# Power, Influence, & Leadership

## From Becoming a Manager to Becoming a Leader

PPT9

Chapter Fourteen

# Major Questions You Should Be Able to Answer

**14.1** I don't want to be just a manager; I want to be a leader. What's the difference between the two?

**14.2** What does it take to be a successful leader?

**14.3** Do effective leaders behave in similar ways?

# Major Questions You Should Be Able to Answer

**14.4** How might effective leadership vary according to the situation on hand?

**14.5** What does it take to truly inspire people to perform beyond their normal levels?

**14.6** If there are many ways to be a leader, which one would describe me best?

# The Nature of Leadership

✳ **Leadership**

↳ the ability to influence employees to voluntarily pursue organizational gains

# Characteristics of Being a Manager & a Leader

Table 14.1

| BEING A MANAGER MEANS . . . | BEING A LEADER MEANS . . . |
| --- | --- |
| Planning, organizing, directing, controlling | Being visionary |
| Executing plans and delivering goods and services | Being inspiring, setting the tone, and articulating the vision |
| Managing resources | Managing people |
| Being conscientious | Being inspirational (charismatic) |
| Acting responsibly | Acting decisively |
| Putting customers first—responding to and acting for customers | Putting people first—responding to and acting for followers |
| Mistakes can happen when managers don't appreciate people are the key resource, underlead by treating people like other resources, or fail to be held accountable | Mistakes can happen when leaders choose the wrong goal, direction, or inspiration; overload; or fail to implement the vision |

# Being a Manager: Coping with Complexity

* Determining what needs to be done - planning and budgeting

* Creating arrangements of people to accomplish an agenda - organizing and staffing

* Ensuring people do their jobs - controlling and problem solving

# Being a Leader: Coping with Change

* Determining what needs to be done - setting a direction

* Creating arrangements of people to accomplish an agenda - aligning people

* Ensuring people do their jobs - motivating and inspiring

# Five Sources of Power

* **Legitimate power**
  * results from managers' formal positions within the organization

* **Reward power**
  * results from managers' authority to reward their subordinates

* **Coercive power**
  * results from managers' authority to punish their subordinates

# Five Sources of Power (cont.)

* **Expert power**
  * results from one's specialized information or expertise

* **Referent power**
  * derived from one's personal attraction

# Question

Alex compliments his co-worker Joe on the great job he did on the weekly report, and also informs their mutual boss. Alex is using _____ power.

A. Legitimate
B. Referent
C. Reward
D. Punishment

# Tactics for Influencing Others

| Rational persuasion | Inspirational appeals | Consultation |
| --- | --- | --- |
| Ingratiating tactics | Personal appeals | Exchange tactics |
| Coalition tactics | Pressure tactics | Legitimating tactics |

# Five Approaches to Leadership

Table 14.2

**1. Trait approaches**
- *Leadership traits*—positive task-oriented traits and positive/negative interpersonal attributes
- *Gender studies*—motivating others, fostering communication, producing high-quality work, and so on

**2. Behavioral approaches**
- *Task-oriented behavior*—initiating-structure and transactional leadership
- *Relationship-oriented behavior*—three behaviors: consideration, empowering leadership, and servant leadership
- *Passive behavior*—laissez-faire leadership

**3. Situational approaches**
- *Fiedler's contingency model*—task-oriented style and relationship-oriented style—*and three dimensions of control:* leader-member, task structure, position power
- *House's path–goal revised leadership model*—clarifying paths for subordinates' goals, and employee characteristics and environmental factors that affect leadership behaviors

**4. Transformational leadership approach**
- *Transformational leadership*—transform employees to pursue organizational goals over self-interests, using inspirational motivation, idealized influence, individualized consideration, intellectual stimulation

**5. Three additional perspectives**
- *Leader–member exchange (LMX) model*—leaders have different sorts of relationships with different subordinates
- *E-Leadership*—using information technology for one-to-one, one-to-many, and between group and collective interactions
- *Followers*—we also describe the role of followers in the leadership process.

# Do Leaders Have Distinctive Personality Characteristics?

✴ **Trait approaches to leadership**

↳ attempt to identify distinctive characteristics that account for the effectiveness of leaders

**POSITIVE ATTRIBUTES**

Extraversion

Agreeableness

Communication skills

**NEGATIVE ATTRIBUTES**

Narcissism

Machiavellianism

Psychopathy

# "Dark Side" Traits

**✸ Narcissism**

↪ having "a self-centered perspective, feelings of superiority, and a drive for personal power and glory

**✸ Machiavellianism**

↪ displays a cynical view of human nature and condones opportunistic and unethical ways of manipulating people, putting results over principles

**✸ Psychopathy**

↪ characterized by lack of concern for others, impulsive behavior, and a dearth of remorse when the psychopath's actions harm others

# Do Women Have Traits that Make Them Better Leaders?

* Studies show that women executives score higher than their male counterparts on a variety of measures - from producing high quality work to goal-setting to mentoring employees

# The Lack of Women at the Top

- Unwillingness to compete or sacrifice
- Modesty
- Lack of mentor
- Starting out lower, and more likely to quit

# Behavioral Approaches

✴ **Behavioral leadership**

↳ approaches attempt to determine the distinctive styles used by effective leaders

# Task-Oriented Leader Behaviors

* **Task-oriented leadership behaviors**
  * ↳ to ensure that people, equipment, and other resources are used in an efficient way to accomplish the mission of a group or organization
  * ↳ planning, clarifying, monitoring, and problem solving

# Initiating-Structure Leadership

* **Initiating-structure leadership**
  * ↪leader behavior that organizes and defines—that is, "initiates the structure for"—what employees should be doing to maximize output

# Transactional Leadership

**★ Transactional leadership**

↳focusing on clarifying employees' roles and task requirements and providing rewards and punishments contingent on performance.

# Relationship-Oriented Leader Behavior

✳ **Relationship-oriented leadership**

↳ primarily concerned with the leader's interactions with his or her people

✳ Consideration

✳ Empowering leadership

✳ Servant-leadership

# Relationship-Oriented Leader Behavior

✸ **Consideration**

↳ leader behavior that is concerned with group members' needs and desires and that is directed at creating mutual respect or trust

✸ **Empowering leadership**

↳ represents the extent to which a leader creates perceptions of psychological empowerment in others.

✸ **Psychological empowerment**

↳ employees' belief that they have control over their work

# Psychological empowerment

* Leading for **meaningfulness**: inspiring and modeling desirable behaviors
* Leading for **self-determination**: delegating meaningful tasks
* Leading for **competence**: supporting and coaching employees
* Leading for **progress**: monitoring and rewarding employees

# Relationship-Oriented Leader Behavior

✸ **Participative management (PM)**

↳ the process of involving employees in setting goals, making decisions, solving problems, and making changes in the organization

# Servant Leadership

* **Servant leadership**

  ↪ focuses on providing increased service to others—meeting the goals of both followers and the organization—rather than to oneself.

# Ten Characteristics
# of the Servant Leader

Table 14.4

1. Focus on listening.

2. Ability to empathize with others' feelings.

3. Focus on healing suffering.

4. Self-awareness of strengths and weaknesses.

5. Use of persuasion rather than positional authority to influence others.

6. Broad-based conceptual thinking.

7. Ability to foresee future outcomes.

8. Belief they are stewards of their employees and resources.

9. Commitment to the growth of people.

10. Drive to build community within and outside the organization.

# Example: Servant Leadership: Leaders Who Work for the Led

✴ Starbucks CEO Howard Schultz is cited as being one of the foremost practitioners of servant-style leadership.

✴ Schultz has made sure his employees have health insurance and work in a positive environment, and as a result Starbucks has a strong brand following

# Passive Leadership

* **Passive leadership**
    * ↳ form of leadership behavior characterized by a lack of leadership skills

* **Laissez-faire leadership**
    * ↳ a form of "leadership" characterized by a general failure to take responsibility for leading

# Some Practical Implications of the Behavioral Approaches

1. A leader's behavior is more important than his or her traits.
2. There is no one best style of leadership

# The Contingency Leadership Model

**✳ Contingency leadership model**

↳determines if a leader's style is task oriented or relationship-oriented and if that style is effective for the situation at hand

# Dimensions of Situational Control

* **Leader-member relations**
  * ↳ reflects the extent to which the leader has the support, loyalty, and trust of the work group

* **Task structure**
  * ↳ extent to which tasks are routine and easily understood

* **Position power**
  * ↳ refers to how much power a leader has to make work assignments and reward and punish

# Question

Rayford is head of a task force consisting of his peers from other departments in the organization.  Rayford has:

A. High leader-member relations

B. High task structure

C. High position power

D. Low position power

# Representation of Fiedler's Contingency Model

Figure 14.1

| Situational Control | High-Control Situations | | | Moderate-Control Situations | | | | Low-Control Situations |
|---|---|---|---|---|---|---|---|---|
| Leader-member relations | Good | Good | Good | Good | Poor | Poor | Poor | Poor |
| Task structure | High | High | Low | Low | High | High | Low | Low |
| Position power | Strong | Weak | Strong | Weak | Strong | Weak | Strong | Weak |
| Situation | 1 | 11 | 111 | 1V | V | V1 | V11 | V111 |

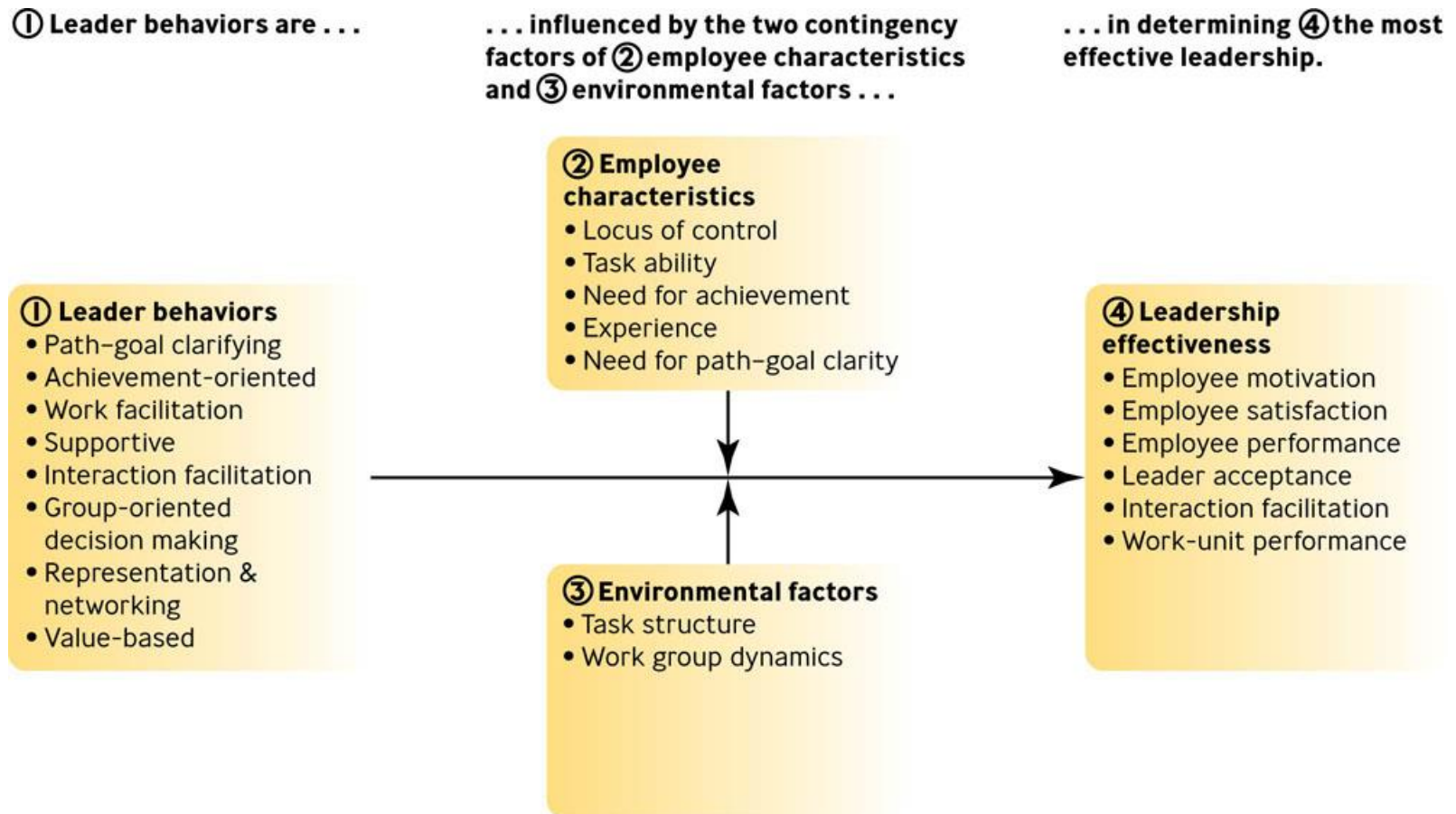| Optimal Leadership Style | Task-Motivated Leadership | Relationship-Motivated Leadership | Task-Motivated Leadership |
|---|---|---|---|

# The Path-Goal Leadership Model

* **Path-Goal Leadership Model**

    ↳ holds that the effective leader makes available to followers desirable rewards in the workplace and increases their motivation by clarifying the paths, or behavior, that will help them achieve those goals and providing them with support

# House's Revised Path-Goal Theory

Figure 14.2



① Leader behaviors are . . .

. . . influenced by the two contingency factors of ② employee characteristics and ③ environmental factors . . .

. . . in determining ④ the most effective leadership.

**② Employee characteristics**
- Locus of control
- Task ability
- Need for achievement
- Experience
- Need for path–goal clarity

**① Leader behaviors**
- Path–goal clarifying
- Achievement-oriented
- Work facilitation
- Supportive
- Interaction facilitation
- Group-oriented decision making
- Representation & networking
- Value-based

**④ Leadership effectiveness**
- Employee motivation
- Employee satisfaction
- Employee performance
- Leader acceptance
- Interaction facilitation
- Work-unit performance

**③ Environmental factors**
- Task structure
- Work group dynamics

# Leadership Styles of the Revised Path-Goal Theory

Table 14.5

| STYLE OF LEADER BEHAVIORS | DESCRIPTION OF BEHAVIOR TOWARD EMPLOYEES |
|---|---|
| 1. Path–goal clarifying ("Here's what's expected of you and here's how to do it.") | Clarify performance goals. Provide guidance on how employees can complete tasks. Clarify performance standards and expectations. Use positive and negative rewards contingent on performance. |
| 2. Achievement oriented ("I'm confident you can accomplish the following great things.") | Set challenging goals. Emphasize excellence. Demonstrate confidence in employee abilities. |
| 3. Work facilitation ("Here's the goal, and here's what I can do to help you achieve it.") | Plan, schedule, organize, and coordinate work. Provide mentoring, coaching, counseling, and feedback to assist employees in developing their skills. Eliminate roadblocks. Provide resources. Empower employees to take actions and make decisions. |
| 4. Supportive ("I want things to be pleasant, since everyone's about equal here.") | Treat as equals. Show concern for well-being and needs. Be friendly and approachable. |
| 5. Interaction facilitation ("Let's see how we can all work together to accomplish our goals.") | Emphasize collaboration and teamwork. Encourage close employee relationships and sharing of minority opinions. Facilitate communication, resolve disputes. |
| 6. Group-oriented decision making ("I want your suggestions in order to help me make decisions.") | Pose problems rather than solutions to work group. Encourage members to participate in decision making. Provide necessary information to the group for analysis. Involve knowledgeable employees in decision making. |
| 7. Representation & networking ("I've got a great bunch of people working for me whom you'll probably want to meet.") | Present work group in positive light to others. Maintain positive relationships with influential others. Participate in organization-wide social functions and ceremonies. Do unconditional favors for others. |
| 8. Value-based ("We're destined to accomplish great things.") | Establish a vision, display passion for it, and support its accomplishment. Communicate high performance expectations and confidence in others' abilities to meet their goals. Give frequent positive feedback. Demonstrate self-confidence. |

# Does the Revised Path – Goal Theory Work?

**Use more than one leadership style**

**Help employees achieve their goals**

**Modify leadership style to fit employee and task characteristics**

# Full-Range Model

✳ **Transformational leadership**

↳ transforms employees to pursue organizational goals over self-interests

↳ influenced by individual characteristics and organizational culture

# Question

Jim, a manager, uses rewards and discipline to motivate subordinates, but does this as a way of helping them reach their full potential. This is called:

A. Contingent leadership

B. Transformational leadership

C. Developmental consideration

D. Democratic leadership

# Key Behaviors of Transformational Leaders

**Inspirational motivation**

**Idealized influence**

**Individualized consideration**

**Intellectual stimulation**

# Implications of Transformational Leadership

✴ It can improve results for both individuals and groups

✴ It can be used to train employees at any level

✴ It requires ethical leaders

# The Ethical Things Top Managers Should Do to Be Effective Transformational Leaders

Table 14.6

- **Employ a code of ethics.** The company should create and enforce a clearly stated code of ethics.

- **Choose the right people.** Recruit, select, and promote people who display ethical behavior.

- **Make performance expectations reflect employee treatment.** Develop performance expectations around the treatment of employees; these expectations can be assessed in the performance-appraisal process.

- **Emphasize value of diversity.** Train employees to value diversity.

- **Reward high moral conduct.** Identify, reward, and publicly praise employees who exemplify high moral conduct.

# Additional Perspectives

✸ **Leader-Member Exchange (LMX)**

↪ emphasizes that leaders have different sorts of relationships with different subordinates

# Additional Perspectives

★ **E-leadership**

↳can involve one-to-one, one-to-many, and within-group and between-group and collective interaction via information technology

# Question

Laura is involved in leading a virtual team with members in Kansas, South Carolina, Chicago, and India. This is an example of _____.

A. Servant leadership

B. Shared leadership

C. Leader-member exchange

D. E-leadership