state, learned value judgments are applied. “You shouldn't do that,” “What will others think?” are typical ways of thinking and statements that indicate this state. **(1)** The parent ego resorts to social control and emotional norms. **(1)**

Two states can be distinguished in the parent ego state:

* The critical parent ego (“Of course you're going to hurt yourself!”) leans toward a know-it-all attitude and talking down to people. **(2)**
* The caring parent ego (“Shouldn't you go to a doctor for that?”); statements from this state can easily be interpreted as patronizing. **(2)**



Describe how the childhood and adult ego states differ in the transactional analysis model and explain the relationship to successful leadership.

* In the childhood ego state, the focus is on a person's feelings and needs. **(2)** It is about getting what is wanted and less about giving something. **(2)** The main motive is to receive attention from others. **(2)** Three additional states can be distinguished in the childhood ego state:
* The free childhood state is characterized by imagination, wittiness, love, and creativity (“If I win the lottery, I'll go on vacation for 6 weeks, buy a Ferrari, and invite all my friends over for a big party”).
* The rebellious childhood ego is about gaining attention and escaping perceived paternalism. Problems with authorities often arise from this ego state. **(2)**
* The conformist childhood ego state is about avoiding tension with authority, yielding, and trying to make “everything right”. **(2)**
* The adult ego is predominantly concerned with fact gathering, weighing probabilities, and decision-making. **(2)** The state is active, probing, factual, and fair. **(2)** Because the child ego state is predominantly about oneself **(2)** and because feelings and needs are the focus instead of facts and decision-making **(2)**, leaders should not act from the child ego state, but exclusively from the adult ego state, if possible.



Explain the performance potential matrix according to Weißenrieder and Kosel and state its relevance for personnel development.

Relevance for personnel development: development potentials for tasks with more responsibility are assessed (motivation function) **(2)** or development needs for taking over a specific job succession (coordination function) are identified. **(2)** Weißenrieder and Kosel (2005) have combined past and future references **(3)** of an assessment in a performance potential matrix **(1)**: If employees exhibit average potential and moderate performance, the focus should be on root cause analysis, as with problem cases, in order to evaluate whether they can be developed into talents. **(2)**

High performers with potential are extremely high-performing employees, but they still have potential that needs to be exploited. This is why it is necessary to evaluate the extent to which they can be developed into high-potential employees. **(2)**

Talents **(1)** High-potential (employees) **(1)** Queries **(1)** High performers with potential **(1)**, Problem cases **(1)** Stable performers **(1)**



Critically discuss the benchmarks of personnel assessment.

In company practice, performance in the period since the most recent assessment, the goals to be met, and the performance of other employees are used for comparison. **(3)**

When assessing past performance, the goal is to identify positive or negative deviations compared to previous periods. **(3)** An assessment model such as that shown in Table 4.3 can be used for this purpose. **(3)** With such assessment models, however, it must be taken into account that there is little “room for improvement” in the case of outstanding employees or leaders **(3)**, which is why positive deviations can only be very small. **(3)** In this case, the potential of the employee in question is the decisive factor, and they should be classified as a high performer, a high performer with potential, or a high performer with high potential. **(3)**



List and explain the three forms of transactions as defined by transactional analysis.

Congruent **(3)**, crossover **(3)**, concealed (transaction) **conflicts** **(2)** can arise from so-called cross or concealed transactions. Ideally, leaders and employees (or people in general) act in the same ego state. In leadership situations, this would preferably be the adult ego state.

Problematic **crossover transactions (1)** often occur when the interaction partners act from different ego states, in this case the boss is acting from the adult ego, the employee from the rebellious childhood ego. **Crossover transactions (1)** usually take one conversation partner by surprise. In this case, the boss who asks an open question is probably surprised by the employee's aggression. If one party reacts from the childhood ego, they can be difficult to persuade. External help, e.g., mediation, may be appropriate. **(3)**

**Concealed (1)** transactions can occur when partners believe they are communicating on a factual level, i.e., in the adult ego state, but are actually meeting on a different level. In **congruent (1)** transactions, the partners meet in the same ego state and communicate with minimal interference, e.g., both in the adult ego. **(3)**



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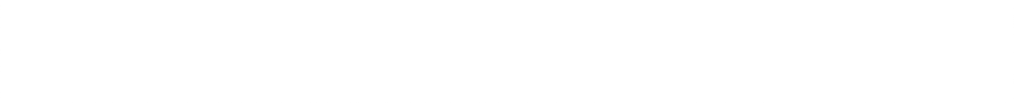
Explain the phenomenon of “dissolution of work boundaries”.

Technological progress with smartphones **(2)** has contributed to the dissolution of work boundaries by progressively mixing work with private life. **(2)** Employees and leaders increasingly took their constant availability for granted **(2)**, until a few years ago when unions and works councils of larger corporations intervened and demanded that the forwarding of emails to smartphones be stopped.



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Define stress according to Stock-Homburg (2013).

“Stress is a negative **(2)** emotional condition **(2)** in connection with increased (work) demands.” **(2)**



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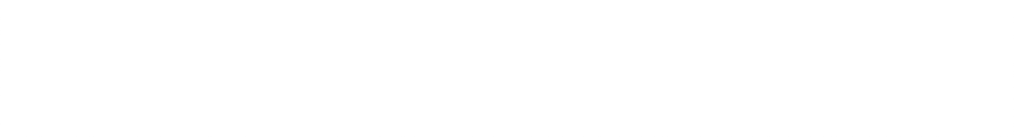
What conclusions can be drawn from the Bakker and Demerouti job demands-resources model?

Different occupations and activities have different levels of demands in themselves. **(3)** Doctors in hospitals will generally be exposed to higher emotional and physical demands than customer consultants in a bank. Likewise, executives with a great deal of responsibility and travel activities will experience higher demands than internal sales staff. It is important for HR management to take these demands into account **(3)** and, if necessary, to further develop occupational resources for affected employees. **(3)** Examples of measures include preventing conflicts and harassment **(3)**, preventing role conflicts due to multiple workloads **(3)**, clear responsibilities and avoiding task-related uncertainties. **(1)** Specialized training, self-management training **(1)**, and relaxation techniques **(1)** can be used to build up resources.



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Define the effort-driven process in the Bakker and Demerouti job-demands-resources model.

The effort-driven process is induced by high demands. **(2)** In the short term, employees can increase their commitment and work performance **(2)**, however, too high demands over extended periods of time lead to overload and a decline in work performance. **(2)**



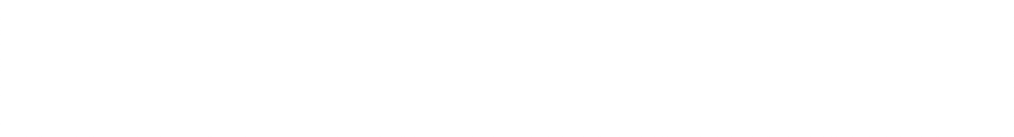
Define the motivation-driven process in the Bakker and Demerouti job-demands-resources model.

The motivation-driven process is induced by occupational resources **(2)** and sufficient support that allows employees to happily manage their work **(2)**, which increases satisfaction and performance in the long term. **(2)**



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Explain the concept of work-life balance and its facets according to Stock-Homburg and Bauer (2007).

The term “work-life balance” describes the balance between work and private life **(3)** and is often referred to the compatibility of work and family. Stock-Homburg and Bauer (2007) define the facets of work-life balance as follows:

* Work describes the value of work for the employee **(3)**, job satisfaction and the potential for conflict between work and private life. **(2)**
* Life describes the value of private life **(3)**, life satisfaction and the conflict between private life and work. **(2)**
* Balance describes the extent to which the work-life interface **(3)** is adequately structured as well as satisfaction with the work-life balance. **(2)**



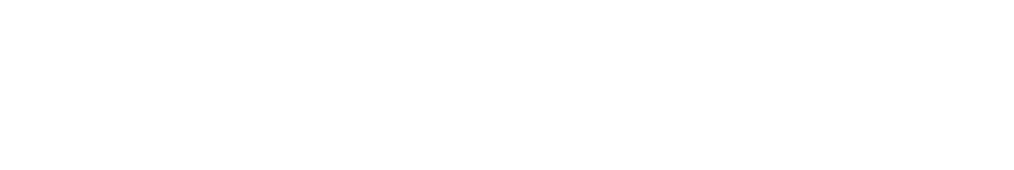
List and differentiate the types of conflict between work and personal life.

A work-family conflict occurs when the private life is “neglected” due to the workload. **(3)** A family-work conflict occurs when private commitments (e.g., illness of a child) cause problems in the performance of occupational duties. **(3)**



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Fully explain what individual interface tactics can be used to improve work-life balance and give two examples of each.

Interface tactics:

behavioral **(3)**, physical **(3)**, time-related **(3)**, and communication-related.

tactics **(1)**.

Behavioral: social support, use of technologies, prioritization, allowing permeability. **(1 point each, max. 2)**

Physical: adapting physical interfaces, manipulation of action space, artifacts management. **(1 point each)**

Time-related: control of working time, definition of time off **(1 point each, max. 2)**

Communication-related: expectation management, sanctioning of disturbances. **(1 point each)**



For what reasons should work-life balance be a high priority for a company's leadership?

Not only to observe the general and special duty to undertake protective measures in accordance with Section 618 of the German Civil Code (BGB) **(2)**, but also in order to secure the human capital in the company in the long term **(2)** and to act in a socially responsible manner. **(2)**



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Explain the concept of perceived musts and the relationship between stress and perceived musts.

Perceived musts are at the core of many stress problems. Perceived musts can relate to an individual, other people, or society. **(2)** Perfection, however, is an abstraction of the mind - wanting to be “perfect” is not expedient. **(2)** Instead, it is beneficial to thoroughly know one's own personal idiosyncrasies and utilize personal strengths wherever possible. **(2)**



Differentiate perceived musts and the concept of circle of influence and explain how they relate to stress.

Perceived musts can relate to an individual, other people, or society. **(3)** Steven Covey's circle of influence concept is about separating one's own circle of concern from the circle of influence **(3)**.

Perceived musts in relation to others and the world, as described above, refer to what is called the circle of concern **(3)**, that is, a circle that affects us, but over which we have no direct influence. **(3)** Covey therefore advises focusing energy on the direct circle of influence **(3)** and putting aside anger and complaints about events in the circle of concern. **(3)**



Explain the great man theory. Include the development and genesis of the theory.

The trait theory is primarily concerned with the personality **(2)** of the ideal leader. **(2)** It is therefore based on the question: What traits and characteristics must a person have in order to be particularly qualiﬁed as a leader? **(3)**

The trait theory, also known as the great man theory, developed in the second half of the 19th century – a time when social Darwinist elitism prevailed. **(2)** Successful men such as Werner von Siemens, Gottlieb Daimler, or Alfred Krupp, were impressive with their successes, which were characterized by sole decision-making power. **(3)** The approach resulted from ideals that were still shaped by feudal structures and were based on the idea that leadership talent was inherited by nobility, clergy, and heads of industry **(2)**, which is why employee participation in decision-making was also categorically rejected. **(2)** This approach is complementary to Taylorism **(1)** which assumes that workers can only act in a limited way at a respective time, resulting in a strong division of labor. When employees are seen as mentally limited, participation is virtually excluded and strong leadership is required. **(1)**



Summarize personality-based management research since 1900. State authors, personality models, and paradigms.

Between 1900 and 1950, management research was therefore heavily focused on the identiﬁcation of key traits in the personality of leaders. **(2)** Initially, the focus was on external traits such as size, strength, and health. **(2)** Later, these were supplemented by internal traits such as intelligence, willpower, and decisiveness. **(2)** An early meta-analysis by Stogdill (1948) **(1)** revealed the following traits as central to leadership success:

* Ability (intelligence, judgment, eloquence, etc.) **(1)**
* Performance (knowledge, school success, athletic success, etc.) **(1)**
* Responsibility (reliability, initiative, self-confidence, etc.) **(1)**
* Participation (cooperation, adaptability, humor, etc.) **(1)**
* Status (socioeconomic position, origin, popularity, etc.) **(1)**

Since the 1990’s, Stogdill's work has been continued by authors such as Timothy A. Judge, Joyce Bono, Fred Luthans, and Robert and Joyce Hogan. **(2)** Most studies used the “big five” personality scale **(2)** (extraversion, agreeableness, openness, conscientiousness, emotional stability) or the Hogan Development Survey to assess personality (Judge et al. 2004). In recent years, there has been increasing interest in what are known as “state-like” **(2)** personality traits that can be developed with training (e.g., grit) (Duckworth et al. 2007). This trait approach is described as a static approach, meaning that the leadership situation is not taken into account.



Explain the “Iowa Studies” and state how it is applicable to modern leadership approaches.

The “Iowa Studies” (Lewin et al., 1939) were the first to test the **effectiveness and consequences (2)** of different leadership styles. In randomized groups, ten-year-old boys were assigned to one of three group leaders, with whom they worked on various handicraft projects over several weeks. In each case, one leader behaved in an **authoritarian, democratic, or laissez-faire** manner. **(3)** In the authoritarian group, the expectations of the children were clearly communicated and how the crafts were to be made was clearly dictated. In the democratically led group, the leader integrated into the group, guided, and allowed feedback and input from the children. In the laissez-faire style group, the leader left the children to their own devices and offered little guidance. **(3)**

Subsequently, the children's satisfaction with the respective group leader was surveyed and the children's performance in the craft projects was assessed. 19 out of 20 children were satisfied with democratic leadership and 14 out of 20 preferred the laissez- faire leadership versus authoritarian leadership. The behavior of the children among themselves was particularly interesting: In the authoritarian group, the aggression of the children among themselves was the highest and it was the lowest in the democratic group.

# The democratic-led group was also the most productive while the laissez-faire group was the least productive. (3)

Although this study laid the foundation for further empirical research on the effectiveness of different leadership styles, its limitations are obvious. The extent to which the behavior of ten-year-old children (exclusively boys) can be transferred to a highly qualiﬁed workforce of both sexes **(2)** is extremely questionable.



Explain in detail the leadership style continuum according to Tannenbaum & Schmidt. What is the model's recommendation for the “optimal” leadership style?

Tannenbaum and Schmidt (1958) developed the “leadership style continuum”, in which the framework conditions **(2)** of an individual situation **(2)** during which leadership takes place are considered. In 7 phases **(1)** it is about decision-making power of the leader and participation of the employee. **(1)** In the authoritarian leadership style, the supervisor orders and decides without consulting the employees. **(1)** In the patriarchal leadership style, the supervisor decides alone, but strives to convince the employees of the correctness of their decisions. **(2)** In the informatory style, the supervisor makes decisions, but questions about correctness are allowed. **(1)** In the consultative style of leadership, the supervisor informs employees of their planned decisions and employees then have the opportunity to contribute their opinions before the final decision is made by the supervisor. **(1)** In the collaborative leadership style, the team develops proposals. Then the leader identifies the proposal to be implemented from the pool of suggestions developed by the team. **(1)** In the delegative leadership style, the freedom is so great that the group decides for itself based on the leader's specification of the problem and their established “guard rails”. **(1)** Semi-autonomous groups decide completely on their own and the supervisor acts more as an advisor. **(1)**

In principle, the question of when which leadership style is most effective cannot be answered. **(3)** Rather, it is important to take the framework conditions into account, such as the personal characteristics of the leader, team size, industry and work content, the qualifications of the employees, and the acceptance of the leader in the team and to then exercise an appropriate leadership style based on this. **(1)**



**FRAGE 268 VON 308**

**MMAN02-02\_Offen\_mittel/Lektion 02**



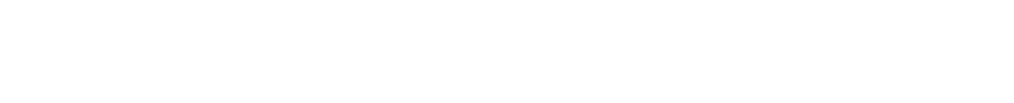
Explain the concept of a dyad.

A dyad is a relationship between two people. **(2)** One dyad exists between a leader and employee A **(2)** and another dyad exists between the leader and employee B. **(2)**



**FRAGE 269 VON 308**

**MMAN02-02\_Offen\_schwer\_F1/Lektion 02**



Explain Fiedler's contingency theory.

Contingency theory addresses the question of which leadership style is the most promising in which situation. **(3)** The situation, which represents the sum of the framework conditions of a leadership situation, can be further defined by the following aspects:

• Leader-Employee relationship: led group employees tend to be more willing to accept stimuli from the leader if they value the leader or feel valued. The dyadic relationship is thus the most important situational variable. **(3)**

* Positional power: the influence of a leader based on their hierarchical position in the organization is also referred to as positional power. The greater the positional power, the more influence the leader has on the behavior of the employees being led. **(3)**
* Degree of task structuring: this refers to the number of recurring elements, their predictability, and the verifiability of performance results. The more clearly the tasks are structured, the easier it is to coordinate and control the employees being led. **(3)**

Each of the aspects named above can be high or low, resulting in eight different situations. Depending on the situation, Fiedler recommends more employee-oriented or more performance-oriented leadership. **(3)**



State Fiedler's contingency theory and its connection with different types of power.

Explain the individual sources of power in detail with reference to the contingency theory.

Contingency theory is a situational leadership approach. **(3)** The (favorability of the) situation is defined by three aspects: Leader-employee relationship **(3)**, positional power **(3)**, and degree of task structuring. Interestingly, contingency theory only considers positional power resulting from hierarchical power, which occurs through a position in the hierarchy. The placement of the position in the organizational chart shows the extent to which the position is assigned to management, coordination, or supervision functions. **(2)**

* Power through reward occurs when a leader has the majority of or complete control over variable salary components of employees and can therefore directly influence its amount. **(2)**
* Enforcing power occurs through direct authority. This often results from the organizational chart and is specifically written in the job description, but is not from the personal power. **(2)** Interestingly, contingency theory only includes positional power, but not personal power. **(3)**



Explain the Hersey and Blanchard maturity model and provide an example for each of the four employee groups.

In the maturity model according to Hersey and Blanchard, it is assumed that employees with different levels of “maturity” are to be led differently. **(3)** For the first time, Hersey and Blanchard advocated individualized leadership and were against the “watering can principle”. This means that despite authentic leadership by a supervisor, it is more effective and fairer if employees are led differently. **(3)** This is not intended to lead to inconsistency in leadership, but rather to consider the theory that employees with lower maturity need more guidance and monitoring and employees with very high maturity deserve more freedom. **(3)**

The authors distinguish four different levels of maturity among employees, based on psychological and functional, i.e., work-related, maturity of the employees. **(1)**

* M1 is characterized by low psychological and low functional maturity.
* Instructive **(1)**
* M2 is characterized by high psychological, but low functional maturity.
* Selling **(1)**
* M3 is characterized by low psychological, but high functional maturity.
* Participative **(1)**
* M4 is characterized by both high functional and psychological maturity
* Delegative **(1)**

In this respect, the new, 18-year-old trainee in a department could probably be assigned M1, whereas the long-standing employee in accounting, who has already handled many difficult circumstances masterfully, could be assigned M4. **(2)** An employee who has a great deal of potential and enthusiasm, but has only recently moved from purchasing to sales, will correspond to M2. **(2)**



**FRAGE 272 VON 308**

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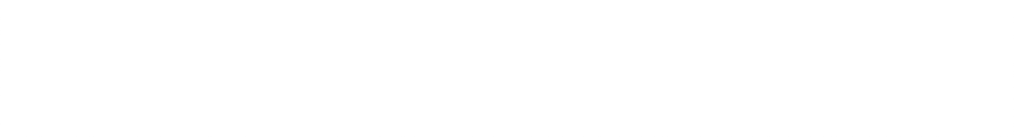
Assign the four levels of employee maturity in the Hersey and Blanchard model to their respective leadership styles.

M1 Instructive, M2 Selling, M3 Participative, M4 Delegative **(1.5 points each)**



**FRAGE 273 VON 308**

**MMAN02-02\_Offen\_schwer\_F1/Lektion 02**



Explain the main tasks of leaders in systemic leadership according to Luhmann.

According to Luhmann (1984), the basic element in social systems is not the human being **(2)**, but communication itself. **(2)** This is influenced by the subjective reality construction **(3)** of the subjects in the system. Suitable structures are created based on this. **(2)** According to Luhmann (1984), if a system is to be influenced, this is only possible by **“inducing” a constructivist view of reality**. **(2)** The various subjects or employees involved exhibit different interpretation patterns that can lead to a variety of alternative outcomes**.** In this respect, systemic leadership does not attempt to reduce complexity, rather it attempts to influence it by means of communication as a necessary component of the system. **(3)** It is the task of a leader to understand complex and bilateral interactions between all participants (employees, customers, suppliers, etc.). Ultimately, a leader only has the task of acting as an initiator (Schirmer & Woydt, 2016). **(3)** The problem of leadership using the systemic view lies in the fact that the leader their self is a subject in the system and therefore dependent on a large number of uncontrollable, self-regulating influences. **(1)**



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Explain and differentiate between trait theory, situational leadership models, and systemic leadership approaches.

Trait theory = great man theory and is exclusively about personality traits that enable leadership. **(3)** Situational approaches focus on the one-dimensional leadership styles (cf. Iowa Study/Tannenbaum & Schmidt) **(3)** and expand them to include situational variables such as “favorability of the situation” or “employee maturity”. **(3)** Systemic theories have a completely different perspective. **(2)** According to Luhmann (1984), the basic element in social systems is not the human being **(2)**, but communication itself. **(2)** This is influenced by subjective reality construction **(1)** of the subjects in the system. Suitable structures are created based on this. **(1)** According to Luhmann (1984), if a system is to be influenced, this is only possible by “inducing” a constructivist view of reality. **(1)**



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What are the parallels and differences between the leadership models according to Hersey & Blanchard and the contingency theory according to Fiedler?

– Both are situational approaches. **(2)** H&B include employee maturity **(2)**, while Fiedler includes the “favorability of the situation”. **(2)**



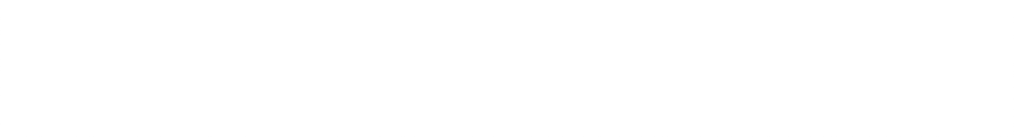
According to Hersey and Blanchard, which group of employees should be instructed and why?

M1/ Employees with low maturity **(2)**, since they have neither the psychological **(2)** nor functional **(2)** maturity for their task.



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Explain the authoritarian leadership style in the leadership style continuum according to Tannenbaum and Schmidt.

In the authoritarian leadership style, the supervisor orders **(3)** and decides without consulting the employees. **(3)**



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Explain the patriarchal leadership style in the leadership style continuum according to Tannenbaum and Schmidt.

In the patriarchal leadership style, the supervisor decides alone **(3)**,but strives to convince the employees of the correctness of their decisions. **(3)**



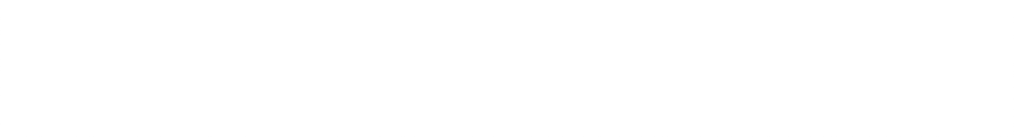
Explain the informatory leadership style in the leadership style continuum according to Tannenbaum and Schmidt.

In the informatory leadership style, the supervisor decides **(2)**, but questions **(2)** about correctness are allowed. **(2)**



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Explain the consultative leadership style in the leadership style continuum according to Tannenbaum and Schmidt.

In the consultive leadership style, the supervisor informs the employees of planned decisions **(2)** and the employees then have the opportunity to contribute their opinions **(2)** **before** the decision is made by the supervisor. **(2)**



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Explain the cooperative leadership style in the leadership style continuum according to Tannenbaum and Schmidt.

In the cooperative leadership style, the team develops proposals. **(3)** Then the leader identifies the proposal to be implemented from the pool of suggestions developed by the team. **(3)**



Differentiate between the delegative leadership style and the leadership of semi-autonomous groups according to Tannenbaum and Schmidt.

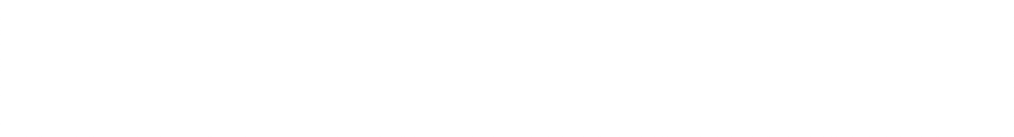
In the delegative leadership style, the freedom is so great that the group decides for itself based on the supervisor's specification of the problem and their established “guard rails”. **(3)**

Semi-autonomous groups decide completely owns their own and the supervisor acts more as an advisor. **(3)**



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**MMAN02-02\_Offen\_schwer\_F1/Lektion 01**



Explain how leadership success can be measured and how it should be measured. Give three examples.

Leadership has something mysterious about it because it is difficult to describe “how to lead properly” in one sentence. **(3)** Different people in history have led their respective projects to success in very different ways. **(3)**

Considering this complexity, there are different ways to identify and describe good leadership. **(3)** Specifically, this means that there are many different measurement variables for leadership success **(3)** and accordingly, different success factors can be identified for the respective types of leadership success. For example,employee satisfaction, employee productivity, employee turnover, return on sales, annual net profit, efficiency, etc. **(2 points each, max. 6)**



Summarize the empirical findings on leadership success and its measurement.

Empirical findings on organizational success and leadership show a mixed picture. **(3)** An early study (Lieberson & O'Connor, 1972), of return on sales and **(2)** and annual net profit **(2)** measured over 20 years and related to leadership, showed that leadership only makes a very small contribution to organizational success. **(3)** In another study, however, a leadership influence of 50% (in the person of the CEO) on the company's success was shown. **(3)** These examples and many other studies reinforce the picture that it is very difficult to clearly determine what contribution good leadership makes to a company’s success. **(2)** Pfeffer (1977) substantiates this with the high degree of similarity between top managers and business leaders in terms of their education and attitudes **(1)**, with a limited scope for action due to predefined roles and norms **(1)**, and a large number of environmental factors **(1)** such as the economy, technical progress, etc. that have a strong impact on company success.



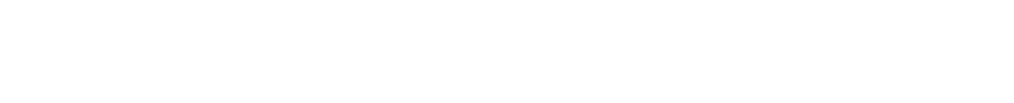
Outline and differentiate the efficiency and effectiveness criteria for leadership success.

Weibler (2012) proposes three efficiency criteria for assessing leadership success: Economic efficiency **(2)**,performance process efficiency **(2)**, and personal efficiency. **(2)** Economic efﬁciency refers to typical company success figures such as earnings, profitability, or sales. In the case of performance process efﬁciency, success can be differentiated according to tangible performance processes (rejects, accidents, deviations from plan) and intangible performance processes (problem solving). **(3)** Personal efﬁciency can also be differentiated in terms of work-related attitudes (satisfaction, morale, complaints) and individual attitudes (acceptance of influence, willingness to cooperate). **(3)** If, in contrast to efﬁciency, the effectiveness of leadership is considered, three types of effectiveness criteria can be distinguished in leadership: Performance **(2)**, Cohesion **(2)**,and Satisfaction. **(2)**



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List the three effectiveness criteria of leadership.

**2 points each**: performance, cohesion, satisfaction



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Explain the efficiency criteria of leadership success.

Economic efficiency **(1),** performance process efficiency **(1)**, and personal efficiency. **(1)** Economic efﬁciency refers to typical company success figures such as earnings, profitability, or sales. In the case of performance process efﬁciency, success can be differentiated according to tangible performance processes (rejects, accidents, deviations from plan) and intangible performance processes (problem solving). **(1)** Personal efﬁciency can also be differentiated in terms of work-related attitudes (satisfaction, morale, complaints) and individual attitudes (acceptance of influence, willingness to cooperate). **(1)**



**FRAGE 288 VON 308**

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Define employee leadership.

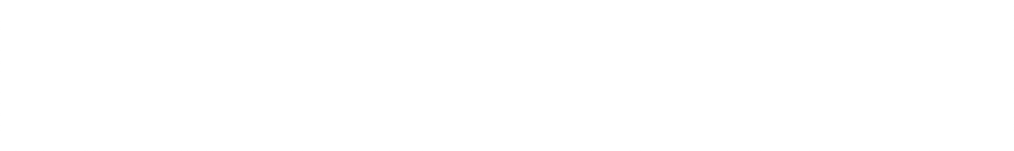
“Employee leadership is a process of influencing **(2)** the attitudes and behaviors of those being led **(2)** by a leader for the purpose of achieving mutually desired results **(2)**” (Stock-Homburg, 2013 p. 454).

Other answers are possible according to the Course Book.



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Differentiate between leadership and management. What is each term used for?

There is essentially no definitory difference between leadership and management **(3)**, since leadership is simply the English term **(3)** for employee management. **(3)** However, it is now customary in linguistic usage to refer to newer leadership concepts **(3)** such as “transformational leadership” as “leadership,” **(3)** whereas older leadership concepts are often still referred to in the German term ”Führung”. **(3)**



**FRAGE 290 VON 308**

**MMAN02-02\_Offen\_leicht/Lektion 01**



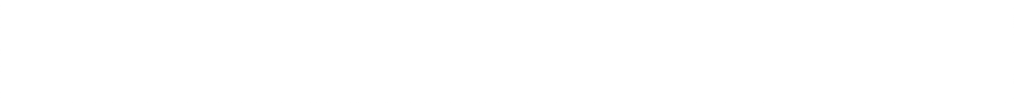
List the three approaches to assessing leadership success.

Efficiency **(2)**, Effectiveness **(2)**, Stakeholder **(2)**



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How does Kotter describe leadership?

As the definition of how the future should be shaped **(2)**, as coordination of employees and goals **(2)**, and as a force that inspires **(2)** employees to achieve goals despite obstacles. (Kotter 2012)



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**MMAN02-02\_Offen\_mittel/Lektion 01**



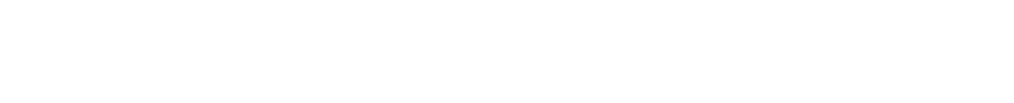
Differentiate between Kotter's and Drucker's leadership ideas.

DRUCKER: Leadership requires employees. It is not about being admired but about doing things that need to be done. Leaders must lead by example. It is not rank that makes a leader, it is the responsibility. **(3)** KOTTER: Leaders must show how the future should be shaped, act as the coordinator of employees and goals, and as a force that inspires employees to achieve goals despite obstacles. **(3)**



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Explain the process of leadership adoption according to Jack Welch.

Welch describes the process of assuming leadership in such a way that the first task in preparing for leadership is one's own growth. **(3)** As soon as leadership responsibility is assumed, the focus must be on the growth of others. **(3)**



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Explain the Taxonomy of Behavior for Leaders proposed by Yukl (2012) in terms of the four meta-categories and their goals.

# Task-oriented Leadership Behavior (3 points)

Goal:

Work in an efficient and reliable manner **(1.5 points)**

# Relations-oriented Leadership Behavior (3 points)

Goal:

Improve quality of human resources and relationships **(1.5 points)**

# Change-oriented Leadership Behavior (3 points)

Provides:

Focus on influence in company change (e.g., in transformational leadership)

Goal:

Improve innovations, collective learning, adaptation to external environment **(1.5 points**)

# External Leadership Behavior (3 points)

Provides:

Focus on cross-team and cross-company management activities

-

Goal:

Obtain information, resources; promote, defend interests of team/organization **(1.5 points)**



Briefly describe the positive consequences of charismatic leadership and also state the risk of charismatic leadership.

# Consequences of charismatic leadership:

Extraordinary motivation and above-average performance of those being led. **(1 point)**

Strong cohesion within an organization is achieved. **(1 point)**

Charismatic people achieve fundamental changes in a company. **(1 point)**

**Risk:**

Strong weight of the leader in the opinion forming process => critical questioning of the vision and its implementation is lacking. **(3 points)**



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What are the two dimensions that characterize leadership styles in the Ohio State Leadership Quadrants and the grid (Blake/Mouton)?

Ohio State Leadership: performance and employee orientation. **(3 points)**

Grid: factual-rational and socio-emotional orientation. **(3 points)**



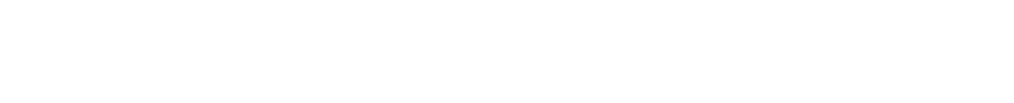
How does the GRID (Blake/Mouton) and the Hersey Blanchard maturity model differ?

Hersey Blanchard considers the situation (maturity level of the employee) **(3 points)**, but the GRID does not consider the leadership situation at all. **(3 points)**



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What assumptions underlie the path-goal theory?

A person will only accept/perform a task if they are convinced that their commitment will lead to a specific result. **(3 points)**

A person must derive benefit/internal satisfaction from the results of their work performance. **(3 points)**



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According to implicit leadership theory, what are the two starting points of leadership?

Management of employee expectations: Stating the leader's goals, openly stating individual restrictions (budget, time, etc.), role reversal (employees temporarily take over the leadership role) **(3 points)**

Alignment of leadership with employee expectations. **(3 points)**



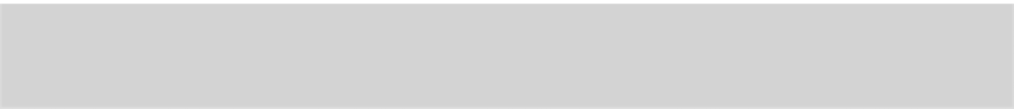
Describe the three types of members that are distinguished within the framework of the LMX theory.

Three types of members depending on the quality of the relationship:

In-group: high relationship quality: high contribution, loyalty, appeal. **(2 points)**

Out-group: low relationship quality, limitation to necessary interactions. **(2 points)**

Middle-Group: medium relationship quality => they can become in-group or out-group members in the long run. **(2 points)**



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List the individual phases in the phase model of the development of the leader-member relationship within the framework of LMX theory.

In the *stranger phase* **(2 points)**, the leader and the member initially meet as strangers.

In the *acquaintance phase* **(2 points)**, an exchange that goes beyond the contractual agreements occurs for the first time.

In the *mature partnership phase* **(2 points)**, a high quality of relationship exists.



List four positive and study-confirmed effects of leader-member relationship of high quality according to LMX theory.

# Four of the following answers with 1.5 points each

Good relationship with one’s own leader influences work experience in a positive way.

The better the relationship with the leader, the more satisfied members are with their supervisor.

The better the relationship with the leader, the more members feel connected to the organization.

The better the relationship with the leader, the higher the performance of the members.

The better the relationship with the leader, the more willing members are to be engaged in the company beyond their actual work tasks.



Define the term leadership style according to Neuberger (2002) and briefly describe the four leadership styles in the Ohio State Leadership Quadrant.

Leadership style: Relatively situation-invariant, constant, and sensibly structured behavioral pattern of a leader in dealing with the employees being led (Neuberger 2002). **(2 points)**

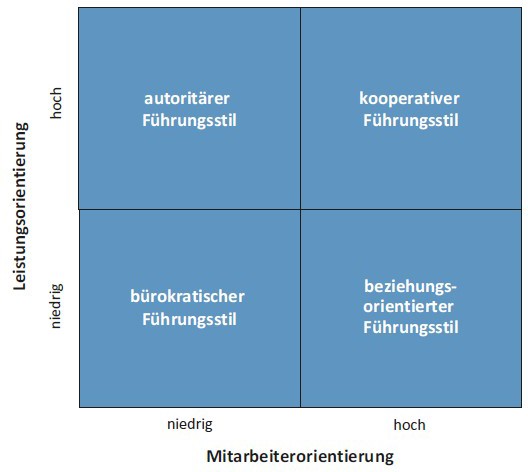
Alternative: (**1 point each** for correct leadership style)

Authoritarian: goals without employees, full commitment, low employee input Cooperative: goals with employees

Relationship-oriented: high importance of employee well-being

Bureaucratic: heavy structuring, regimentation through behavioral patterns

or



|  |  |
| --- | --- |
| Leistungsorientierung | Performance Orientation |
| Hoch | High |
| Niedrig | Low |
| Mitarbeiterorientierung | Employee Orientation |
| autoritärer Führungstil | Authoritarian Leadership Style |
| kooperativer Führungstil | Cooperative Leadership Style |
| bürokratischer Führungstil | Bureaucratic Leadership Style |
| beziehungs-orientierter Führungstil | Relationship-oriented Leadership Style |



Compare the OHIO State Leadership Quadrant and the GRID (Blake/Mouton): What are their similarities, and what are their differences?

# Similarities:

Assumption that leadership behavior determines leadership success. **(1.5 points)**

Both do not consider the leadership situation. **(1.5 points)**

The leadership style that has both dimensions in highest expression is considered ideal. **(1.5 points)**

# Differences:

Difference is in leadership styles, designations of axes: 4 for Ohio and 5 for Grid. **(1.5 points)**



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Explain how leadership success is high or low according to implicit leadership theory.

It is assumed that employees' perceptions of ideal leadership influence leadership success. **(1.5 points)** A cognitive comparison is made between the ideal perceived leadership and the leadership actually perceived **(1.5 points)**. Leadership acceptance is high if the target state and the actual state at least correspond with each other or the actual state is higher than the target state. **(1.5 points)** Leadership acceptance is low if the actual state does not reach the target state. **(1.5 points)**



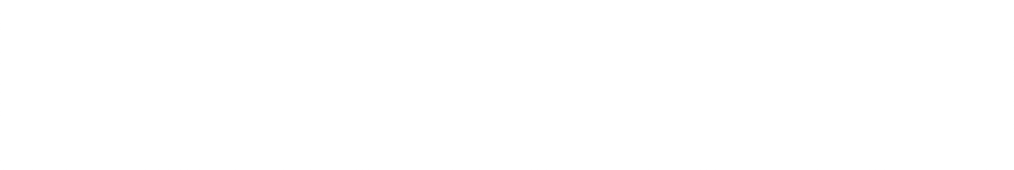
Describe the two types of emotional contagion within the Emotional Contagion Concept, there are two types of emotional contagion.

Primitive emotional contagion **(1.5 points)**: receiver (employee) unconsciously imitates the gestures, facial expressions of the sender (leader). (**1.5 points)** Conscious emotional contagion **(1.5 points)**: receiver consciously adapts since they are unsure of what emotional state to show. **(1.5 points)**



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What are the tensions a leader faces in terms of bringing forth innovation? Explain this against the background of ambidextrous leadership

Two ways to stimulate innovation: Exploration, Exploitation

Exploration: search for new aspects of knowledge (departure from the existing, radical). **(4 points)**

Exploitation: drawing on existing knowledge, modifying it => quality increase (modification, incremental). **(4 points)**

Consequence: tension between both paths (money, workforce) **>** Goal: integrate both paths (ambidexterity). **(1 point)**

Leaders use a variety of behaviors in the leadership context of innovation to achieve exploration or exploitation among employees.

Both/And leadership concept: balancing the negative effect of one leadership style with the positive effects of another leadership style. **(4 points)**

Ad hoc decision-making about when which behavior is required. Opening behaviors: creativity and variability in behavior (exploration).

Closing behaviors: ensure conformity of behavior (exploitation). **(5 points)**

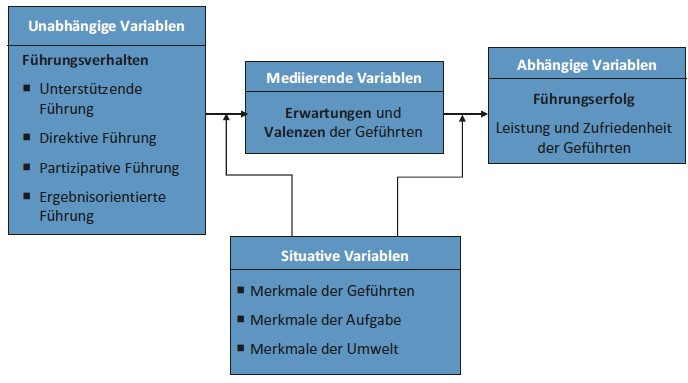


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Explain in detail the chain of effects in the path-goal theory.



Leadership behavior must be named as an independent variable **(4 points)**, leadership success as a dependent variable **(4 points)**, situational variables as moderating **(4 points)**,and expectations and valences as mediating. **(4 points)** Influence of the situational variables on expectations/valences and leadership success. **(2 points)**

|  |  |
| --- | --- |
| Unabhängige Variablen | Independent Variables |
| Führungsverhalten | Leadership Behavior |
| Unterstützende Führung | Supportive Leadership |
| Direktive Führung | Directive Leadership |
| Partizipative Führung | Participative Leadership |
| Ergnisorientierte Führung | Results-Oriented Leadership |
| Mediierende Variablen | Mediating Variables |
| Erwartungen und | Expectations and |
| Valenzen der Geführten | Valences of those Led |
| Abhängige Variablen | Dependent Variables |
| Führungserfolg | Leadership Success |
| Leistung und Zufriedenheit | Performance and Satisfaction |
| der Geführten | of those Led |
| Situative Variablen | Situational Variables |
| Merkmale der Geführten | Characteristics of those Led |
| Merkmale der Aufgabe | Characteristics of the Task |
| Merkmale der Umwelt | Characterisitics of the Environment |

## MC8\_001/leicht

The Latin term “ex patria” is found again in business life as ...

* *Expatriate.*
* Ex Works.
* EPC.
* Expo 2026.

## MC8\_002/leicht

Compared to the past, how many leaders face intercultural challenges?

* *More leaders.*
* Fewer leaders.
* Same number of leaders.
* Half as many leaders.

## MC8\_003/leicht

How many roles of managers who are interculturally active are identified by Steers and Osland?

* *4*
* 3
* 6
* 8

## MC8\_004/leicht

The “EMEA” acronym stands for ...

* *Europe, Middle East, Africa.*
* Europe, Middle East, America.
* Europe, Mediterranean, Africa.
* Europe, Middle East, Asia.

## MC8\_005/leicht

Steers and Osland refer to leaders who are “frequent flyers” as those who ...

* *are not stationed abroad, but spend a great deal of time commuting between different locations.*
* are not stationed abroad, but spend a great deal of time coordinating different locations online.
* are stationed abroad and therefore spend a particularly large amount of time commuting between different locations.
* are stationed abroad and have therefore acquired frequent flyer status with one of the major airlines.

## MC8\_006/leicht

According to Steers and Osland, local leaders often face intercultural challenges ...

* *because their employees - locally or abroad - come from different cultural backgrounds.*
* because they often commute between different countries as frequent flyers.
* because, unlike their co-workers and supervisors, they often have an immigrant background.
* because they have never left their home country and therefore have little intercultural competence.

## MC8\_007/leicht

Which keyword does not paraphrase any of the three factors that Earley and Mosakowski say contribute to a person's “CQ”?

* *Soul.*
* Body.
* Head.
* Heart.

## MC8\_008/leicht

Which statement is correct?

* *When two companies come from different countries, but are in the same industry, they do not necessarily exhibit the same company culture.*
* When two companies come from different countries, but are in the same industry, they exhibit the same company culture.
* When two companies come from the same country, but are from different industries, they exhibit the same company culture.
* When two companies come from different countries and different industries, they exhibit the same company culture.

## MC8\_009/leicht

Which statement is correct?

* *When two companies come from the same country and even the same industry, they can nevertheless have different cultures.*
* When two companies come from different countries, but are in the same industry, they exhibit different company cultures.
* When two companies come from the same country, but are from different industries, they exhibit different company cultures.
* When two companies come from different countries and different industries, they exhibit different company cultures.

## MC8\_010/leicht

Which statement is correct?

* *Nations, as well as companies and other social organizations can have their own culture.*
* Nations and companies have their own culture, but other social organizations do not.
* Only nations have a culture, but companies and other social organizations do not.
* Neither nations nor companies, or even other social organizations, can have their own culture.

## MC8\_011/leicht

Which of these statements about “cultural groups” is correct?

* *The cultural groups of the East and the West differ in terms of their understanding of leadership; however, there are also differences within these cultural groups.*
* The cultures of the East and the West are basically not very different in terms of their understanding of leadership.
* The cultural groups of the East and the West differ in their understanding of leadership; there are no differences within these cultural groups.
* The cultural groups of the East and the West do not differ in their understanding of leadership; however, there are differences within these cultural groups.

## MC8\_012/mittel

Which statement about the term “culture” is correct?

* *Culture is a distinguishing feature of human groups and is expressed in their values, habits, and customs.*
* Human culture is very similar across countries and hardly differs in values, habits, and customs.
* Culture is a differentiating characteristic between nations, but not other human groups (such as companies).
* While the cultures of many countries differ significantly from one another, there are basically no culture differences between companies in business life.

## MC8\_013/mittel

Mexicans and Koreans often like spicy dishes. What follows from this with regard to different food cultures?

* *Neither that all Mexicans and Koreans like spicy dishes, nor that Dutch and Canadians do not like such dishes.*
* Both that all Mexicans and Koreans like spicy dishes, and that Dutch and Canadians do not like such dishes.
* That many Mexicans and Koreans like spicy dishes, while Dutch and Canadians never like such dishes.
* Both that all Mexicans and Koreans like spicy dishes, and that all Dutch and Canadians like such dishes.

## MC8\_014/mittel

Which of the following statements about “cultural intelligence” is correct?

* *Cultural intelligence is characterized by the ability to perceive culturally determined differences and to deal with them intelligently.*
* Cultural intelligence is also abbreviated as “CQ” and correlates 1:1 with general intelligence (“IQ”).
* In times of globalization, cultural intelligence can only be acquired through a longer stay abroad as an expatriate.
* In times of globalization, cultural intelligence also unfolds its effect online, but it is an innate ability that remains the same throughout life.

## MC8\_015/mittel

Which statement is correct?

* *According to Steers and Osland, the search for the ideal end state (eidos and telos) is characteristic of the understanding of leadership in Western cultures.*
* According to Brett, the search for the ideal end state (eidos and telos) is characteristic of the understanding of leadership in Western cultures.
* According to Steers and Osland, the search for the ideal end state (eidos and telos) is characteristic of the understanding of leadership in Asian cultures.
* According to Steers and Osland, the avoidance of the yin and yang is characteristic of the understanding of leadership in Western cultures.

## MC8\_016/mittel

In the context of multicultural teams, “adaptation” means ...

* *the adjustment of the team members to each other.*
* the uncritical adoption of new practices.
* the leader's requirement to follow their own culture.
* adopting the preferences of the majority of team members.

## MC8\_017/mittel

The top management of which Korean company consisted of nearly 25% foreigners for three years without the desired success?

* *LG.*
* Samsung.
* Hyundai.
* Lotte.

## MC8\_018/mittel

Which role is mentioned by Steers and Osland in terms of increased demands on managers’ intercultural competence?

* *Expatriate.*
* CEO.
* Chief Marketing Officer.
* Global Marketing Officer.

## MC8\_019/schwer

Which of these terms is not characteristic of the Western understanding of leadership?

* *Paradox.*
* Eidos.
* Telos.
* Ideal.

## MC8\_020/schwer

Which of these terms is not characteristic of the Eastern understanding of leadership?

* *Ideal.*
* Yin.
* Yang.
* Patience.

## MC8\_021/schwer

Which criterion do Steers and Olsen not use to distinguish Eastern and Western understandings of leadership?

* *Final result.*
* Basic assumption.
* Logic.
* Preference.

## MC8\_022/schwer

Which criterion do Steers and Olsen use to distinguish between Eastern and Western understandings of leadership?

* *Goal.*
* Sales.
* Profit.
* Employee satisfaction.

## MC8\_023/schwer

Which intervention can a leader consider as an “ultima ratio” when a conflict in a multicultural team needs to be resolved?

* *Exit.*
* Going public.
* Management buy-in.
* Transformative leadership.

## 

## offen8\_001/schwer

According to Steers and Osland, which four groups of managers face the challenge of intercultural leadership? List and describe these four roles?

**(2.5 points each):**  
An expatriate is a person who is temporarily or permanently sent to work in a foreign country, and thus a different culture, at their own request or at the request of their company.

## offen8\_002/schwer

Explain what “expatriates” are and what characterizes them.

Expatriates are sent temporarily or permanently by their companies to work **(2 points)** in another country – and thus in another cultural environment. **(2 points)** They often speak the local language **(2 points),** have a special affinity for the local culture (2 points), and, over time, often become intermediaries between home and host country. **(2 points**) (Similar characterizations possible)

## offen8\_003/schwer

List the three characteristics of cultures identified by Steers and Osland.

1. Culture is shared by members of a group **(2 points)** and often defines precisely who belongs to that group. **(2 points)**

2. People learn culture through membership in a group or community. **(2 points)**

3. Culture influences the attitude **(2 points)** and behavior **(2 points)** of its members.

## offen8\_004/schwer

List and briefly explain the concepts that were created in ancient Greece and ancient China and are still relevant to today's civilizations in the East and West

Ancient China: Yin and Yang **(2 points)** Order did not result from an ideal to be achieved, but from a natural tendency of processes that were already in motion. **(2 points)** Since the focus was on current processes that were developing in the here and now, Eastern thinking focused on very concrete and specific situations of daily life **(2 points)**, rather than on abstractions of the essence of an ideal form. Ancient Greece was different: telos **(2 points)** and eidos **(2 points)** – The Greeks developed the concept of eidos (ideal) as a perfect form that man should strive for and achieve as telos (goal).

## offen8\_005/schwer

A manager describes their management philosophy: “You have to be patient and recognize the right opportunities. It's a matter of balancing different requirements. Opportunities often arise of by themselves – it's a matter of taking advantage of them. As a leader, I create the conditions for this.” What cultural background does the manager presumably come from? Substantiate your answer with reference to the components of the different understandings of leadership in the East and West.

From Asia/China **(2 points)** “You have to be patient and recognize the right opportunities” – expresses the eastern preference for leadership. **(2 points)** “It's a matter of balancing different requirements” – expresses an eastern basic assumption. **(2 points)** “Opportunities often arise by themselves – it’s a matter of taking advantage of them” –expresses eastern leadership logic. **(2 points)** “As a leader, I create the conditions for this” – expresses eastern goal setting. **(2 points)**

## offen8\_006/schwer

A manager describes their leadership philosophy: “For me, achieving the ideal state is what matters. I set challenging goals for my employees. It is a matter of finding the right path. So, the most important thing for me is to encourage my employees to take the initiative and be proactive.” What cultural background does the manager presumably come from? Substantiate your answer with reference to the components of the different understandings of leadership in the East and West.

From the West **(2 points)** “For me, achieving the ideal state is what matters” – expresses the western basic assumption about leadership. **(2 points)** “I set challenging goals for my employees” – expresses the western goal of leadership **(2 points)** “It is a matter of finding the right path” – expresses the western logic. **(2 points)** “So, the most important thing for me is to encourage my employees to take the initiative and be proactive.” – expresses the western preference for leadership. **(2 points)**

## offen8\_007/schwer

According to Brett, Befahr, and Kern, what interventions are appropriate for leaders facing the typical challenges of multicultural teams? List an example of each.

**(Listing the intervention = 2 points each. Listing an example = 0.5 points each):**

1. Adaptation, 2. Structural intervention (e.g., a reorganization in the team to alleviate tensions), 3. Direct intervention, 4. Exit.

## offen8\_008/mittel

How does Geert Hofestede define the term “culture”?

**(Listing the intervention = 2 points each. Listing an example = 0.5 points each):**

1. Adaptation 2. Structural intervention (e.g., a reorganization in the team to alleviate tensions) 3. Direct intervention 4. Exit.

## offen8\_009/mittel

What four challenges facing multicultural teams are identified by Brett, Befahr, and Kern?

**(2 points each)** 1. Inadequate language skills 2. Different communication styles 3. Different understandings of hierarchy and 4. Different norms in decision-making.

## offen8\_010/leicht

What has research shown with regard to cultural intelligence?

Research has shown that high cultural intelligence **(3 points)** reliably predicts success in intercultural constellations. **(3 points)**

## offen8\_011/leicht

According to Steers and Osland, what special qualities are required of intercultural leaders?

A global mindset **(2 points)**,high cultural intelligence **(2 points)**, and multicultural competence. **(2 points)**