

Leadership and Motivation

Module 11

LIS 580: Spring 2006

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Roadmap

- What is leadership?
- How does a leader exercise power?
- What are leadership skills and traits?
- Theories of leadership behavior
- How to improve your leadership skills
- Individual determinants of behavior
- Need-based approaches to motivation
- Process approaches to motivation
- Behavioral approaches to motivation
- Beyond motivation

Managers Versus Leaders

“Not all leaders are managers, nor are all managers leaders”

- Managers
 - Persons whose influence on others is limited to the appointed managerial authority of their positions
- Leaders
 - Persons with managerial and personal power who can influence others to perform actions beyond those that could be dictated by those persons’ formal (position) authority alone

Power and Leadership

- Legitimate Sources of Power
 - Position in the organization (formal authority)
 - Reward
 - Coerce or punish
 - Expertise
 - Referent power (charisma)
 - Control over information or access to resources (gatekeeper)
- What does Kitchen say about power?

TABLE 10-1**Traits and Skills Differentiating Leaders from Nonleaders**

Traits	Skills
Adaptable to situations	Clever (intelligent)
Alert to social environment	Conceptually skilled
Ambitious, achievement oriented	Creative
Assertive	Diplomatic and tactful
Cooperative	Fluent in speaking
Decisive	Knowledgeable about the work
Dependable	Organized (administrative ability)
Dominant (power motivation)	Persuasive
Energetic (high activity level)	Socially skilled
Persistent	
Self-confident	
Tolerate of stress	
Willing to assume responsibility	

Source: Based on Ralph Stogdill *Handbook of Leadership: A Survey of the Literature* (New York: Free Press, 1974), p. 237.

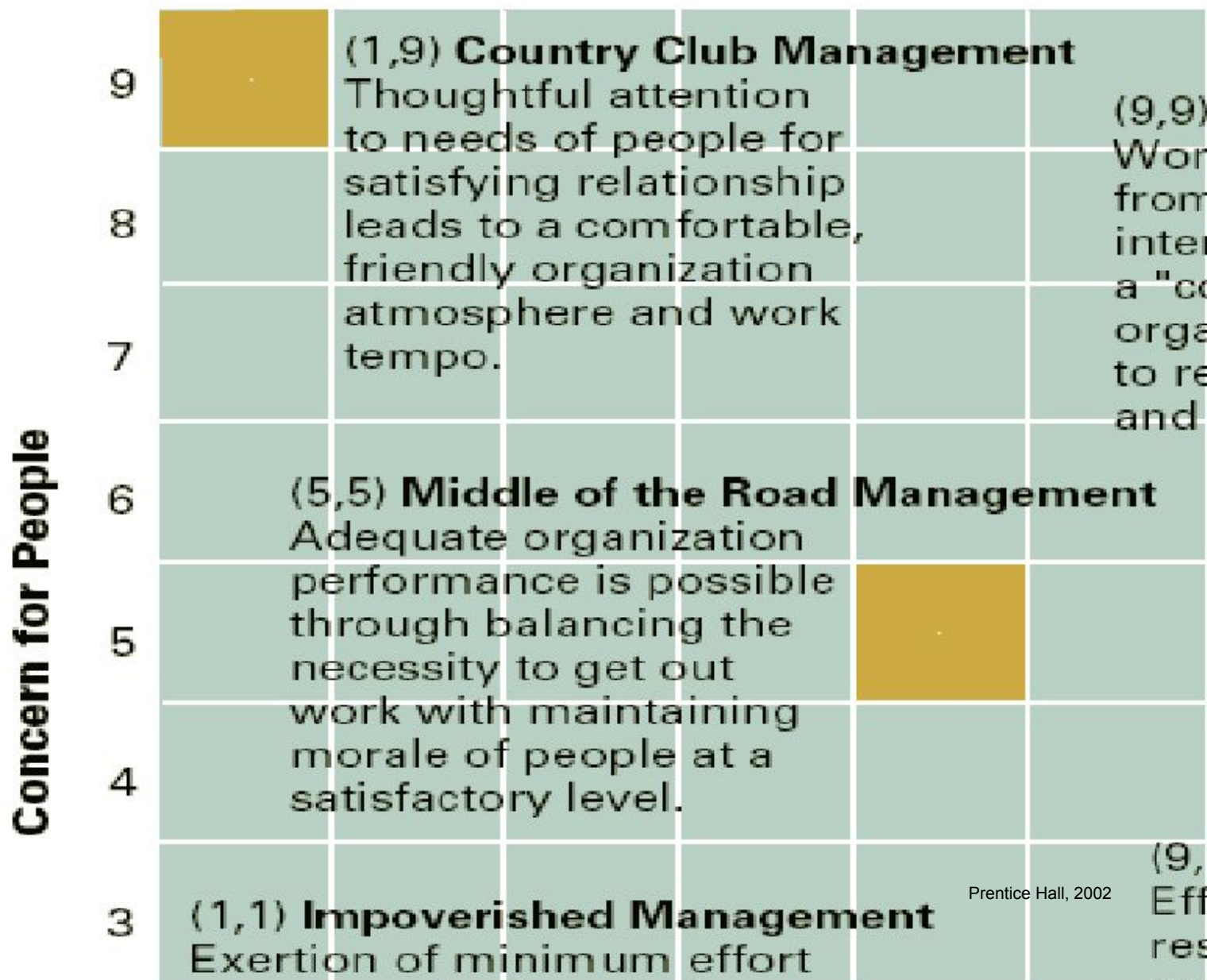
Behavioral Theories of Leadership

- Behavioral theories of leadership
 - Theories that attempt to isolate behaviors that differentiate effective leaders from ineffective leaders
 - Behavioral studies focus on identifying critical behavioral determinants of leadership that, in turn, could be used to train people to become leaders

Leadership Studies

- *The Ohio State Studies* sought to identify independent dimensions of leader behavior
 - Initiating structure
 - Consideration
- *The University of Michigan Studies* sought to identify the behavioral characteristics of leaders related to performance effectiveness
 - Employee oriented
 - Production oriented

The Managerial Grid

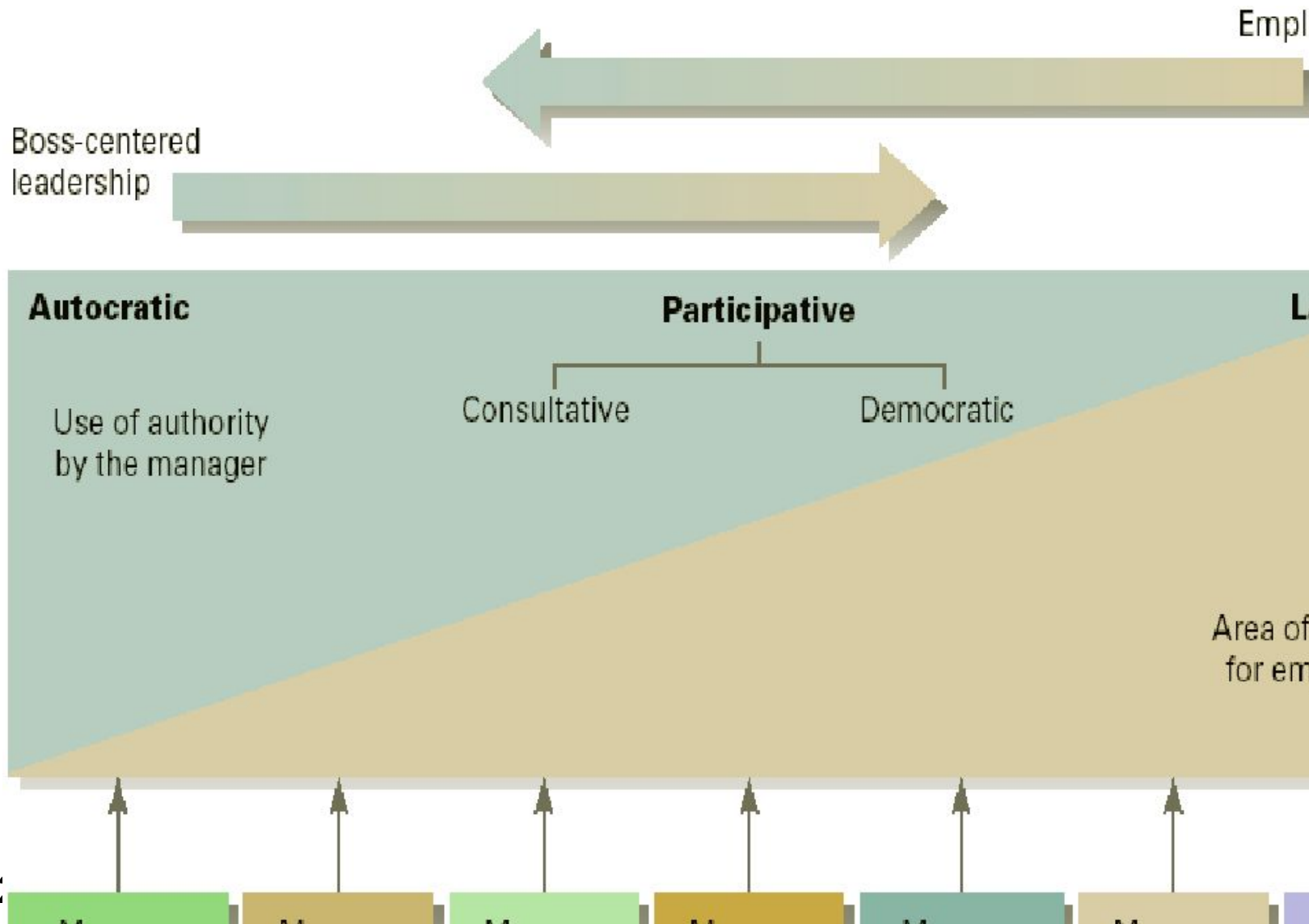


Prentice Hall, 2002

Leadership Behaviors or Styles

- Autocratic style of leadership
 - A leader who centralizes authority, dictates work methods, makes unilateral decisions, and limits employee participation
- Democratic style of leadership
 - A leader who involves employees in decision making, delegates authority, encourages participation in deciding work methods and goals, and uses feedback to coach employees
 - A democratic-consultative leader seeks input and hears the concerns and issues of employees but makes the final decision him or herself
 - A democratic-participative leader often allows employees to have a say in what's decided

Continuum of Leader Behavior



Transactional versus Transformational Leadership Behaviors

- Transactional Leadership Behaviors
 - Leadership actions that focus on accomplishing the tasks at hand and on maintaining good working relationships by exchanging promises of rewards for performance.
- Transformational Leadership Behaviors
 - Leadership actions that involve influencing major changes in the attitudes and assumptions of organization members and building commitment for the organization's mission, objectives, and strategies.

The Main Behaviors of Level 5 Leaders

Personal Humility

- Demonstrates a compelling modesty, shunning public adulation, never boastful.
- Acts with quiet, calm determination; relies principally on inspired standards, not inspiring charisma, to motivate.
- Channels ambition into the company not the self; sets up successors for even more greatness in the next generation.
- Looks in the mirror, not out the window, to apportion responsibility for poor results, never blaming other people, external factors, or bad luck.

Professional Will

- Creates superb results, a clear catalyst in the transition from good to great.
- Demonstrates an unwavering resolve to do whatever must be done to produce the best long-term results, no matter how difficult.
- Sets the standard of building an enduring great company; will settle for nothing less.
- Looks out the window, not in the mirror, to apportion credit for the success of the company—to other people, external factors, and good luck.

FIGURE 10–1
G.Dessler, 2003

Source: Jim Collins, “Level 5 Leadership,”
Harvard Business Review, January 2001, p. 73.

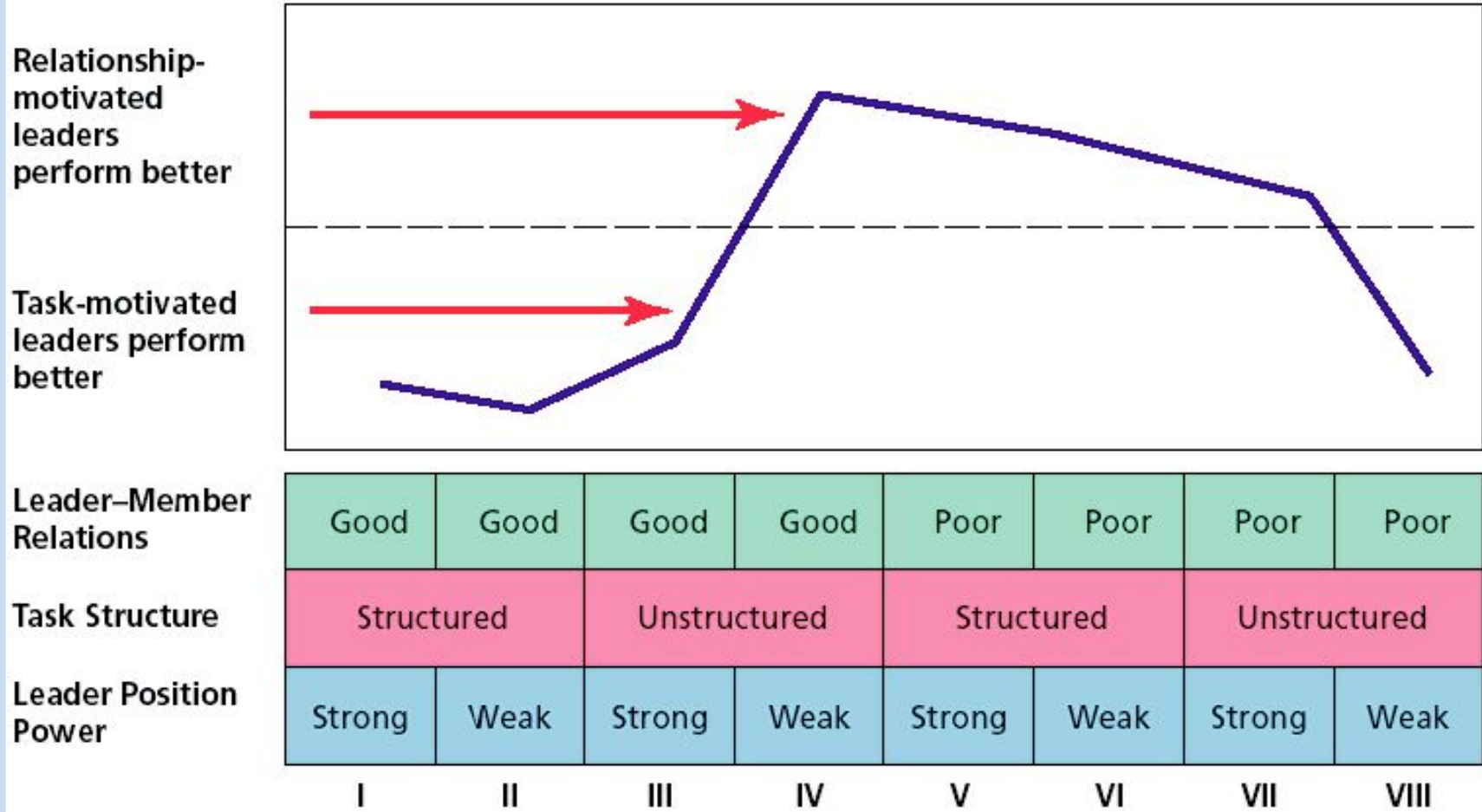
Situational Theories Of Leadership

- Fiedler's Contingency Theory of Leadership
 - Least Preferred Co-worker (LPC) Scale
 - Leaders who describe their least preferred coworker favorably (pleasant, smart, and so on) are “high LPC” and are considered more people-oriented.
 - “Low LPCs” describe least preferred coworkers unfavorably; they're less people-oriented and more task-oriented.

Situational Theories Of Leadership

- Appropriateness of a high-LPC or low-LPC leadership style depends upon:
 - Position power
 - The degree to which the position itself enables the leader to get group members to comply with and accept his or her decisions and leadership
 - Task structure
 - How routine and predictable the work group's task is.
 - Leader-member relations
 - The extent to which the leader gets along with workers and the extent to which they have confidence in and are loyal to him or her.

How the Style of Effective Leadership Varies with the Situation



Source: Adapted and reprinted by permission of the *Harvard Business Review*. "How the Style of Effective Leadership Varies with the Situation" from "Engineer the Job to Fit the Manager" by Fred E. Fiedler, September–October 1965. Copyright © 1965 by the President and Fellows of Harvard College; all rights reserved.

FIGURE 10–4
G.Dessler, 2003

Situational Theories Of Leadership (cont'd)

- Path–Goal Leadership Theory (House)
 - Assumes that the leader's job is to ensure that followers are motivated to do their jobs, and is based on the *expectancy theory of motivation*.
 - The leader's job
 - To increase the personal rewards subordinates receive for attaining goals
 - To make the path to these goals easier to follow by reducing roadblocks—setting goals, explaining what needs to be done, and organizing the work.

TABLE 10-2
Fitting the Style to the Situation with Path-Goal Theory

Leader Behavior	Situational Factors	Motivational Effects
Directive	Ambiguous, unstructured	Reduces role ambiguity; increases follower beliefs that effort will result in good performance and that performance will be rewarded.
Supportive	Frustrating, routine, stressful, or dissatisfying tasks. Employees may lack self-confidence.	Increases self-confidence; increases the personal value of job related effort.
Participative	Ambiguous, nonrepetitive, challenging	Reduces ambiguity, clarifies expectations, increases consistency of subordinate and organizational goals, increases involvement with and commitment to organizational goals.
Achievement-oriented	Ambiguous, nonrepetitive, challenging	Increases subordinate confidence and the personal value of goal-directed effort.
Source: Adapted from Jon Howell and Dan Costley, <i>Understanding Behavior for Effective Leadership</i> (Upper Saddle River, New Jersey: Prentice-Hall, 2001), p. 43..		

Situational Theories Of Leadership (cont'd)

- Substitutes for Leadership Theory (Kerr and Jermier)
 - Various characteristics of subordinates, the task, and the organization may either ***substitute for*** (render unnecessary) direct intervention by the leader or ***neutralize*** (prevent) the leader's best efforts.
 - Implications for leaders:
 - Choose the right followers
 - Organize the task properly

TABLE 10-3**Specific Substitutes and Neutralizers for Supportive and Instrumental Leadership**

Substitute or Neutralizer	Effect on Supportive Leadership	Effect on Instrumental Leadership
A. SUBORDINATE CHARACTERISTICS		
1. Experience, ability, training		Substitute
2. Professional orientation	Substitute	Substitute
3. Indifference toward rewards	Neutralizer	Neutralizer
B. TASK CHARACTERISTICS		
1. Structured, routine task		Substitute
2. Feedback provided by task		Substitute
3. Intrinsically satisfying task	Substitute	
C. ORGANIZATION CHARACTERISTICS		
1. Cohesive work group	Substitute	Substitute
2. Low position power	Neutralizer	Neutralizer
3. Formalization (roles, procedures)		Substitute
4. Inflexibility (rules, policies)		Neutralizer
5. Dispersed subordinate work sites	Neutralizer	Neutralizer

Source: Based on Steve Kerr and J. M. Jermier "Substitute for Leadership: Their Meaning and Measurement," *Organizational Behavior and Human Performance* 22 (1978); as printed in Gary Yukl, *Leadership in Organizations*, (Upper Saddle River, NJ: Prentice Hall, 1998), p. 274.

Situational Theories Of Leadership (cont'd)

- Leader–Member Exchange (LMX) Theory
 - The theory that leaders may use different leadership styles with different members of the same workgroup, based in part on perceived similarities and differences with the leader.
 - Leaders tend to divide subordinates into an in-group and an out-group based on perceived leader–member similarities.
 - Members of the in-group tend to perform better than do those in the out-group.

Situational Theories Of Leadership (cont'd)

- The Vroom–Jago–Yetton Model
 - A situational model based on a continuum of five decision styles with differing degrees of employee participation that enables leaders to analyze a situation and decide how much participation is called for using:
 - A set of management decision styles
 - A set of diagnostic questions
 - A decision tree for identifying how much participation the situation calls for.

Types of Management Decision Styles

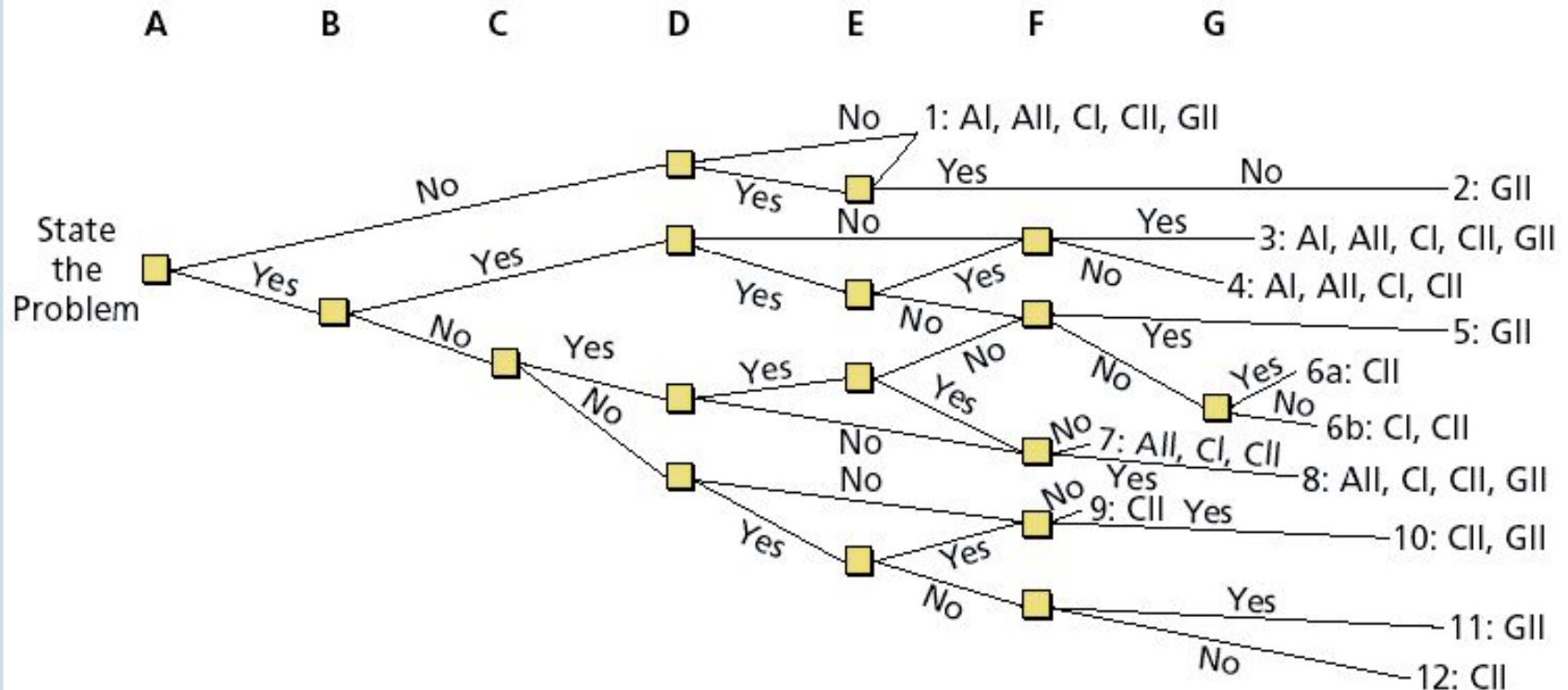
- AI. You solve the problem or make the decision yourself, using information available to you at that time.
- ALL. You obtain the necessary information from your subordinates, then decide on the solution to the problem yourself. You may or may not tell your subordinates what the problem is when getting the information from them. The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.
- CI. You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision, which may or may not reflect your subordinates' influence.
- CII. You share the problem with your subordinates as a group, collectively obtaining their ideas and suggestions. Then you make the decision, which may or may not reflect your subordinates' influence.
- GII. You share a problem with your subordinates as a group. Together, you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of a chairperson. You do not try to influence the group to adopt "your" solution, and you are willing to accept and implement any solution that has the support of the entire group.

FIGURE 10-5
G.Dessler, 2003

Vroom–Jago–Yetton Model's Diagnostic Questions

- A. Is there a quality requirement such that one solution is likely to be more rational than another?
- B. Is there sufficient information to make a high-quality decision?
- C. Is the problem structured?
- D. Is acceptance of the decision by subordinates critical to effective implementation?
- E. If you alone make the decision, is it reasonably certain that it would be accepted by your subordinates?
- F. Do subordinates share the organizational goals to be obtained in solving this problem?
- G. Is conflict among subordinates likely over preferred solutions?

Vroom and Yetton Decision Process Flow Chart (Decision Tree)



Source: Adapted from *Leadership and Decisionmaking* by Victor H. Vroom and Philip W. Yetton, by permission of the University of Pittsburgh Press. Copyright © 1973 by University of Pittsburgh Press.

FIGURE 10-6
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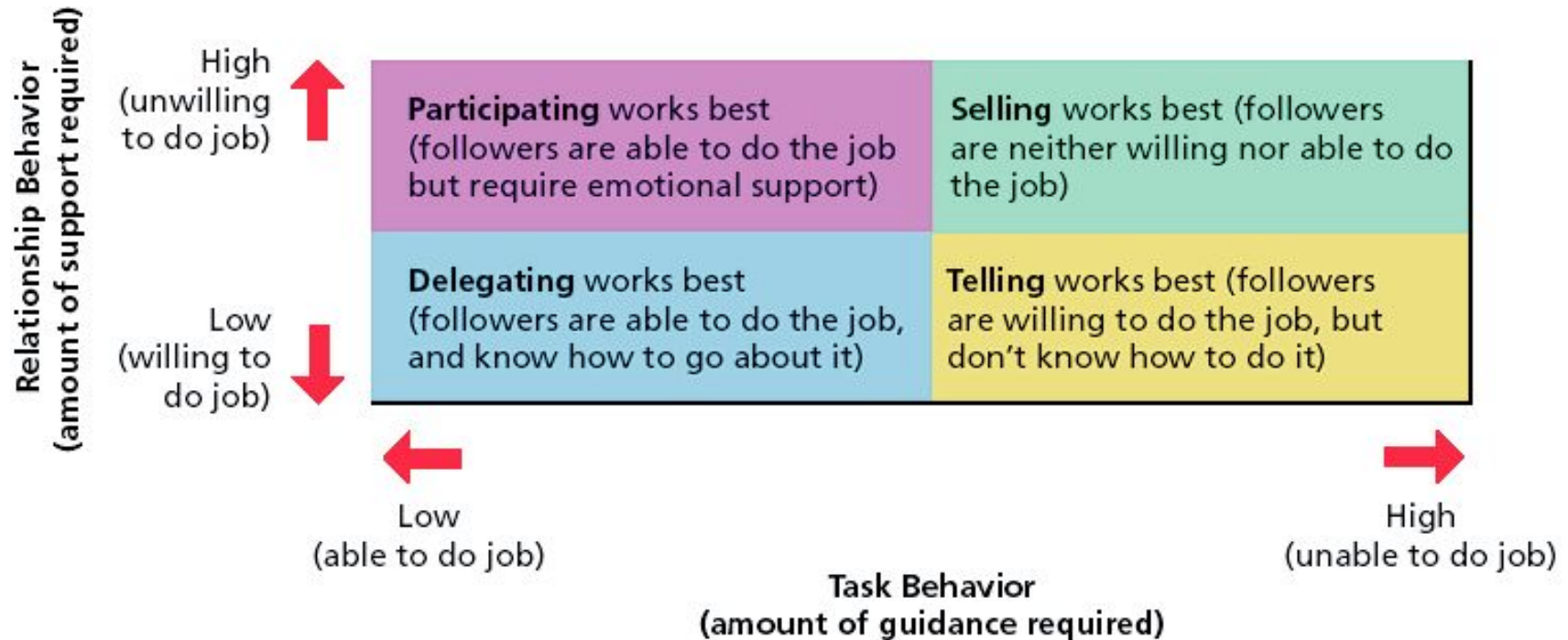
Situational Theories Of Leadership

- Hersey–Blanchard Situational Leadership Model
 - A model aims to provide a practical way for a leader to decide how to adapt his or her style to the task.
 - Model focuses on four leadership styles:
 - *The delegating style* lets the members of the group decide what to do.
 - *The participating style* asks the members of the group what to do, but makes the final decisions.
 - *The selling style* makes the decision but explains the reasons.
 - *The telling style* makes the decision and tells the group what to do.

Situational Leadership

- Situational leadership theory (SLT)
 - Leaders should adjust their leadership styles—telling, selling, participating, and delegating—in accordance with the readiness of their followers
 - **Acceptance**: Leader effectiveness reflects the reality that it is the followers who accept or reject the leader
 - **Readiness**: A follower's ability and willingness to perform
 - At higher levels of readiness, leaders respond by reducing control over and involvement with employees

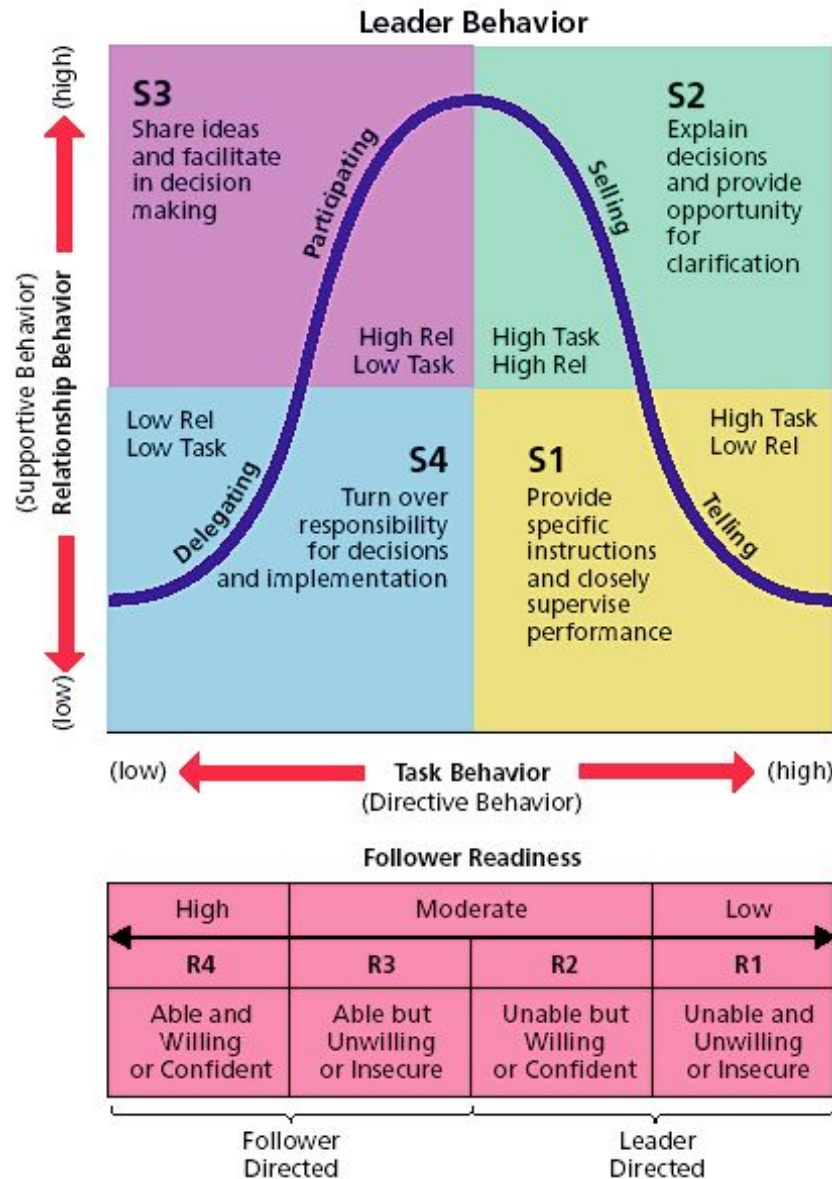
Summary of the Situational Leadership Model



Source: Jerald Greenberg, *Managing Behaviour in Organizations: Science in Service* (Upper Saddle River, NJ: Prentice-Hall, 1996). Reprinted by permission.

FIGURE 10-7
G.Dessler, 2003

Applying the Situational Leadership Model



Source: Adapted from Paul Hersey, *Situational Selling* (Escondido, CA: Center for Leadership Studies, 1985), p. 19. Reprinted with permission.

FIGURE 10-8
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Charismatic Leadership

- Charismatic leadership theory
 - Followers make attributions of heroic or extraordinary leadership abilities when they observe certain behaviors
 - People working for charismatic leaders are motivated to exert extra work effort and, because they like and respect their leaders, express greater satisfaction
 - Charisma leadership appears to be most appropriate when the followers' task has a ideological component or when the environment involves a high degree of stress and uncertainty

How To Improve Your Leadership Skills

- Skill 1: Think Like a Leader
 - Identify what is happening
 - Explain why it is happening
 - Decide what you are going to do about it.
- Skill 2: Use an Appropriate Leadership Style
 - Leaders usually fit their style to the situation.
 - Different leadership styles are appropriate to different situations.
- Skill 3: Pick the Right Leadership Situation
 - Gravitate toward leadership situations that fit your favored leadership style.

How To Improve Your Leadership Skills

- Skill 4: Build Your Power Base
 - Bolster your leadership potential by enhancing your authority (increasing your power).
- Skill 5: Exercise Better Judgment
 - Decisiveness and good judgment (“cognitive ability”) are important leadership traits.
- Skill 6: Improve Leadership Traits and Skills
 - Exhibit self-confidence.
 - Display honesty and integrity.
 - Increase your knowledge of the business.

Motivation

- Motivation
 - The intensity of a person's desire to engage in an activity.
- The Law of Individual Differences
 - A psychological term representing the fact that people differ in their personalities, abilities, self-concept, values, and needs.
- Three main approaches to motivation
 - Need-based approach
 - Process-based approach
 - Learning/reinforcement-based approach.

Emotional Intelligence (EI)

- An assortment of noncognitive skills, capabilities, and competencies that influence a person's ability to cope with environmental demands and pressures
- Dimensions of EI
 - Self-awareness of own feelings
 - Self-management of own emotions
 - Self-motivation in face of setbacks
 - Empathy for others' feelings
 - Social skills to handle others' emotions

Some Individual Determinants of Behavior

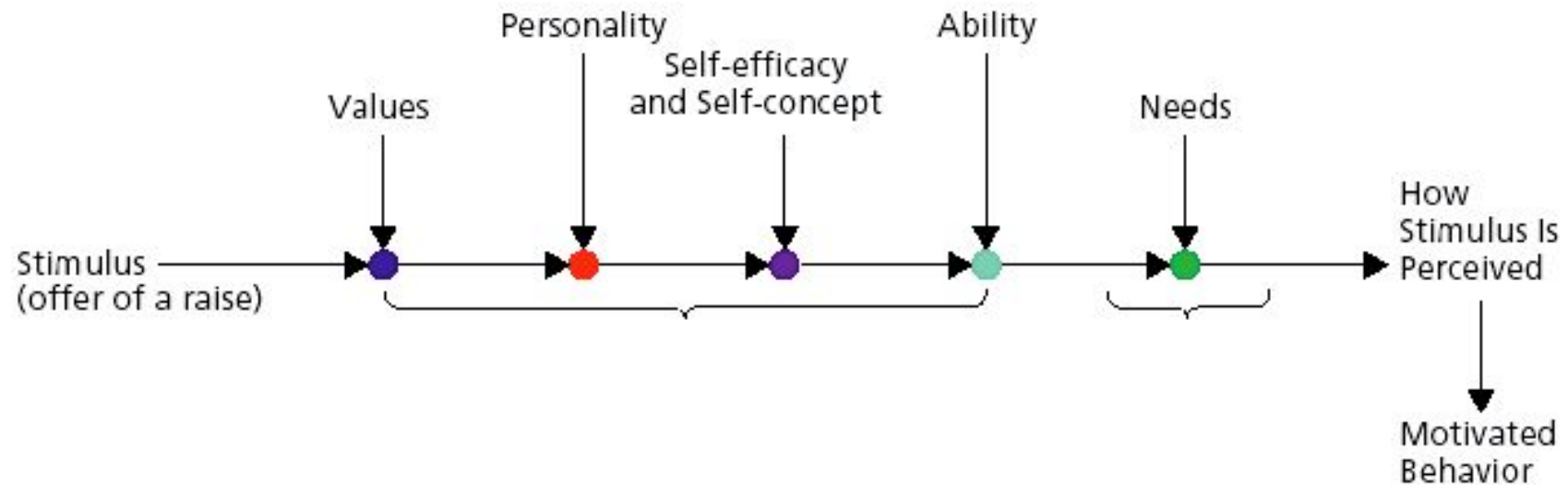
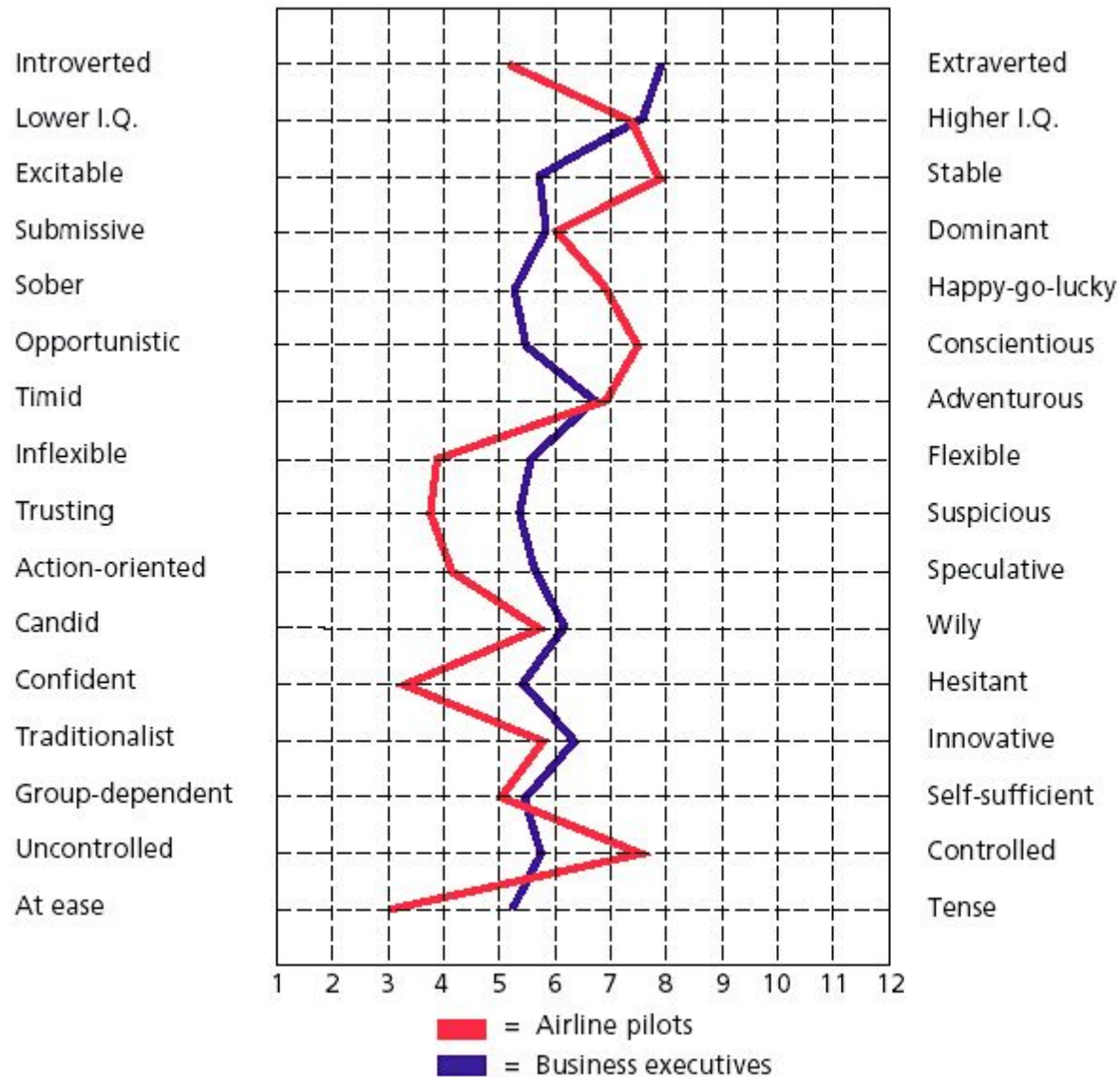


FIGURE 11-1
G.Dessler, 2003

Cattell's 16 Personality Factors



Source: Adapted from Gregory Northcraft and Margaret Neale, *Organizational Behavior* (Fort Worth, TX: Dryden Press, 1994), p. 87.

FIGURE 11-2
G.Dessler, 2003

Four Examples of MBTI Styles and Some Corresponding Occupations

	Thinking Style	Feeling Style
Sensation Style	People with this combined thinking/sensation style tend to be <i>thorough, logical, and practical</i> and to make good <i>CPAs or safety engineers</i> .	People with this combined sensation/feeling style tend to be <i>conscientious and responsible</i> and to make good <i>social workers and drug supervisors</i> .
Intuitive Style	People with this combined intuitive/thinking style tend to be <i>creative, independent, and critical</i> and to make good <i>systems analysts, professors, and lawyers</i> .	People with this combined intuitive/feeling style tend to be <i>people-oriented, sociable, and often charismatic</i> and to make good <i>human resource managers, public relations directors, and politicians</i> .

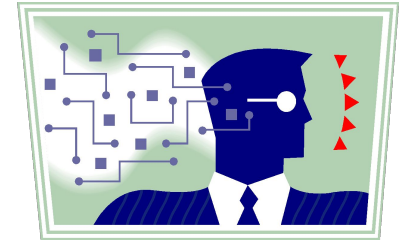
FIGURE 0-3
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Big Five Model of Personality Factors

- Extroversion
- Agreeableness
- Conscientiousness
- Emotional stability
- Openness to experience

Abilities and Behavior

- Performance = Ability x Motivation
- Types of abilities
 - Mental, cognitive, or thinking abilities
 - Mechanical ability
 - Psychomotor abilities
 - Visual skills
 - Specific learned abilities (training, experience, or education)



Self-Concept and Behavior

- Self-Concept
 - The perceptions people have of themselves and their relationships to people and other aspects of life.
- Self-Efficacy
 - Being able to influence important aspects of one's world; the belief that one can accomplish what one sets out to do.

Perception and Behavior

- Perceptions
 - How our personalities and experiences cause us to interpret stimuli.
 - Perceptions are influenced by:
 - Personality and needs (self-efficacy)
 - Values (strong personal code of ethics)
 - Stress (health and environment)
 - Position in society or an organization
- Stereotyping
 - Associating certain characteristics with certain socioeconomic classes but not with others.

Attitudes and Behavior

- Attitude
 - A predisposition to respond to objects, people, or events in either a positive or negative way.
 - Attitudes are important because they can influence how people behave on the job.
 - Good (or bad) performance is not necessarily associated with good (or bad) attitudes.
- Job Satisfaction
 - The measure of an employee's attitude about his or her job.



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Need-based Approaches To Motivation

- Motive
 - Something that incites a person to action or that sustains and gives direction to action.
- Motivational Dispositions or Needs
 - Motives that lie dormant until the proper conditions arise bring them forth or make them active.
- Aroused Motive
 - A motive that expresses itself in behavior.

Need-based Approaches To Motivation (cont'd)

- Maslow's Needs-Hierarchy Theory
 - People have a hierarchy of five increasingly higher-level needs:
 - Physiological, security, social, self-esteem, and self-actualization.
 - Prepotency Process Principle
 - People are motivated first to satisfy the lower-order needs and then, in sequence, each of the higher-order needs.

Maslow's Hierarchy of Needs

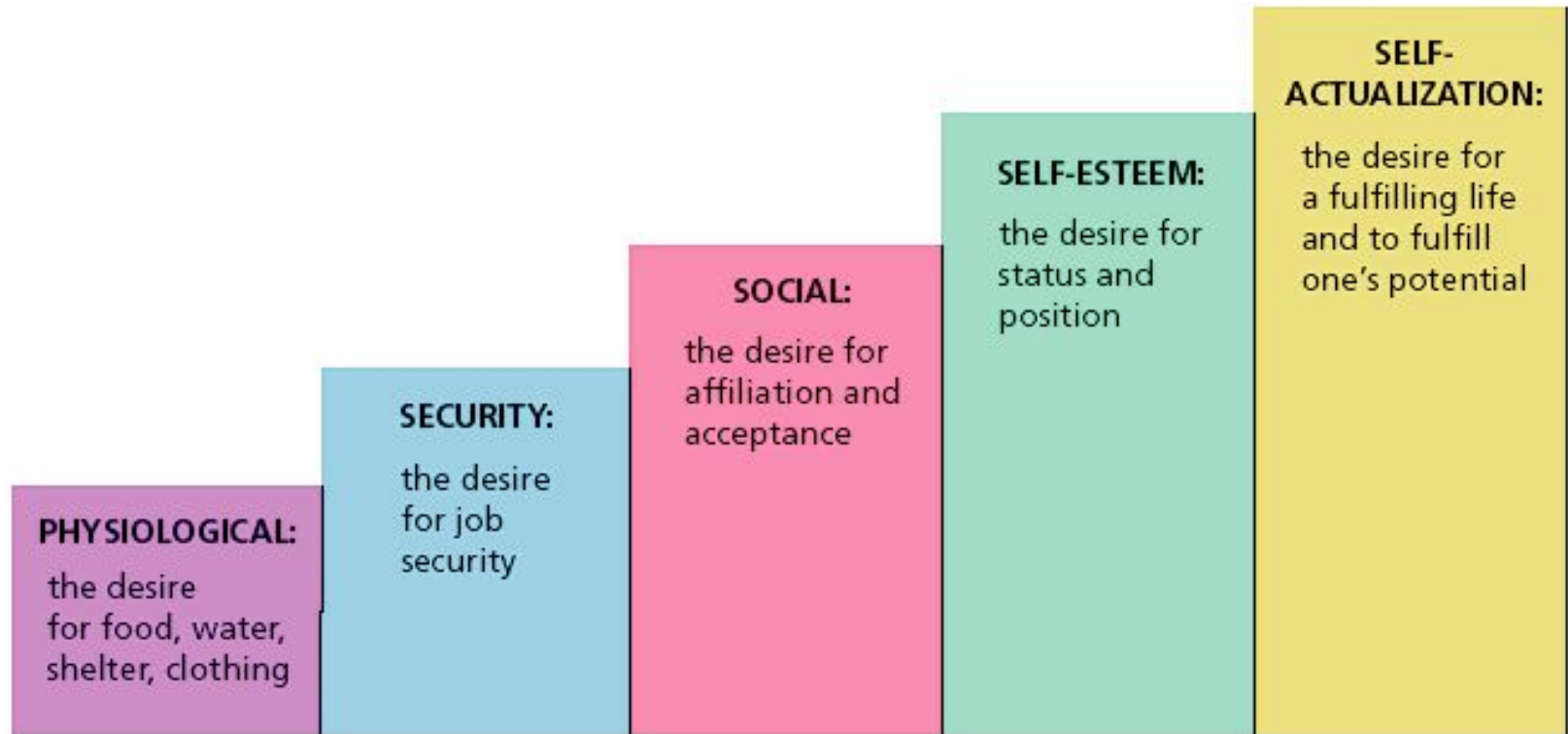


FIGURE 11-5
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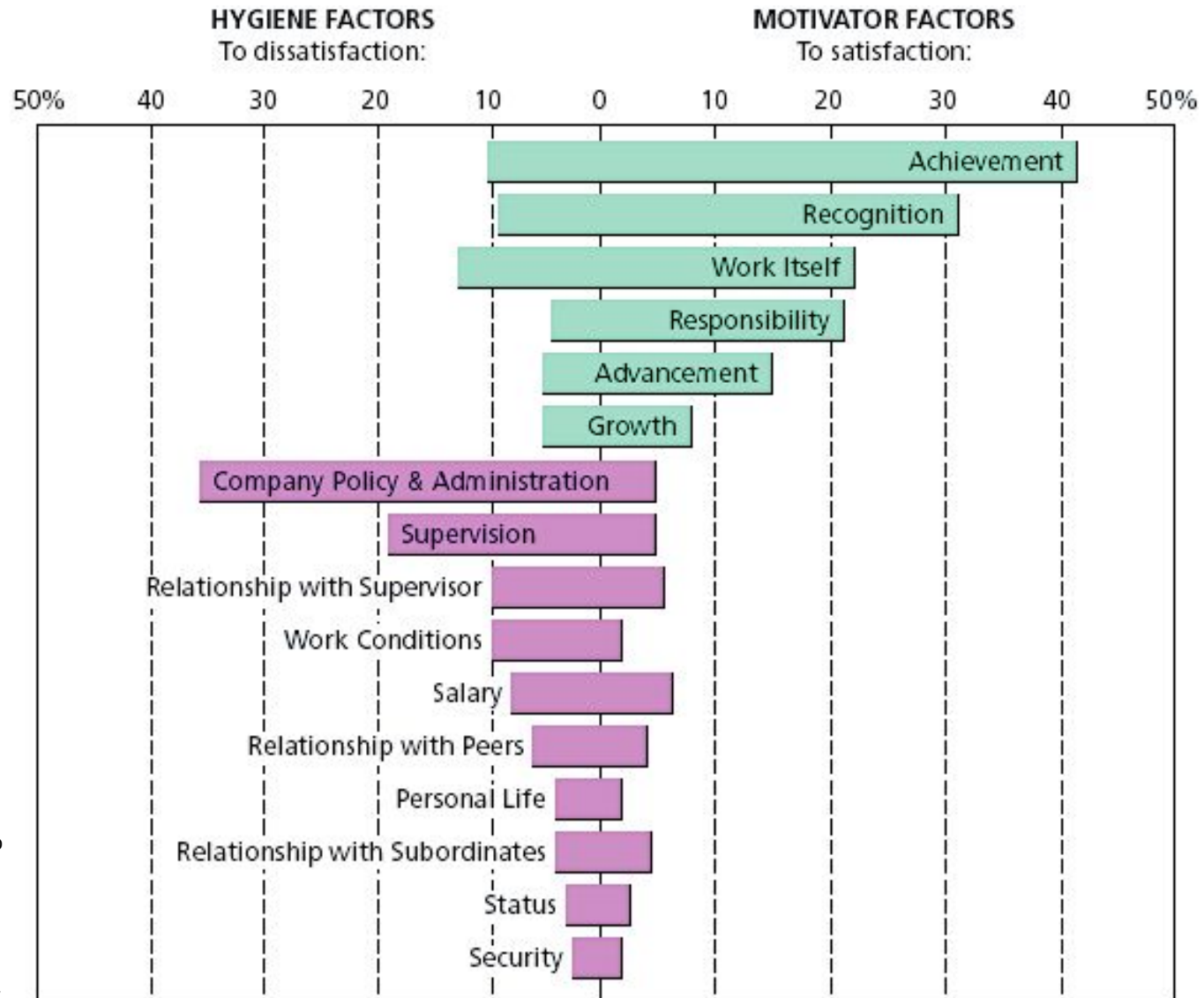
Need-based Approaches To Motivation (cont'd)

- Existence Relatedness Growth (ERG) Theory
 - Alderfer's theory of human needs focuses on three needs: existence, relatedness, and growth.
 - Existence needs are similar to Maslow's physiological and security needs.
 - Relatedness needs are those that require interpersonal interaction to satisfy (prestige and esteem from others).
 - Growth needs are similar to Maslow's needs for self-esteem and self-actualization.

Need-based Approaches To Motivation (cont'd)

- Herzberg's Hygiene-Motivator (Two-Factor) Approach
 - Reduces Maslow's hierarchy to:
 - Hygienes: lower-level (physiological, safety, social)
 - Motivators: higher-level (ego, self-actualization) needs.
 - Posits that the best way to motivate is to arrange the job (***job enrichment***) so that it provides ***intrinsic satisfaction*** of higher-level needs, since these needs are constantly recurring and relatively insatiable.

Summary of Herzberg's Motivator–Hygiene Findings



Source:
Adapted from
Frederick
Herzberg,
"One More
Time: How Do
You Motivate
Employees,"
*Harvard
Business
Review*,
January–Febr
uary 1968.

FIGURE 11–6
G.Dessler, 2003

Need-based Approaches To Motivation (cont'd)

- Needs for Achievement, Power, and Affiliation
 - The Need for Achievement
 - A predisposition to strive for success and the satisfaction of accomplishing a challenging task or goal.
 - The Need for Power
 - A desire to influence others directly by making suggestions, giving opinions and evaluations, and trying to talk others into things.
 - The Need for Affiliation
 - The motivation to maintain strong, warm relationships with friends and relatives.

Process Approaches To Motivation

- Adams's Equity Theory
 - People have a need for, and therefore value and seek, fairness in employer–employee relationships.
 - If a person perceives an inequity, a tension or drive will develop in the person's mind, and the person will be motivated to reduce or eliminate the tension and the perceived inequity.
 - Employees can do this by reducing what they put into the job, or by boosting the magnitude of the rewards they take out (or both).
 - It matters less what the reality is than how the person perceives his or her inputs and outputs as compared with the other (referent) person's.

How a Perceived Inequity Can Affect Performance

	Employee Thinks He or She Is Underpaid	Employee Thinks He or She Is Overpaid
Piece-rate Basis	Quality down Quantity the same or up	Quantity the same or down Quality up
Salary Basis	Quantity or quality should go down	Quantity or quality should go up

FIGURE 11-8
G.Dessler, 2003

Process Approaches To Motivation (cont'd)

- Locke's Goal Theory of Motivation
 - People regulate their behavior in such a way as achieve their goals.
 - A person's goals provide the mechanism through which unsatisfied needs are translated into actions.
 - Unsatisfied needs prompt the person to seek ways to satisfy those needs; the person then formulates goals that prompt action.

Process Approaches To Motivation (cont'd)

- Goal Theory of Motivation Findings
 - Specific, challenging goals lead to higher task performance than specific, unchallenging goals, or vague goals or no goals, when:
 - Feedback showing progress towards the goals is provided.
 - Appropriate task strategies are used when tasks are complex.
 - Individuals have adequate abilities.
 - There is a commitment to accomplishing the goals.

Process Approaches To Motivation (cont'd)

- Vroom's Expectancy Theory
 - People are conscious agents who are continually sizing up situations in terms of their perceived needs and then acting in accordance with these perceptions.
- $\text{Motivation} = E \times I \times V$
 - E represents expectancy (probability of success)
 - I is instrumentality (correlation)
 - V is valence (value of a particular reward)

Learning/Reinforcement Approaches To Motivation

- Learning
 - A relatively permanent change in a person that occurs as a result of experience.
 - Motivation based on experience tends to be instinctive rather than a product of a deliberate thought process (as is process-based motivation).

Learning/Reinforcement Approaches To Motivation (cont'd)

- B. F. Skinner and Operant Behavior
 - Operant behavior
 - Behavior that appears to operate on or have an influence on the subject's environment.
 - Contingent reward
 - A reward that is contingent or dependent on performance of a particular behavior.

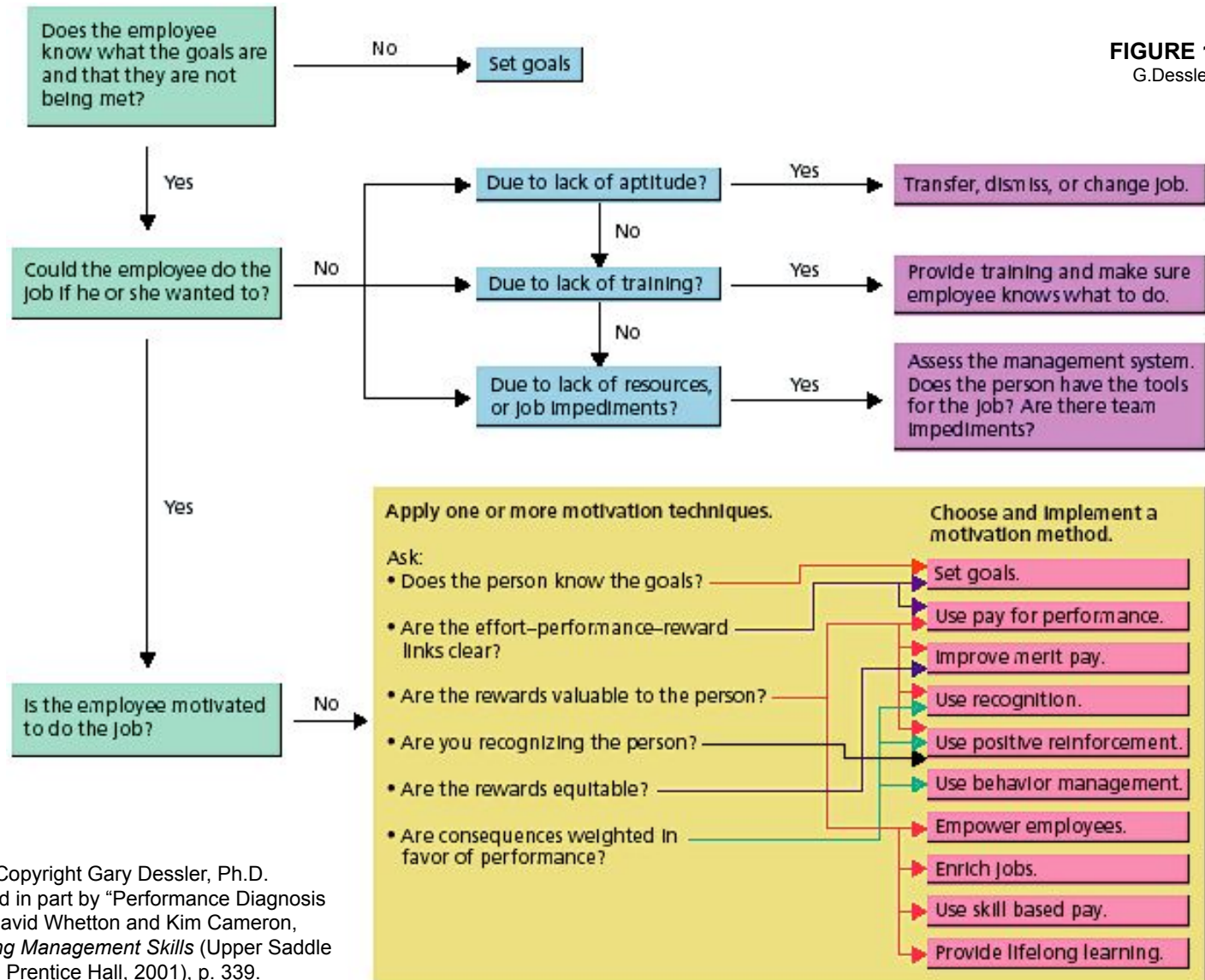
Learning/Reinforcement Approaches To Motivation (cont'd)

- Behavior Modification
 - The technique of changing or modifying behavior through the use of contingent rewards or punishments.
 - Behavior modification has two basic principles:
 - Behavior that leads to a reward tends to be repeated, whereas behavior that leads to punishment tends not to be repeated.
 - It is possible to get a person to learn to change his or her behavior by providing the properly scheduled rewards.

Motivation In Action: Ten Methods For Motivating Employees

1. Set Goals
2. Use Pay for Performance
3. Improve Merit Pay
4. Use Recognition
5. Use Positive Reinforcement
6. Use Behavior Management
7. Empower Employees
8. Enrich the Jobs
9. Use Skill-Based Pay
10. Provide Lifelong Learning

How to Analyze Performance-Motivation Problems



Source: Copyright Gary Dessler, Ph.D. Suggested in part by "Performance Diagnosis Model," David Whetton and Kim Cameron, *Developing Management Skills* (Upper Saddle River, NJ: Prentice Hall, 2001), p. 339.

Beyond Motivation

Strategies for Volitional Action

Managers who successfully move from mere motivation to the dedication that creates purposeful action taking go through three stages: intention formation, crossing the Rubicon (crossing the point of no return) and intention protection.

Intention Formation

- Identify opportunities
- Create an emotional link
- Visualize the intention

Crossing the Rubicon

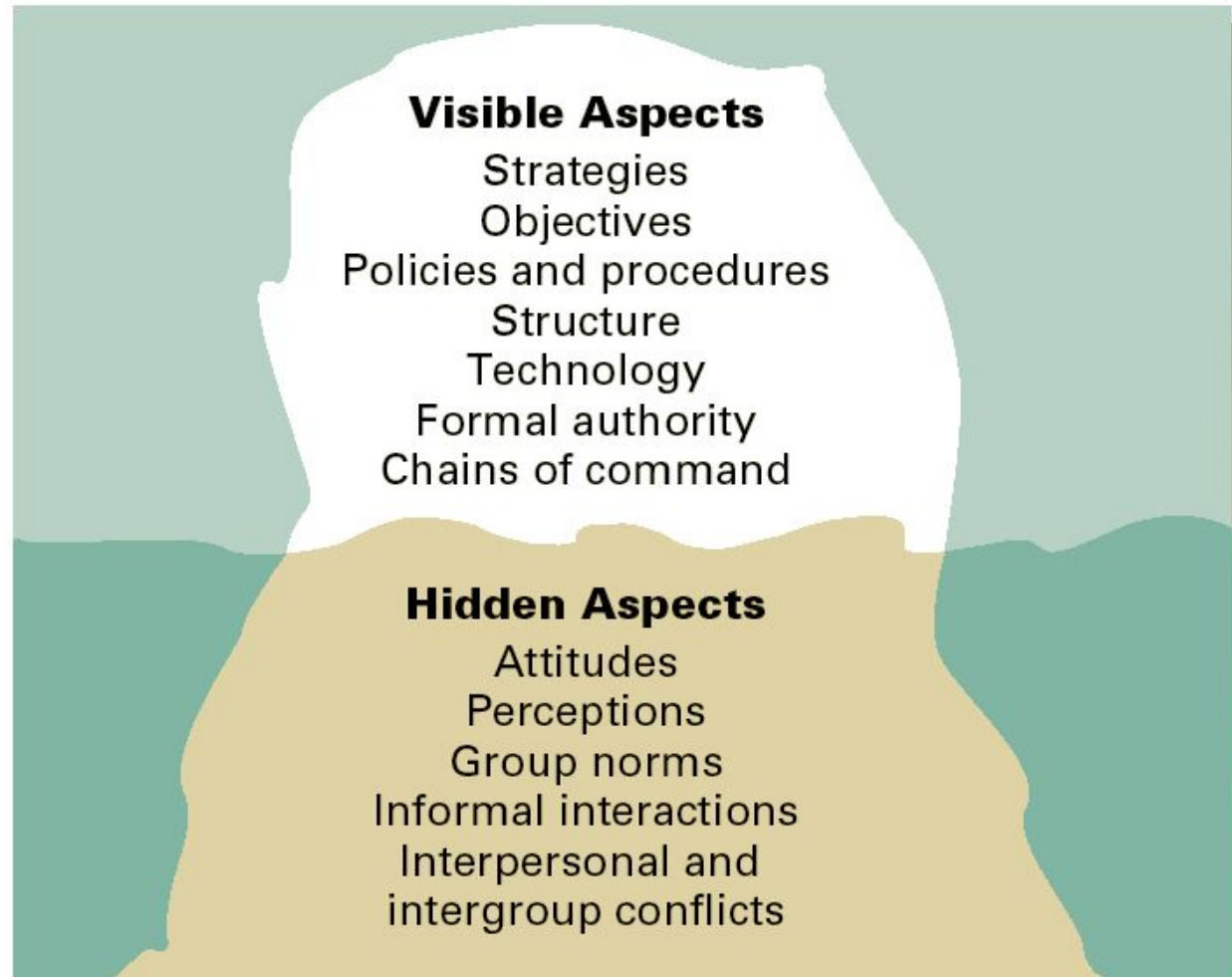
- Deal with doubts and anxieties
- Exercise conscious choice
- Take personal responsibility

Intention Protection

- Control the context
- Regulate cognition
- Manage emotions
- Protect self-confidence

Ghoshal, S. and Bruch, H. Going Beyond Motivation to the Power of Volition. *MIT Sloan Management Review* 44(3), Spring 2003.

The Organization as an Iceberg Metaphor



Next Time

- Communication
 - Read Chapter 12 and the assigned articles
- Discussion questions:
 - Using Dessler's model of the communication process, where are the conflicts arising in Jane's group?
 - How much of the communication problem is interpersonal, and how much organizational?
 - What steps would you take to improve this situation?