



CHAPTER 14 DEVELOPING LEADERSHIP SKILLS

Learning Objectives

1. Define power.
2. Describe the sources of power in organizations.
3. Define leadership.
4. Describe the self-fulfilling prophecy in management.
5. Define the trait theory of leadership.
6. List and define the basic leadership styles.
7. Understand the Managerial Grid[®].
8. Define the contingency approach to leadership.
9. Explain the path-goal approach to leadership.
10. Define situational leadership theory.
11. Define transactional and transformational leadership.
12. Define servant leadership.
13. Discuss some of the lessons that can be learned from leadership research.

Chapter Overview

Power and its various meanings are discussed from the standpoint of the individual manager in the organization. Power may be derived from a variety of sources (organizational and personal). Each of these sources is explored and explained. To be successful the manager must not only be able to understand power but be able to get it and use it wisely.

The last major issue discussed in this chapter is that of leadership. Leadership is a difficult concept for many because of the various stakeholder groups that it concerns. Leaders do not exist without followers and, therefore, both must be studied to get a true picture of the concept. There are various styles and theories of leadership. Each of the major forms is discussed in length. As organizations change, so does leadership. The changing leadership function is also related to change within the organization. Most successful firms not only have successful leaders but also have a dynamic approach to leadership and its effect on the organization.



Lecture Outline

- I. Power, Authority, and Leadership
 - A. **Power** is a measure of a person's potential to get others to do as he/she wants and to avoid being forced by others to do what he/she does not want to do.
 - 1. Power can have both a positive and negative form.
 - 2. Power does not necessarily follow the organizational hierarchy.
 - 3. Organizational sources of power—reward power, coercive power, and legitimate power.
 - 4. Personal sources of power—expert power and referent power.
 - B. **Authority** is the right to issue directives and expend resources.
 - 1. Authority is related to power but is narrower in scope.
 - 2. Authority is a function of position; based on organizational sources.
 - C. **Leadership** is the ability to influence people to willingly follow.
 - 1. Obtaining followers and influencing them in setting and achieving objectives makes a **leader**.
 - 2. Leaders use power to influence group behavior.

Key Terms #1, 2, 3, 4; Learning Objectives #1, 2, 3; Review Questions #1, 2, 3; Figure 14.1; Management Illustration 14.1

- II. Leadership and Management
 - A. Leadership and management are not necessarily the same but are not incompatible.
 - B. Effective leadership:
 - 1. Creates a vision of the future consistent with the long-term interests of the parties.
 - 2. Develops a strategy for moving toward that vision.
 - 3. Enlists the support of followers to move toward the vision.
 - 4. Motivates the followers to pursue the vision.
 - C. Management uses formal authority to carry out its functions.
 - D. Effective leadership and effective management must ultimately be the same.
- III. Leader Attitudes—assumptions about the basic nature of people influence how leaders behave
 - A. Theory X—authoritarian style of leadership
 - B. Theory Y—less authoritarian style of leadership
 - C. **Self-fulfilling prophecy** (*Pygmalion in management*)—the relationship between a leader's expectations and the resulting performance of subordinates



Key Term #5; Learning Objective #4; Figure 14.2; Management Illustration 14.2, 14.3

- IV. Framework for Classifying Leadership Studies
- A. **Trait theory** stressed what the leader was like rather than what the leader did.
 - 1. Personality traits, social traits, and physical traits have been examined to differentiate leaders.
 - B. Basic leadership styles
 - 1. **Autocratic leader**—makes most decisions for the group
 - 2. **Laissez-faire leader**—allows people within the group to make all decisions
 - 3. **Democratic leader**—guides and encourages the group to make decisions
 - C. The Ohio State studies sought to discover the most important behaviors of successful leaders.
 - 1. **Leader Behavior Description Questionnaire**—determines what a successful leader does, regardless of the type of group being led.
 - 2. Two behaviors emerged as being the most important.
 - a. **Consideration**—showing concern for group members and satisfying their needs; results in more satisfied subordinates; effectiveness depends on setting.
 - b. **Initiating structure**—structuring the work of group members and directing the group toward attaining group goals; effectiveness depends on the group.
 - D. University of Michigan Studies focused on principles related to productivity and satisfaction.
 - 1. Supervisors of low-producing work groups were production oriented and gave close supervision—the opposite of supervisors of high-producing work groups.
 - 2. Rensis Likert categorized four patterns of leadership or management
 - a. Exploitative authoritative—authoritarian style that attempts to exploit subordinates.
 - b. Benevolent authoritative—authoritarian but paternalistic style.
 - c. Consultative—subordinates make requests and have input; manager has final say.
 - d. Participative—manager gives direction; decisions are made by consensus or majority.
 - E. The **Managerial Grid**[®]—a two dimensional framework rating a leader on the basis of concern for people and concern for production.
 - 1. Used a questionnaire to locate a particular style of leadership or management.
 - 2. Identifies five styles—country club management, team management, organization man management, authority-obedience management, and impoverished management.
 - F. Fiedler's Contingency Studies of Leadership
 - 1. **Contingency approach to leadership**—focuses on the style of leadership that is most effective in particular situations
 - 2. Fiedler's contingency variables



- a. The leader's style—task oriented (most effective in highly favorable or highly unfavorable situations) or relationship oriented (most effective in moderately favorable situations); style determined by LPC scale.
 - b. The situation—**leader-member relations** (the degree that others trust and respect the leader and the leader's friendliness), **task structure** (the degree to which job tasks are structured), and **position power** (the power and influence that go with a job).
- G. Continuum of Leader Behaviors by Tannenbaum and Schmidt
1. Contend that different combinations of situational elements require different styles of leadership; the leader may use a continuum of behaviors based on the situation.
 2. Three important factors or forces determine the most effective leadership style—forces in the manager, forces in the subordinates, and forces in the situation.
- H. **Path-Goal Theory of Leadership** attempts to define the relationships between a leader's behavior and the subordinate's performance and work activities; related to expectancy theory.
1. Role classification leadership
 2. Supportive leadership
 3. Participative leadership
 4. Autocratic leadership
- I. **Situational Leadership Theory**—as the level of maturity of followers increases, structure should be reduced while socioemotional support should first be increased and then gradually decreased.
- J. Transformational and Transactional Leaders—based on how leaders and followers influence one another; leadership is viewed as transformational or transactional.
1. **Transactional leadership** takes the approach that leaders engage in a bargaining relationship with their followers.
 2. **Transformational leadership** cultivates employee acceptance of the group mission.
 3. **Servant leadership** is based on the belief that the leader exists to meet the needs of the people who he/she normally leads.

Key Terms #6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21; Learning Objectives #5, 6, 7, 8, 9, 10, 11, 12; Review Questions #4, 5, 6, 7, 8, 9, 10, 11, 12; Figures 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, 14.10

- V. Lessons from Leadership Studies
- A. There is no universal way to accurately predict who will become a successful leader.
 - B. There appears to be no one best way to lead.
 - C. Leadership training should focus on identifying the nature of the leadership situation.
 - D. Effective leadership can tentatively be made on the following points:



1. High consideration and initiating structure often provide a successful leadership style.
2. Under emergency or high-pressure situations, emphasis on initiating structure is desirable and often preferred by subordinates.
3. When the manager is the only information source for subordinates regarding their tasks, they often expect the manager to structure their behavior.
4. Subordinates have differing preferences regarding the degree of consideration and initiating structure exhibited by their managers.
5. Higher management often has set preferences regarding the leadership styles employed by lower-level managers.
6. Some managers can adjust their behavior to fit the situation; while others, attempting to make this adjustment, appear to be fake and manipulative.

Learning Objective #13; Review Question #13; Management Illustration 14.4

Barriers to Student Understanding

1. Some, but not all, students have difficulty with the sources of power as shown in Figure 14.1. Ask the students to put themselves in the role of a manager (pick a fictitious company for them) and have them give an example of how each power form might exist and be used. What do they think is the strongest form of power? If they were being managed, which form would they prefer to be influenced by?
2. The material in Figure 14.3 must be carefully explained. Most students will understand the concept of leadership. However, they have not, in general, thought about all the different forms. Ask them to think about the history of each of the forms shown in the figure. What makes the forms different? What makes them similar? Which style works best under what circumstances? How can leadership work at cross purposes with the organization and its culture? Ask the students to write down five of their favorite leaders. Which styles do these leaders match with? Lastly, what is the relationship of the leader and the follower? By thinking about any of the above discussion generators, the instructor can begin to see what the students have absorbed from their reading.

Key Terms

1. Power
2. Authority
3. Leadership



4. Leader
5. Self-fulfilling Prophecy
6. Trait Theory
7. Autocratic Leader
8. Laissez-Faire Leader
9. Democratic Leader
10. Leader Behavior Description Questionnaire (LBDQ)
11. Consideration
12. Initiating Structure
13. Managerial Grid®
14. Contingency Approach to Leadership
15. Leader-Member Relations
16. Task Structure
17. Position Power
18. Path-Goal Theory of Leadership
19. Situational Leadership Theory
20. Transactional Leadership
21. Transformational Leadership

Suggested Answers to Analyzing Management Skills

- Can a person be taught how to be a leader? Why or why not? What leadership skills do you feel can be taught?

Yes, a person can be taught to be a leader. Leadership strength can be evaluated in a company's staff. Leadership-training in skills that are needed immediately on the job can be implemented. Training in other skills, such as peer assessment and team-building can be offered later.

Suggested Answers to Applying Management Skills

- Think of the leader that you most admire. What unique leadership skills does he or she possess?

How students respond to this question will depend on who they identify as their most admired leader.



Answers to Review Questions

1. Define power.

Power is a measure of a person's potential to get others to do what he or she wants them to do, as well as to avoid being forced by others to do what he or she does not want to do.

2. Describe the sources of power in organizations.

The sources of power in organizations are reward, coercive, legitimate, expert, and referent.

3. Define leadership.

Leadership is the ability to influence people to willingly follow one's guidance or adhere to one's decisions.

4. Describe in detail the following three leadership styles: *a. Autocratic; b. Laissez-Faire; c. Democratic.*

- a. The **autocratic leader** makes most decisions for the group.

- b. The **laissez-faire** leader allows people within the group to make all decisions.

- c. The **democratic leader** guides and encourages the group to make decisions.

5. What was the purpose of the Ohio State leadership studies? What were the results of the Ohio State studies?

The purpose was to discover the most important behaviors of successful leaders. The results were that leaders high on consideration (caring about employees and their needs) tend to have more satisfied employees than do leaders who score low in consideration. The relationship between both consideration and initiating structure (leader structures work and directs group) is inconsistent as far as group effectiveness is concerned.

6. What was the purpose of the University of Michigan leadership studies? Explain the results of the Michigan studies?

The purpose was to discover principles contributing to both group productivity and member satisfaction. The Prudential interviews indicated that supervisors of low-producing groups were production oriented and gave close supervision. These tendencies were basically the opposite of supervisors in high-performing work groups. Likert found that the participative style was the most effective.



7. Describe the Managerial Grid®

The **Managerial Grid**® is a method of classifying leadership styles based on a two-dimension framework of concern for production and concern for people.

8. What is Fiedler's contingency approach to leadership?

The contingency approach to leadership defines two basic styles of leadership—task motivated and relationship motivated. The situation varies in terms of leader-member relations, task structure, and position power. In both highly favorable and highly unfavorable situations, a task-motivated leader was found to be more effective. In moderately favorable situations, a relationship-motivated leader was found to be more effective.

9. Describe three important forces, or factors, that Tannenbaum and Schmidt think should be considered in determining what leadership style is most effective.

- a. **Forces in the manager**—values, inclinations, and security.
- b. **Forces in subordinates**—need for independence, readiness to assume responsibility, tolerance for ambiguity, understanding of goals, interest in problem, and expectations regarding shared decision making.
- c. **Forces in the situation**—type of organization, work group effectiveness, problem itself, time pressure, and demands from others.

10. What is the path-goal theory of leader effectiveness?

The **path-goal theory** of leadership attempts to define the relationships between a leader's behavior and the subordinate's performance and work activities. Leader behavior influences the motivation of subordinates when it makes the satisfaction of their needs contingent on successful performance, and it provides the guidance, support, and rewards needed for effective performance.

11. What is the situational leadership theory?

According to the **situational leadership theory**, as the maturity of followers increases, structure is replaced by relationships and ultimately by independence.

12. Define transactional and transformational leadership.

- **Transactional leadership** takes the approach that leaders engage in a bargaining relationship with their followers.
- **Transformational leadership** involves cultivating employee acceptance of the group mission.



13. Describe some of the implications of the studies on leadership for organizations and managers.

High consideration and initiating structure often provide a successful leadership style. Under emergency or high-pressure situations, emphasis on initiating structure is desirable and often preferred by subordinates. When the manager is the only information source for subordinates regarding their tasks, they often expect the manager to structure their behavior. Subordinates have different preferences regarding the degree of consideration and initiating structure exhibited by their managers. Upper-level management often has set preferences regarding the leadership styles employed by lower-level managers. Some managers can adjust their behavior to fit the situation; other managers, in attempting to make this adjustment, appear to be fake and manipulative.

Suggested Answers to Skill-Building Questions

1. Discuss the following statement: Leaders are born and cannot be developed.

Some individuals may be more naturally charismatic than other others and, thus, be natural leaders. However, early research efforts into identifying the personality and physical traits of leaders proved fruitless. Instead, people do have the capacity to learn many of the elements of successful leadership.

2. Do you agree or disagree with this statement: Leaders must have courage. Why?

Leaders must have courage because they are the ones in front who must step out first, persuade others to follow sometimes uncharted, unpopular, or dangerous paths, and be held accountable.

3. Do you think the variance in leadership styles of such people as Adolf Hitler, Franklin D. Roosevelt, and Martin Luther King, Jr., can be explained by any of the theories discussed in this chapter? Elaborate on your answer.

One way to explain the variance in leadership styles is to look at the source of their power. All three leaders would likely be considered charismatic leaders with referent power. Roosevelt and Hitler also had organizational sources of power. The variance might also be explained based on the contingencies of their respective situations.

4. Explain what people mean when they use this statement: Leaders lead by example. Do you believe it? Explain your answer.

Leaders can only lead if followers are willing to follow, and most followers are unwilling to follow the example of a leader who doesn't practice what he preaches.



Skill Building Exercise 14.1

Insubordination?

This exercise encourages students to view a difficult situation and feel the discomfort that is associated with assuming a leadership role when decision making. It will help communicate the effects of the different leadership influence techniques.

Skill Building Exercise 14.2

Leadership Situations

Autocratic style situations may include when the leader has little or no trust or faith in the group members or the leader has little or no tolerance for orders to be questioned. The group members normally do as they are told and have no self-direction.

Participative leadership is almost an opposite of autocratic. Group members are included in decision-making and the leader always communicates the reasoning of any actions or decisions made.

Skill Building Exercise 14.3

Test Your Leadership Style

This is a fun exercise that students like to do. It can be used to emphasize the differences between a manager and a leader. This exercise can be done as homework or in class.

Suggested Answers to Case Incident Questions

Case 14.1 Changes in the Plastics Division

1. What different styles of leadership are shown in this case?

- Autocratic (Rusty).
- Democratic (Wallace).
- Laissez-Faire (Ed).

2. What style of leadership do you think Wallace will have to use with Rusty?

Carefully use the democratic approach. Wallace is comfortable with it, and it capitalizes on Rusty's expertise. Rusty might even learn as a result. Analyzing the case using Fiedler's model might show moderately poor leader-member relations, unstructured jobs, and either strong or weak position power. Thus, a task-oriented style would seem to be most appropriate. This could later change to a relationship-oriented style if some of the variables change.



3. Do you agree with Rusty? Discuss.

Rusty is wrong. Participation does work with factory employees if they are trained for it. He needs to be more considerate and flexible.

Case 14.2 Does the Congregation Care?

1. Analyze and explain the situation using any of the theories of leadership discussed in this chapter.

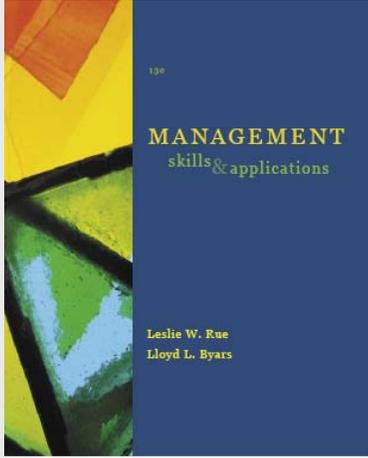
The Path-Goal Theory attempts to define the importance of how a relationship should develop and be maintained between a leader and the subordinates. It includes the identification of needs being met with successful performance.

2. What would you recommend the young pastor do?

Under the Path-Goal Theory, the pastor could have used the survey along with a thorough explanation of his intentions. In doing this, he should have spelled out how the results will be used to evaluate the next steps to take. Since he hasn't given the congregation any response to their answers, he has invited dissatisfaction with their future expectations. The pastor, as their leader, whether welcomed or not, has an opportunity to motivate them to look forward to their future relationship, but he must explain how to get there and what to expect.

Suggested Student Projects

1. Interview a business leader, an education leader, a social leader, and a religious leader about what they think about leadership. You could ask about characteristics that they think are important, who they admire as leaders, what it takes to be a successful leader, and are leaders born or made. Write-up your interviews and compare the answers and share the information with the class for discussion.
2. Look through several back issues of current business periodicals and find stories about leadership in business or leaders in business, and identify which leadership style is being used and what makes you think so. Are there any characteristics that these leaders seem to have in common? How many of the stories were about leadership change? When and why does leadership become ineffective? Write-up your findings.



**Chapter
14**

**Developing
Leadership
Skills**

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Learning Objectives

After studying this chapter, you will be able to:

1. Define power.
2. Describe the sources of power in organizations.
3. Define leadership.
4. Describe the self-fulfilling prophecy in management.
5. Define the trait theory of leadership.
6. List and define the basic leadership styles.
7. Understand the Managerial Grid.

14-2

Serving to Promote the Potential Of People & Organizations



Learning Objectives (cont'd)

After studying this chapter, you will be able to:

8. Define the contingency approach to leadership.
9. Explain the path-goal approach to leadership.
10. Define the situational leadership theory.
11. Define transactional and transformational leadership.
12. Define servant leadership.
13. Discuss some of the lessons that can be learned from leadership research.

14-3

Power, Authority, and Leadership

- Power
 - A measure of a person's potential to get others to do what he or she wants them to do, as well as to avoid being forced by others to do what he or she does not want to do.
- Authority
 - The right to issue directives and expend resources.
 - Related to power but narrower in scope.
- Leadership
 - The ability to influence people to willingly follow one's guidance or adhere to one's decisions.
- Leader
 - One who obtains followers and influences them in setting and achieving objectives.

14-4

Serving to Promote the Potential Of People & Organizations

Sources of Power

Organizational Sources	Basis
Reward power	Capacity to provide rewards.
Coercive power	Capacity to punish.
Legitimate power	Person's position in the organizational hierarchy.
Personal Sources	Basis
Expert power	The skill, expertise, and knowledge an individual possesses.
Referent power	The personal characteristics of an individual that make other people want to associate with the person.

Figure 14.1

14-5

Leadership and Management

- Leadership and management are dissimilar but compatible.
- Effective leadership,
 - Creates a vision for the future, that considers the long-term interests of the organization.
 - Develops a strategy for that vision.
 - Enlists employee support towards producing a movement.
 - Motivates employees to implement the strategy.
- In practice, effective leadership and management must ultimately coincide.

14-6

Serving to Promote the Potential Of People & Organizations



Leader Attitudes

- Self-fulfilling prophecy (Pygmalion in management).
- Douglas McGregor developed two attitude profiles, or assumptions, about the basic nature of people. These were termed:
 - Theory X
 - Theory Y
 - The relationship between a leader's expectations and the resulting performance of subordinates.
 - Generally, if a manager's expectations are high, productivity is likely to be high and vice versa.

14-7

Assumptions about People

Theory X

1. The average human being has an inherent dislike of work and will avoid it if possible.
2. Because of their dislike of work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Theory Y

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Workers will exercise self-direction and self-control in the service of objectives to which they are committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Figure 14.2

14-8

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Framework for Classifying Leadership Studies

- Focus—refers to whether leadership is to be studied as a set of traits or as a set of behaviors.
- Traits—refer to what characteristics the leader possesses.
- Behaviors—refer to what the leader does.
- Approach—refers to whether leadership is studied from a universal or contingent approach.
- Trait theory
 - Stressed what the leader was like rather than what the leader did.
 - It can be said that traits may to some extent influence the capacity to lead. But these traits must be analyzed in terms of the leadership situation.

14-9

Classifying Leadership Styles

Focus	Approach	
	Universal	Contingent
Traits	Trait theory	Fiedler's contingency theory
Behaviors	Leadership styles Ohio State studies Michigan studies Managerial Grid	Path-goal theory Situational theory

Figure 14.3

Source: Arthur G. Yago, "Leadership Perspectives in Theory and Practice," *Management Science*, March 1982, p. 316.

14-10

Serving to Promote the Potential Of People & Organizations



Leadership Styles

- Autocratic leader
 - Makes most decisions for the group.
- Laissez-faire leader
 - Allows people within the group to make all decisions.
- Democratic leader
 - Guides and encourages the group to make decisions.

14-11

Styles of Leadership and Group Members

<p>Autocratic Style</p> <p>Leader</p> <ol style="list-style-type: none"> 1. The individual is very conscious of his or her position. 2. He or she has little trust and faith in members of the group. 3. This leader believes pay is a just reward for working and the only reward that will motivate employees. 4. Orders are issued to be carried out, with no questions allowed and no explanations given. <p>Group members</p> <ol style="list-style-type: none"> 1. No responsibility is assumed for performance, with people merely doing what they are told. 2. Production is good when the leader is present, but poor in the leader's absence.
<p>Laissez-Faire Style</p> <p>Leader</p> <ol style="list-style-type: none"> 1. He or she has no confidence in his or her leadership ability. 2. This leader does not set goals for the group. <p>Group members</p> <ol style="list-style-type: none"> 1. Decisions are made by whoever in the group is willing to do it. 2. Productivity generally is low, and work is sloppy. 3. Individuals have little interest in their work. 4. Morale and teamwork generally are low.
<p>Democratic Style</p> <p>Leader</p> <ol style="list-style-type: none"> 1. Decision making is shared between the leader and the group. 2. When the leader is required or forced to make a decision, he or her reasoning is explained to the group. 3. Criticism and praise are given objectively. <p>Group members</p> <ol style="list-style-type: none"> 1. New ideas and change are welcomed. 2. A feeling of responsibility is developed within the group. 3. Quality of work and productivity generally are high. 4. The group generally feels successful.

Figure 14.4

Source: L. B. Bradford and R. Lippitt, "Building a Democratic Work Group," *Personnel* 22, no. 2, November 1945.

14-12

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Ohio State Studies

- **Leader Behavior Description Questionnaire (LBDQ)**
 - Questionnaire to determine what a successful leader does, regardless of the type of group being led.
 - **Consideration**
 - Leader behavior of showing concern for individual group members and satisfying their needs.
 - **Initiating structure**
 - Leader behavior of structuring the work of group members and directing the group toward the attainment of the group's goals.

14-13

Major Conclusions of the Ohio State Studies

- Leaders scoring high on consideration tend to have more satisfied subordinates than do leaders scoring low on consideration.
- The relationship between the score on consideration and leader effectiveness depends on the group being led.
 - High score on consideration was effective in leading managers and office staff.
 - High consideration score on was less effective in leading production foremen.
- There is no consistent relationship between initiating structure and leader effectiveness; rather, the relationship varies depending on the group that is being led.

14-14

Serving to Promote the Potential Of People & Organizations



University of Michigan Studies

- Managers of high-producing work groups were more likely:
 - To receive general rather than close supervision from their superiors.
 - To like the amount of authority and responsibility they have in their job.
 - To spend more time in supervision.
 - To give general rather than close supervision to their employees.
 - To be employee oriented rather than production oriented.

14-15

Likert's Patterns of Management

- System 1: Exploitative authoritative
 - Authoritarian form of management that attempts to exploit subordinates.
- System 2: Benevolent authoritative
 - Authoritarian form of management, but paternalistic in nature.
- System 3: Consultative
 - Manager requests and receives inputs from subordinates but maintains the right to make the final decision.
- System 4: Participative
 - Manager gives some direction, but decisions are made by consensus and majority, based on total participation.

14-16

Serving to Promote the Potential Of People & Organizations



The Managerial Grid

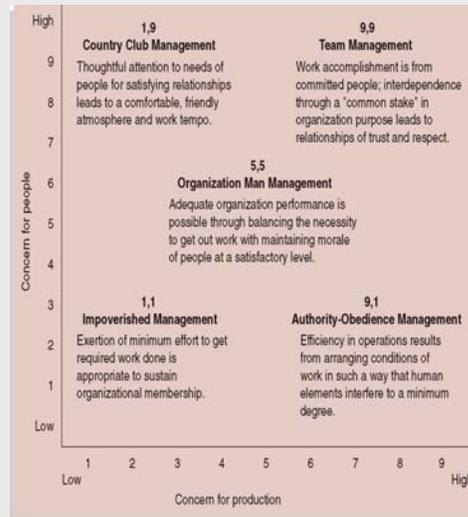


Figure 14.5

14-17

Fiedler's Contingency Studies

- Contingency approach to leadership
 - Focuses on the style of leadership that is most effective in particular situations.
 - Task-motivated leaders gain satisfaction from the performance of a task.
 - Relationship-motivated leaders gain satisfaction from interpersonal relationships.

14-18

Serving to Promote the Potential Of People & Organizations



The Least Preferred Co-Worker Scale (LPC)

- Measures whether a person is a task- or relationship-oriented leader.
 - Task-oriented leaders
 - Gain satisfaction from the performance of a task.
 - Relationship-motivated leaders
 - gain satisfaction
 - from interpersonal relationships.

14-19

Dimensions of Leadership

- Fiedler turned to the situation in which the leader was operating.
 - He placed leadership situations along a favorable–unfavorable continuum based on three major dimensions:
 - Leader-member relations
 - Degree that others trust and respect the leader and the leader’s friendliness.
 - Task structure
 - Degree to which job tasks are structured.
 - Position power
 - Power and influence that go with a job.

14-20

Serving to Promote the Potential Of People & Organizations



Fiedler's Classification of Situations

Situation	1	2	3	4	5	6	7	8
Leader-member relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
Task structure	Structured	Structured	Unstructured	Unstructured	Structured	Structured	Unstructured	Unstructured
Position power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
	<i>Favorable for leader</i>				<i>Unfavorable for leader</i>			

Figure 14.6

14-21

Leadership Style and Leadership Situations

Situation	1	2	3	4	5	6	7	8
Leader-member relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
Task structure	Structured	Structured	Unstructured	Unstructured	Structured	Structured	Unstructured	Unstructured
Leader power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
	<i>Favorable for leader</i>				<i>Unfavorable for leader</i>			
Most productive leadership style	Task	Task	Task	Relationship	Relationship	No data	Task or relationship	Task

Figure 14.7

14-22

Serving to Promote the Potential Of People & Organizations



Forces Affecting Leadership

Forces in the Manager	Forces in the Subordinates	Forces in the Situation
Value system: How the manager personally feels about delegating, degree of confidence in subordinates. Personal leadership inclinations. Authoritarian versus participative. Feelings of security in uncertain situations.	Need for independence: Some people need and want direction, while others do not. Readiness to assume responsibility: Different people need different degrees of responsibility. Tolerance for ambiguity: Specific versus general directions. Interest and perceived importance of the problem: People generally have more interest in, and work harder on, important problems. Degree of understanding and identification with organizational goals: A manager is more likely to delegate authority to an individual who seems to have a positive attitude about the organization. Degree of expectation in sharing in decision making: People who have worked under subordinate-centered leadership tend to resent boss-centered leadership.	Type of organization: Centralized versus decentralized. Work group effectiveness: How effectively the group works together. The problem itself: The work group's knowledge and experience relevant to the problem. Time pressure: It is difficult to delegate to subordinates in crisis situations. Demands from upper levels of management. Demands from government, unions, and society in general.

Figure 14.8

14-23

Continuum of Leader Behavior

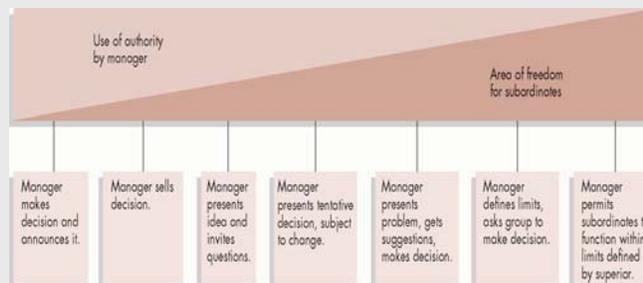


Figure 14.9

14-24

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Path-Goal Theory of Leadership

- Attempts to define the relationships between a leader's behavior and the subordinates' performance and work activities.
 - Role classification leadership
 - Leads to high satisfaction and performance for subordinates engaged in unstructured tasks.
 - Supportive leadership
 - Brings the most satisfaction to those who work on highly structured tasks.
 - Participative leadership
 - Enhances performance and satisfaction for subordinates engaged in ambiguous tasks.
 - Autocratic leadership
 - Has a negative effect on both satisfaction and performance in both structured and unstructured task situations.

14-25

Situational Leadership Theory

- As the level of maturity of followers increases, structure should be reduced while socioemotional support should first be increased and then gradually decreased.
- Leader's behavior should move from:
 - High task–low relationships to high task–high relationships to low task–high relationships to low task–low relationships.

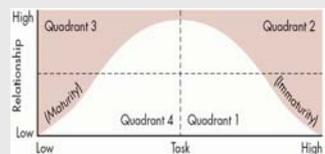


Figure 14.10

14-26

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Transformational and Transactional Leaders

- Transactional leadership: Takes the approach that leaders engage in a bargaining relationship with their followers. Under this approach, the leader (manager):
 - Tells employees what they need to do to obtain rewards.
 - Takes corrective action only when employees fail to meet performance objectives.
- Transformational leadership involves cultivating employee acceptance of the group mission.

14-27

Servant Leadership

- Leader exists to meet the needs of the people who he or she nominally leads.
- Primary aim is to fulfill followers' needs.
- Believes that business exists as much to provide meaningful work to employees as it does to provide a quality product or service to the customer.

14-28

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Lessons from Leadership Studies

- High consideration and initiating structure often provide a successful leadership style.
- Under emergency or high-pressure situations, emphasis on initiating structure is desirable and often preferred by subordinates.
- When the manager is the only information source for subordinates regarding their tasks, they often expect the manager to structure their behavior.



14-29

Lessons from Leadership Studies (cont'd)

- Subordinates have differing preferences regarding the degree of consideration and initiating structure exhibited by their managers.
- Higher management often has set preferences regarding the leadership styles employed by lower-level managers.
- Some managers can adjust their behavior to fit the situation; others attempting to make this adjustment appear to be fake and manipulative.



14-30

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