Leadership in Organizations 9th edition Yukl Solutions Manual

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Leadership in Organizations Instructor's Resource Manual (Download Only), 9e

By Gary Yukl and William L. Gardner, III

Leadership in Organizations

Ninth Edition

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Preface

This manual is designed to facilitate learning and assessment of leadership theories, concepts, research findings, and practices in the ninth edition of *Leadership in Organizations.* The manual is organized by type of activity and book chapter.

The first section of the manual contains general guidelines for using the short cases found at the end of most chapters in the book. In the Table of Contents for the manual, the relevant chapter for each case is noted in parentheses. The cases facilitate learning and make the material more interesting for students. For each specific case there are notes about the answers to the case questions. The cases can be used for class activities, written assignments, or exams. Because the amount of time required for a case depends on how it is used, no recommended times were provided for the cases.

The manual also contains experiential exercises that can be used to help students learn skills that are important for effective leadership. Some of the exercises involve activities that can be used in the classroom, and other exercises involve activities more suitable for use outside the classroom. Role plays are a special type of classroom activity, and they are in a separate part of the section on exercises. Because of limited space, it was not possible to include exercises for each chapter in the book. Other relevant exercises and role plays can be found in skills books and experiential learning books on management and organizational behavior.

Feedback from professors who use the manual is appreciated. Let us know what worked well, what problems were discovered, and what improvements are needed. If you discover other cases, exercises, or videos that are especially relevant and effective for teaching leadership skills, please let us know about them also. We can be contacted by email (gyuklo@albany.edu and william.gardner@ttu.edu).

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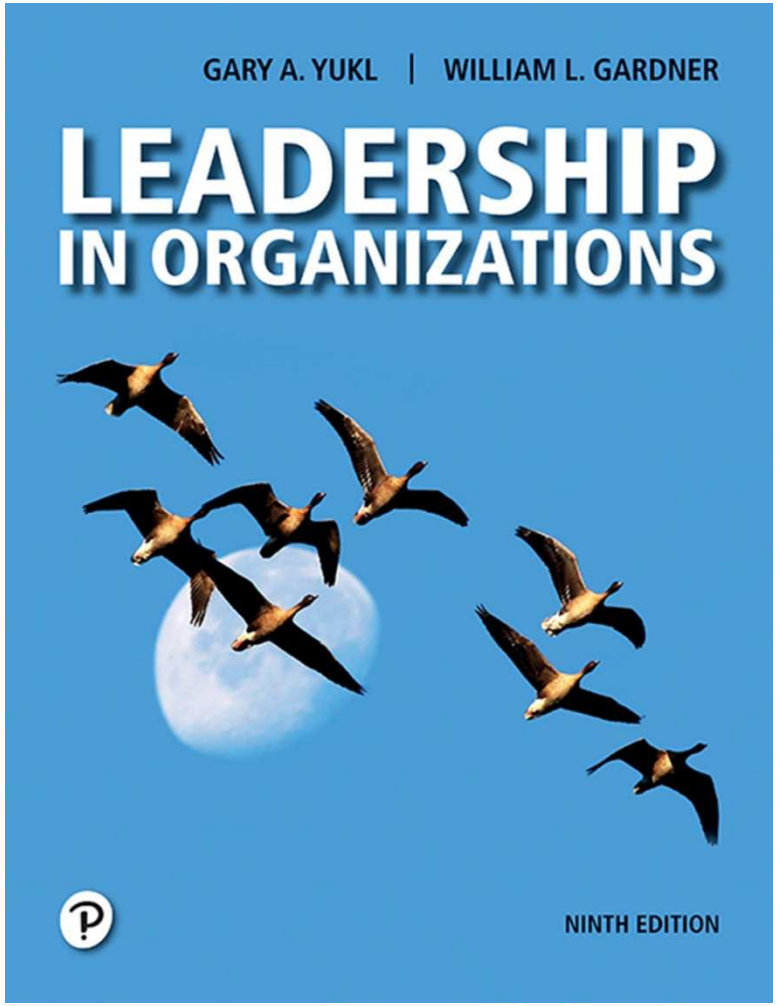
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Chapter 2

Leadership Behavior

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Learning Objectives

After studying this chapter, you should be able to:

2.1 Understand the different ways leader behavior has been described and examined.

2.2 Understand the major types of leader behavior in leadership theory and research.

2.3 Understand why task and relations behaviors are both important for leadership.

2.4 Understand how specific types of tasks and relations behaviors can be used effectively.

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Ways for Describing Leadership Behavior

1. Behavior categories are abstractions
2. Different levels of abstraction
3. Diverse development methods

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Types of Leadership Behavior (1 of 5)

1. Task-oriented behavior
    1. primarily concerned with accomplishing the task in an efficient and reliable way.
2. Relations-oriented behavior
    1. primarily concerned with increasing mutual trust, cooperation, job satisfaction, and identification with the team or organization.

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Types of Leadership Behavior (2 of 5)

TABLE 2-1 Similar Broadly Defined Behaviors in Early Leadership Research

Task-Oriented	Relations-Oriented	Source
Initiating Structure	Consideration	Fleishman (1953); Halpin & Winer (1957)
Concern for Production	Concern for People	Blake & Mouton (1964)
Instrumental Leadership	Supportive Leadership	House (1971)
Goal Emphasis; Work	Supportive Leadership	Bowers & Seashore (1966);
Facilitation	Interaction Facilitation	Taylor & Bowers (1972)
Performance Behavior	Maintenance Behavior	Misumi & Peterson (1985)

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Types of Leadership Behavior (3 of 5)

1. Change-oriented behavior
    1. communicating an appealing vision of what could be changed
    2. proposing specific changes
    3. implementing a change
    4. encouraging innovation

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Types of Leadership Behavior (4 of 5)

1. Empowering and Participative Leadership
    1. Specific types of empowering decision procedures include consultation, joint decisions, and delegation.
2. Transformational Leadership

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Types of Leadership Behavior (5 of 5)

1. External Leadership Behaviors
    1. Networking
    2. External monitoring
    3. Representing
2. Proactive Influence Tactics

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Specific Task-Oriented Leader Behavior (1 of 8)

1. Planning Work Activities
    1. making decisions about objectives, priorities, strategies, organization of the work, assignment of responsibilities, scheduling of activities, and allocation of resources among different activities according to their relative importance

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Specific Task-Oriented Leader Behavior (2 of 8)

TABLE 2-2 Guidelines for Action Planning

- Identify necessary action steps.
- Identify the optimal sequence of action steps.
- Estimate the time needed to carry out each action step.
- Determine starting times and deadlines for each action step.
- Estimate the cost of each action step.
- Determine who will be accountable for each action step.
- Develop procedures for monitoring progress.

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Specific Task-Oriented Leader Behavior (3 of 8)

1. Clarifying Roles and Objectives
    1. Clearly explain an assignment
    2. Explain the reason for the assignment
    3. Check for understanding of the assignment
    4. Provide any necessary instruction in how to do the task
    5. Explain priorities for different objectives or responsibilities
    6. Set specific goals and deadlines for important tasks

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Specific Task-Oriented Leader Behavior (4 of 8)

TABLE 2-3 Guidelines for Clarifying Roles and Objectives

- Clearly explain an assignment.
- Explain the reason for the assignment.
- Check for understanding of the assignment.
- Provide any necessary instruction in how to do the task.
- Explain priorities for different objectives or responsibilities.
- Set specific goals and deadlines for important tasks.

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Specific Task-Oriented Leader Behavior (5 of 8)

- Monitoring Operations and Performance
  - Identify and measure key indicators of performance
  - Monitor key processes as well as outcomes
  - Measure progress against plans and budgets
  - Develop independent sources of information
  - Conduct progress review meetings at appropriate times
  - Observe operations directly
  - Ask specific questions
  - Encourage reporting of problems and mistakes
  - Use information from monitoring to guide other behaviors

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Specific Task-Oriented Leader Behavior (6 of 8)

TABLE 2-4 Guidelines for Monitoring Operations

- Identify and measure key performance indicators.
- Monitor key process variables as well as outcomes.
- Measure progress against plans and budgets.
- Develop independent sources of information about performance
- Conduct progress review meetings at appropriate times.
- Observe operations directly when it is feasible.
- Ask specific questions about the work.
- Encourage reporting of problems and mistakes.
- Use information from monitoring to guide other behaviors.

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Specific Task-Oriented Leader Behavior (7 of 8)

- Solving Operational Problems
  - Anticipate operational problems and prepare for them
  - Learn to recognize early warning signs for an impending problem
  - Quickly identify the cause and scope of the problem
  - Look for connections among problems
  - Direct the response to the problem in a confident and decisive way
  - Keep people informed about the problem and what is being done to resolve it
  - Be willing to explore innovative solutions

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Specific Task-Oriented Leader Behavior (8 of 8)

TABLE 2-5 Guidelines for Solving Operational Problems

- Anticipate operational problems and prepare for them.
- Learn to recognize early warning signs for an impending problem.
- Quickly identify the cause and scope of the problem.
- Look for connections among problems.
- Direct the response to the problem in a confident and decisive way.
- Keep people informed about the problem and what is being done to resolve it.
- Be willing to explore innovative solutions

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Specific Relations-Oriented Leader Behaviors (1 of 6)

1. Supportive Leadership
    1. Show acceptance and positive regard
    2. Show interest in the person as an individual
    3. Provide sympathy and support when the person is anxious or upset
    4. Bolster the person's self-esteem and confidence
    5. Be willing to help with personal problems

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Specific Relations-Oriented Leader Behaviors (2 of 6)

TABLE 2-6 Guidelines for Supporting

- Show acceptance and positive regard.
- Show interest in the person as an individual
- Provide sympathy and support when the person is anxious or upset.
- Bolster the person's self-esteem and confidence.
- Be willing to help with personal problems.

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Specific Relations-Oriented Leader Behaviors (3 of 6)

- Developing Subordinate Skills
  - Show concern for each person's development
  - Help the person identify ways to improve performance
  - Be patient and helpful when providing coaching
  - Provide helpful career advice
  - Encourage attendance at relevant training activities
  - Provide opportunities to learn from experience
  - Encourage coaching by peers when appropriate
  - Promote the person's reputation

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Specific Relations-Oriented Leader Behaviors (4 of 6)

TABLE 2-7 Guidelines for Developing Subordinates

- Show concern for each person's development.
- Help the person identify ways to improve performance.
- Be patient and helpful when providing coaching.
- Provide helpful career advice.
- Help the person prepare for a job change.
- Encourage attendance at relevant training activities.
- Provide opportunities to learn from experience.
- Encourage coaching by peers when appropriate.
- Promote the person's reputation.

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Specific Relations-Oriented Leader Behaviors (5 of 6)

- Providing Praise and Recognition
  - Recognize a variety of contributions and achievements
  - Actively search for contributions to recognize
  - Recognize improvements in performance
  - Recognize commendable efforts that failed
  - Do not limit recognition to high-visibility jobs
  - Do not limit recognition to a few best performers
  - Provide specific recognition
  - Provide timely recognition
  - Use an appropriate form of recognition

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Specific Relations-Oriented Leader Behaviors (6 of 6)

TABLE 2-8 Guidelines for Recognizing

- Recognize a variety of contributions and achievements.
- Actively search for contributions to recognize.
- Recognize improvements in performance.
- Recognize commendable efforts that failed.
- Do not limit recognition to high-visibility jobs.
- Do not limit recognition to a few best performers.
- Provide specific recognition.
- Provide timely recognition.
- Use an appropriate form of recognition.

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