Leadership in Organizations 9th edition Yukl Test Bank

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Leadership in Organizations, 9e **(Yukl)**
Chapter 2 Leadership Behavior

1) Which of the following is NOT an example of clarifying behavior by a leader?
A) Explain the reasons for an assignment.
B) Clearly explain what results are expected.
C) Ask the subordinate to set performance goals.
D) Explain the relative priority of different tasks.
Answer: C
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Application of knowledge
Difficulty Level: Moderate

2) Which of the following is NOT an example of supporting behavior?
A) Clearly explain what the subordinate is expected to do.
B) Express confidence in a subordinate who has a difficult task.
C) Remember details about a subordinate's interests and family.
D) Help a subordinate deal with a personal problem.
Answer: A
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Application of knowledge
Difficulty Level: Moderate

3) Supportive leadership is MOST likely to result in what outcome for subordinates?
A) stronger organizational commitment
B) stronger satisfaction with the leader
C) better coordination among subordinates
D) better performance by subordinates
Answer: B
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

4) Which of the following is LEAST likely to be an outcome of leader supporting behavior?
A) better time management for the leader
B) reduced stress for the subordinates
C) more cooperative leader-subordinate relationships
D) lower absenteeism and turnover by subordinates
Answer: A
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Application of knowledge
Difficulty Level: Moderate

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5) According to Blake and Mouton, effective leaders are MOST likely to have a _____.
A) high concern for the task and a moderate concern for relationships
B) moderate concern for the task, and a high concern for relationships
C) moderate concern for both the task and relationships
D) high concern for both the task and relationships
Answer: D
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

6) Which is NOT a method for developing behavior taxonomies?
A) distributive aggregation
B) judgmental classification
C) factor analysis
D) theoretical-deductive approach
Answer: A
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Reflective thinking
Difficulty Level: Moderate

7) Which of the following is NOT one of the behavior meta-categories identified by Yukl?
A) task-oriented
B) relations-oriented
C) process-oriented
D) change-oriented
Answer: C
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Reflective thinking
Difficulty Level: Moderate

8) Which of the following is NOT primarily a change-oriented behavior?
A) communicating an inspiring vision for the organizational unit
B) monitoring the external environment
C) encouraging innovative thinking by subordinates
D) setting specific performance goals for subordinates
Answer: D
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

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9) Which type of behavior is LEAST likely to occur with people outside the leader's work unit?
A) external monitoring
B) delegating
C) networking
D) representing
Answer: B
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

10) Which of the following was NOT provided as a guideline for developing subordinates?
A) Provide constructive feedback about effective and ineffective behavior.
B) Ask specific questions to help the person analyze his or her performance.
C) Provide opportunities to learn from experience.
D) Provide detailed instructions on how to carry out each assignment.
Answer: D
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

11) Which of the following guidelines was recommended for recognizing?
A) Provide recognition only for outstanding performance.
B) Provide more recognition to people in essential, high-visibility jobs.
C) Actively look for effective behavior or contributions to recognize.
D) Give praise in private to avoid embarrassing the recipient.
Answer: C
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

12) Which of the following was provided as a guideline for monitoring?
A) Measure only outcomes rather than wasting time trying to assess causal processes.
B) Develop independent sources of information about the performance of the work unit.
C) Use prior performance as the primary basis for assessing current performance.
D) Conduct weekly progress review meetings with each subordinate.
Answer: B
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

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13) Which feature was NOT recommended as a guideline for setting performance goals?
A) Set goals for every task and responsibility.
B) Set goals that are clear and specific.
C) Set goals that include a specific target date.
D) Set goals that are challenging but realistic.
Answer: A
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

14) Which of the following was NOT recommended as a guideline for coaching?
A) Provide constructive feedback about effective and ineffective behavior.
B) Ask specific questions to help the person analyze his or her performance.
C) Encourage the person to look at a problem from different perspectives.
D) Provide detailed instructions on how to carry out each assignment.
Answer: D
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

15) Which of the following was NOT a suggested guideline for action planning?
A) Identify the optimal sequence for the essential action steps.
B) Determine starting times and deadlines for each action step.
C) Determine who will be accountable for each action step.
D) Identify the best procedure for conducting each action step.
Answer: D
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

16) To improve problem solving, it is recommended that managers should _____.
A) concentrate on solving the easy problems first
B) concentrate on solving the most difficult problems first
C) deal with a problem as soon as it is discovered
D) look for ways to solve related problems at the same time
Answer: D
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Moderate

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17) There are many divergent taxonomies for behavior _____.
A) so it can be difficult to translate from one set of behaviors to another
B) but different terms are never used to refer to the same type of behavior
C) although the same term is not defined differently by different theorists
D) however all the key concepts are covered in the various taxonomies
Answer: A
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Analytical thinking
Difficulty Level: Easy

18) There are _____ taxonomies of the behavior concepts pertaining to managers and leaders.
A) several almost identical
B) a couple of similar
C) a few slightly different
D) many divergent
Answer: D
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Reflective thinking
Difficulty Level: Easy

19) Behavior categories _____.
A) are tangible attributes of the real world
B) exist in an objective sense
C) are abstractions
D) can be established into an absolute set of correct behaviors
Answer: C
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Reflective thinking
Difficulty Level: Easy

20) Which of the following is NOT a reason for the divergent taxonomies of leadership behavior?
A) Behavior categories do not exist in any objective sense.
B) Behavior constructs can be formulated at different levels of generality.
C) Theorists keep striving for the absolute set of "correct" behavior categories.
D) Taxonomies are developed using different methods.
Answer: C
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Analytical thinking
Difficulty Level: Moderate

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21) Two taxonomies that have the same purpose _____.
A) cannot be devised at different levels of abstraction
B) must be framed in the same level of generality
C) may be formulated at different levels of specificity
D) will focus on the same set of objectively correct categories
Answer: C
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Analytical thinking
Difficulty Level: Moderate

22) Which is a reason why taxonomies developed to describe leadership behavior are so different?
A) An absolute set of "correct" behavior categories can be established.
B) Constructs can be formulated at different levels of abstraction.
C) All taxonomies are tangible attributes of the real world.
D) Taxonomies must include all relevant aspects of leader behavior.
Answer: B
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Analytical thinking
Difficulty Level: Moderate

23) A key concept in one taxonomy _____.
A) may be absent from another taxonomy
B) must be included in all taxonomies
C) is always easily translated to the corresponding concept in other taxonomies
D) will have the same name in all taxonomies
Answer: A
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Reflective thinking
Difficulty Level: Easy

24) A hierarchical taxonomy has _____.
A) more than five narrow behavior categories
B) just one broad behavior with many component behaviors for it
C) two or fewer component behaviors for each of two or more narrow behaviors
D) two or more broad behaviors with specific component behaviors for each broad one
Answer: D
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Analytical thinking
Difficulty Level: Moderate

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25) Most of the theories and research on effective leadership behavior involve _____ defined behaviors.
A) one or two broadly
B) at least five broadly
C) exactly three narrowly
D) four or five narrowly
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Easy

26) _____-oriented behavior is primarily concerned with increasing mutual trust, cooperation, job satisfaction, and identification with the team or organization.
A) Task
B) Relations
C) Change
D) Transforming
Answer: B
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Moderate

27) Task-oriented behavior _____.
A) focuses on the accomplishment of an undertaking in an efficient, reliable way
B) is concerned with increasing trust, cooperation, and identification with the team
C) prioritizes and encourages innovation in the workplace
D) emphasizes consultation and joint decisions
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

28) Which of the following labels has been used to describe task-oriented behavior?
A) consideration
B) maintenance behavior
C) initiating structure
D) supportive leadership
Answer: C
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Moderate

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29) Which of the following labels has been used to describe relations-oriented behavior?
A) maintenance behavior
B) concern for production
C) instrumental leadership
D) goal emphasis
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Moderate

30) The _____-oriented categories usually include specific behaviors such as clarifying work roles and objectives, assigning specific tasks to subordinates, and planning activities and tasks for the work group.
A) change
B) relationship
C) task
D) transforming
Answer: C
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Moderate

31) Most studies on task-oriented and relations-oriented behavior found that _____.
A) subordinates were more satisfied with a demanding and forceful leader
B) no preference for leadership style was expressed by subordinates
C) a considerate, supportive leader led to greater satisfaction for subordinates
D) an encouraging, thoughtful leader resulted in lower subordinate approval
Answer: C
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

32) According to studies, leader task-oriented behavior is _____ related to subordinate satisfaction.
A) consistently
B) not consistently
C) never
D) always
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Moderate

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33) Interpretation of overall results from studies on task-oriented and relations-oriented behaviors is _____.
A) facilitated by differences in the behavior measures employed
B) made challenging by disparities in the types of criteria used
C) enabled by similarities among the research methods utilized
D) not attempted due to overlap among overall objectives
Answer: B
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Moderate

34) Little attention was paid to behaviors directly concerned with _____ in early leadership theory and research.
A) encouraging and facilitating change
B) accomplishing the task in an efficient and reliable way
C) increasing mutual trust
D) improving job satisfaction and identification with the team
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Moderate

35) In the 1980s, _____.
A) some change-oriented behaviors were included in theories of charismatic and transformational leadership
B) leading change officially became recognized as a type of behavior distinct from task- and relations-oriented behavior
C) the pursuit of a distinct change-oriented category of behavior was abandoned
D) theorists discarded the standalone category of change-oriented behavior
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

36) Which of the following is a specific type of change-oriented behavior?
A) clarifying work roles
B) monitoring subordinate performance
C) assigning specific tasks
D) encouraging innovation
Answer: D
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Application of knowledge
Difficulty Level: Moderate

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37) Which of the following is NOT a specific type of empowering decision procedure?
A) consultation
B) joint decisions
C) clarification of task objectives
D) delegation
Answer: C
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Application of knowledge
Difficulty Level: Moderate

38) _____ leadership is another name for the behavior category involving decision-making procedures that a leader can use to involve others in decisions about the work.
A) Autocratic
B) Charismatic
C) Democratic
D) Didactic
Answer: C
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Moderate

39) Some of the research on empowering leadership includes other types of leader behaviors in addition to decision procedures, like _____.
A) proposing an appealing vision of what could be changed
B) sharing information
C) assigning specific tasks
D) withholding resources
Answer: B
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

40) What is another term for transformational leadership?
A) visionary leadership
B) aspirational leadership
C) participative leadership
D) empowering leadership
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Easy

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41) Which is NOT an example of a specific transformational leadership behavior?
A) leading by example
B) talking about personal values
C) lobbying for resources
D) making self-sacrifices for the group
Answer: C
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Application of knowledge
Difficulty Level: Moderate

42) Making self-sacrifices for the team or organization is associated with _____ leadership.
A) empowering
B) participative
C) democratic
D) transformational
Answer: D
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

43) Networking is one of the three distinct and broadly defined categories of _____ behavior.
A) external
B) internal
C) visionary
D) proactive
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

44) Which of the following is NOT one of the three categories of external leadership behavior?
A) networking
B) clarifying task objectives
C) external monitoring
D) representing
Answer: B
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Application of knowledge
Difficulty Level: Moderate

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45) Doing favors for peers or outsiders is an example of which category of external leadership behavior?
A) external monitoring
B) representing
C) clarifying
D) networking
Answer: D
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Application of knowledge
Difficulty Level: Moderate

46) Which of the following behaviors is associated with external monitoring?
A) identifying threats and opportunities for the leader's group or organization
B) using ingratiation
C) socializing with people in other work units
D) using political tactics to influence decisions made by governmental agencies
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Application of knowledge
Difficulty Level: Moderate

47) Which of the following behaviors is NOT an example of the representing category of external behavior?
A) lobbying for resources from superiors
B) promoting the reputation of the leader's group
C) studying the decisions of competitors
D) negotiating agreements with suppliers
Answer: C
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Application of knowledge
Difficulty Level: Moderate

48) Conducting market research is an example of _____.
A) external monitoring
B) representing
C) networking
D) clarifying
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Application of knowledge
Difficulty Level: Moderate

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49) The representing category of external behavior includes _____.
A) using political tactics to influence decisions made by superiors
B) studying the actions of opponents and competitors
C) attending professional conferences and ceremonies
D) joining social networks
Answer: A
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

50) Proactive influence tactics _____.
A) cannot be used with people outside the organization, like clients or suppliers
B) are especially important for routine requests
C) can help gain commitment to requests and proposals
D) should not be used for a leader to resist influence attempts made by others
Answer: C
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

51) Short-term planning of work activities means deciding all of the following EXCEPT _____.
A) what to do
B) how to do it
C) when it will be done
D) why it should be done
Answer: D
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

52) The purpose of _____ is to ensure efficient organization of the work unit, coordination of activities, and effective utilization of resources.
A) planning
B) clarifying
C) monitoring
D) problem solving
Answer: A
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

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53) The purpose of clarifying is to _____.
A) ensure efficient organization of the work unit, coordination of activities, and effective utilization of resources
B) guide and coordinate work activity and make sure people know what to do and how to do it
C) gather information about the operations of the manager's organizational unit
D) deal with disruptions of normal operations and member behavior that is illegal, destructive, or unsafe
Answer: B
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

54) _____ involves gathering information about the operations of the manager's organizational unit, including the progress of the work, the performance of individual subordinates, the quality of products or services, and the success of projects or programs.
A) Planning
B) Clarifying
C) Monitoring
D) Problem solving
Answer: C
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

55) What is the purpose of problem solving?
A) to ensure efficient organization of the work unit, coordination of activities, and effective utilization of resources
B) to guide and coordinate work activity and make sure people know what to do and how to do it
C) to gather information about the operations of the manager's organizational unit
D) to deal with disruptions of normal operations and member behavior that is illegal, destructive, or unsafe
Answer: D
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

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56) Planning _____.
A) usually occurs in a single behavior episode
B) is mostly a cognitive activity
C) has no observable aspects
D) is least observable when a manager takes action to implement plans by communicating them to others
Answer: B
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

57) Clarifying behavior is more important when _____.
A) an organization has elaborate regulations regarding how work should be done
B) subordinates are highly trained professionals
C) there is substantial role ambiguity for members of a work unit
D) the work unit functions harmoniously and is conflict-free
Answer: C
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

58) Information gathered from monitoring is used to do all of the following EXCEPT to _____.
A) identify problems
B) clarify tasks
C) formulate objectives
D) modify policies
Answer: B
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

59) Which of the following is an example of a reactive problem solving behavior?
A) purchasing generators to be used if there is a disruption in the supply of electricity
B) creating a contingency plan for operations in the case of a natural disaster
C) establishing health and safety guidelines for the operation of dangerous equipment
D) providing replacements to consumers who received defective merchandise
Answer: D
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Application of knowledge
Difficulty Level: Moderate

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60) Descriptive research on effective managers suggests that they _____.
A) pass problems along to others within the organization
B) involve more people than necessary to ensure that a problem is solved
C) give priority to important problems that can be solved
D) focus their time on intractable problems
Answer: C
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

61) Supportive leadership _____.
A) includes a wide variety of behaviors that show consideration, acceptance and concern for the needs and feelings of other people
B) seeks to guide and coordinate work activity and make sure people know what to do and how to do it
C) involves giving praise and showing appreciation to others for effective performance, significant achievements, and important contribution to an organization
D) strives to increase a subordinate's skills and facilitate job adjustment and career advancement
Answer: A
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

62) _____ leadership involves giving praise and showing appreciation to others for effective performance, significant achievements, and important contribution to an organization.
A) Supportive
B) Developing
C) Recognizing
D) Clarifying
Answer: C
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

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63) Which type of leadership behavior involves increasing a subordinate's skills and facilitating job adjustment and career advancement?
A) supportive
B) developing
C) clarifying
D) recognizing
Answer: B
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

64) Key components of _____ leadership include mentoring, coaching, and providing developmental opportunities.
A) supportive
B) developing
C) clarifying
D) recognizing
Answer: B
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Application of knowledge
Difficulty Level: Moderate

65) Bolstering a person's self-esteem and confidence is a guideline for _____ leadership.
A) supportive
B) developing
C) clarifying
D) recognizing
Answer: A
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

66) Developing _____.
A) is usually done with a colleague
B) cannot be done with a boss
C) may be done with a peer
D) is never delegated to subordinates
Answer: C
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

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67) Which of the following is an example of a potential benefit that developing can offer to the organization?
A) better job adjustment
B) more skill learning
C) faster career advancement
D) higher employee commitment
Answer: D
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

68) The primary purpose of recognizing, especially when used with subordinates, is to _____.
A) strengthen desirable behavior and task commitment
B) attain task objectives
C) build and maintain effective interpersonal relationships
D) increase acceptance and trust of the leader
Answer: A
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

69) Praise _____.
A) is the most difficult form of recognition
B) is overutilized by many managers
C) most often is given publicly
D) may take the form of oral comments
Answer: D
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

70) Recognition _____.
A) should not be given for improvement if an individual's level of performance is still only average
B) must be limited to successful efforts
C) may be given for personal sacrifices made to accomplish a task
D) should be limited to a few best performers in each type of job
Answer: C
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

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71) It is not possible to establish an absolute set of "correct" behavior categories to organize the behavior descriptions from research over the last half-century.
Answer: TRUE
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Analytical thinking
Difficulty Level: Moderate

72) Initiating structure includes behaviors such as assigning tasks to subordinates, maintaining definite standards of performance, asking subordinates to follow standard procedures, emphasizing the importance of meeting deadlines, criticizing poor work, and coordinating the activities of different subordinates.
Answer: TRUE
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

73) Change-oriented behavior is primarily concerned with understanding the external environment and finding ways to minimize the amount of adaptive change.
Answer: FALSE
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

74) The three meta-categories of task-oriented, relations-oriented, and change-oriented behaviors are independent and unrelated to each other.
Answer: FALSE
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

75) The most common method for studying effective leadership is an experiment in which leader behavior is manipulated by researchers to determine how it affects subordinates.
Answer: FALSE
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

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76) Planning is easy to observe because it mostly involves processing, analyzing, and deciding that occurs at discrete moments.
Answer: FALSE
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

77) Clarifying mostly involves the communication of plans, policies, and role expectations to peers and clients.
Answer: FALSE
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

78) Monitoring involves gathering information about the progress of the work, the performance of individual subordinates, and the success of work unit activities and projects.
Answer: TRUE
Learning Objective: Understand why task and relations behaviors are both important for leadership.
AACSB: Analytical thinking
Difficulty Level: Moderate

79) Developing includes managerial practices such as mentoring and coaching that are used to increase a subordinate's skills and facilitate job adjustment and career advancement.
Answer: TRUE
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

80) Consideration is a behavior category that includes sets of behaviors involving concern for relationships.
Answer: TRUE
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

81) In the field of leadership behavior, sometimes different terms are used to refer to the same type of behavior.
Answer: TRUE
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Reflective thinking
Difficulty Level: Easy

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82) Despite the divergent taxonomies used to describe leadership behavior, it is simple to translate from one set of behaviors to another.
Answer: FALSE
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Reflective thinking
Difficulty Level: Easy

83) One reason for differences among taxonomies is the fact that behavior constructs can be formulated at different levels of abstraction.
Answer: TRUE
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Reflective thinking
Difficulty Level: Moderate

84) All taxonomies are intended to cover the full range of leader behaviors.
Answer: FALSE
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Reflective thinking
Difficulty Level: Easy

85) Task-oriented behavior is primarily concerned with accomplishing the task in an efficient and reliable way.
Answer: TRUE
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Easy

86) The task-oriented term "instrumental leadership" is similar to the relations-oriented term "supportive leadership."
Answer: FALSE
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Reflective thinking
Difficulty Level: Moderate

87) Leadership theory and research has from its earliest days focused much attention on behaviors directly concerned with encouraging and facilitating change.
Answer: FALSE
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

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88) The purpose of planning is to ensure efficient organization of the work unit, coordination of activities, and effective utilization of resources.
Answer: TRUE
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Reflective thinking
Difficulty Level: Easy

89) Clarifying behavior is likely to be less important when there is substantial role ambiguity or role conflict for members of the work unit.
Answer: FALSE
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Reflective thinking
Difficulty Level: Easy

90) Key components of the recognizing category of leader behavior are giving praise and showing appreciation.
Answer: TRUE
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Reflective thinking
Difficulty Level: Easy

91) Why do taxonomies of behavior concepts pertaining to managers and leaders differ from one another?
Answer: Student answers may vary. Behavior categories are abstractions rather than tangible attributes of the real world. The categories are derived from observed behavior in order to organize perceptions of the world and make them meaningful, but they do not exist in any objective sense. No absolute set of "correct" behavior categories can be established. Thus, taxonomies that differ in purpose can be expected to have somewhat different constructs. Another source of diversity among taxonomies, even for those with the same purpose, is the possibility that behavior constructs can be formulated at different levels of abstraction or generality. The scope of behavior taxonomies also differs. A third source of diversity among behavior taxonomies is the method used to develop them. Each method has its own biases and limitations, and the use of different methods results in somewhat different taxonomies, even when the purpose is the same. There are substantial differences in the number of behaviors, the range of behaviors, and the level of abstraction of the behavior concepts.
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Analytical thinking
Difficulty Level: Hard

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92) What is the difference between task-oriented and relations-oriented behaviors?
Answer: Student answers may vary. Task-oriented behavior is primarily concerned with accomplishing the task in an efficient and reliable way. Relations-oriented behavior is primarily concerned with increasing mutual trust, cooperation, job satisfaction, and identification with the team or organization.
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Analytical thinking
Difficulty Level: Moderate

93) According to studies, do subordinates prefer leaders who display task-oriented or relations-oriented behavior? Which type of behaviors are more effective?
Answer: Student answers may vary. Scholars have reviewed and analyzed the results from the large number of studies on task-oriented and relations-oriented behaviors, but interpretation of overall results for the two broad types of behavior was made difficult by differences among studies in the behavior measures, types of criteria, and research methods that were used. Most studies found that subordinates were more satisfied with a leader who was considerate and supportive, although the relationship was weaker when the measures of behavior and satisfaction were not from the same source. Leader task-oriented behavior was not consistently related to subordinate satisfaction. In some studies, subordinates were more satisfied with a structuring leader, but in other studies they were less satisfied or there was no significant effect on satisfaction. Results are also inconsistent for studies on how the two broad behaviors are related to indicators of effective leadership. The findings suggest that all leaders need to use some task-oriented and relations-oriented behaviors, but the effects depend on the leader's ability to identify and use specific component behaviors that are relevant for the leadership situation. A detailed description of specific task-oriented and relations-oriented behaviors and guidelines for their use is presented later in the chapter.
Learning Objective: Understand the different ways leader behavior has been described and examined.
AACSB: Analytical thinking
Difficulty Level: Hard

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94) Name and describe the type of leadership that encourages the involvement of subordinates in decision-making.
Answer: Student answers may vary. Empowering and participative leadership involves decision-making procedures that a leader can use to involve others such as subordinates or team members in decisions about the work. Terms used to describe the frequent use of such procedures with subordinates include participative leadership, empowering leadership, and democratic leadership. Specific types of empowering decision procedures include consultation, joint decisions, and delegation. The frequent use of these decision procedures may reflect a strong concern for relations objectives such as subordinate commitment and development, as well as for task objectives such as decision quality. Some of the research on empowering leadership includes other types of leader behaviors in addition to decision procedures (e.g., sharing information, providing resources).
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

95) Which category of external leadership behaviors is most important to a leader's success? Why?
Answer: Student answers may vary. Many leaders must also interact with other people in the same organization, such as bosses and people in other subunits, and with people outside their organization, such as customers, clients, suppliers, subcontractors, government officials, important people in the community, and managers from other organizations. These interactions reflect the need for information about complex and uncertain events that influence subunit operations and depend on the cooperation and assistance of numerous people outside the immediate chain of command. Three distinct and broadly defined categories of external behavior are networking, external monitoring, and representing. Networking involves building and maintaining favorable relationships with peers, superiors, and outsiders who can provide desired information, resources, and political support. External monitoring includes collecting information about relevant events and changes in the external environment, identifying threats and opportunities for the leader's group or organization, and identifying best practices that can be imitated or adapted. Representing includes lobbying for resources and assistance from superiors, promoting and defending the reputation of the leader's group or organization, negotiating agreements with peers and outsiders such as clients and suppliers, and using political tactics to influence decisions made by superiors or governmental agencies.
Learning Objective: Understand the different ways leadership has been defined.
AACSB: Analytical thinking
Difficulty Level: Hard

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96) What are proactive influence tactics?
Answer: Student answers may vary. Several types of influence tactics are used in influence attempts made by leaders with subordinates, peers, bosses, and people outside their organization, such as clients and suppliers. This type of behavior is important to gain compliance or commitment to requests and proposals, especially ones that are not routine and unlikely to be successful if the leader makes only a simple request. Influence tactics can also be used by a leader to resist or modify influence attempts made by others.
Learning Objective: Understand the major types of leader behavior in leadership theory and research.
AACSB: Analytical thinking
Difficulty Level: Moderate

97) Can the effectiveness of a leader's skill at planning be assessed? Why or why not?
Answer: Student answers may vary. Planning is mostly a cognitive activity that involves analyzing information and making decisions about how task objectives will be accomplished. Planning seldom occurs in a single behavior episode; instead it tends to be a prolonged process that occurs over a period of weeks or months. Because planning is a cognitive activity that seldom occurs as a single discrete episode, it is difficult to observe. Nevertheless, some observable aspects include writing plans, preparing written budgets, developing written schedules, and meeting with others to formulate objectives and strategies. Planning is most observable when a manager takes action to implement plans by communicating them to others and making specific task assignments.
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Hard

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98) Why is problem solving an important type of behavior for leaders? What is the correct approach to solving operational problems?
Answer: Student answers may vary. Problem solving is a type of behavior used by leaders to deal with disruptions of normal operations and member behavior that is illegal, destructive, or unsafe. Leaders face an endless stream of operational problems and disturbances in their work, and examples include serious accidents, power failures, equipment breakdowns, natural disasters, terrorist attacks, quality problems, supply shortages, and strikes by labor unions. Several survey studies found that problem solving was related to effective leadership. The descriptive research using critical incidents, diaries, and comparative case studies also provides evidence that effective leaders deal with operational problems in a timely and appropriate way. The descriptive research also found that ineffective leaders ignore signs of a serious problem, avoid responding until it becomes much worse (e.g., by forming a committee to study it and write a detailed report), make a hasty response before identifying the cause of the problem, discourage useful input from subordinates, or react in ways that create more serious problems at a later time.

It is desirable to evaluate whether a problem can be solved within a reasonable time period with available resources and (2) whether it is worthwhile to invest the time, effort, and resources on this problem rather than on others. Descriptive research on effective managers suggests that they give priority to important problems that can be solved, rather than ignoring these problems or trying to avoid responsibility for them by passing the problem to someone else or involving more people than necessary to diffuse responsibility for decisions. For problems that are either trivial or intractable, it is often best to postpone attempts to resolve them and use the time more effectively. Of course, some problems are so important that they should not be postponed even when the initial probability of a successful solution is low.
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Hard

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99) What are the three specific types of relations-oriented behaviors related to effective leadership discussed in the text?
Answer: Student answers may vary. The three types of relations-oriented behaviors related to effective leadership are supporting, developing, and recognizing.

Supportive leadership (or "supporting") includes a wide variety of behaviors that show consideration, acceptance, and concern for the needs and feelings of other people. Supportive leadership helps to build and maintain effective interpersonal relationships. A manager who is considerate and friendly toward people is more likely to win their friendship and loyalty. Developing includes several managerial practices that are used to increase a subordinate's skills and facilitate job adjustment and career advancement. Key component behaviors include mentoring, coaching, and providing developmental opportunities. Developing is usually done with a subordinate, but it may also be done with a peer, a colleague, or even with a new, inexperienced boss. Recognizing involves giving praise and showing appreciation to others for effective performance, significant achievements, and important contributions to the organization. Although it is most common to think of recognition as being given by a manager to subordinates, this managerial practice can also be used with peers, superiors, and people outside the work unit. The primary purpose of recognizing, especially when used with subordinates, is to strengthen desirable behavior and task commitment.
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

100) What misconceptions are there about providing praise and recognition?
Answer: Student answers may vary. Managers tend to think of recognition as appropriate only for major achievements, thereby limiting their opportunity to gain the benefits from this potent managerial practice. Recognition should be provided for a variety of other things, including demonstration of initiative and extra effort in carrying out an assignment or task; achievement of challenging performance goals and standards; personal sacrifices made to accomplish a task or objective; helpful suggestions and innovative ideas for improving efficiency, productivity, or the quality of the work unit's products or services; special efforts to help someone else (e.g., coworker, customer) deal with a problem; and significant contributions made to the success of other individuals or teams. Some managers believe that it is inappropriate to recognize performance improvements if an individual's level of performance is still only average or substandard. However, some form of recognition for improvements is important to encourage and strengthen efforts toward additional improvement. Improvements can be recognized in a way that also communicates an expectation of continuing progress toward excellence. Another fallacy is that recognition must be limited to successful efforts. Sometimes recognition is necessary for unsuccessful efforts to perform an important activity with a low probability of success.
Learning Objective: Understand how specific types of task and relations behavior can be used effectively.
AACSB: Analytical thinking
Difficulty Level: Moderate

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