Power, Influence, & Leadership:

From Becoming a Manager to Becoming a Leader

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; overlead; 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

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

Five Sources of Power (cont.)

✦ Expert power

↳ results from one's specialized information or expertise

✦ Referent power

↳ derived from one's personal attraction

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**
   - *Kouzes & Posner's five traits*—honest, competent, forward-looking, inspiring, intelligent
   - *Gender studies*—motivating others, fostering communication, producing high-quality work, and so on
   - *Leadership lessons from the GLOBE project*—visionary and inspirational charismatic leaders who are good team builders are best worldwide

2. **Behavioral approaches**
   - *Michigan model*—two leadership styles: job-centered and employee-centered
   - *Ohio State model*—two dimensions: initiating-structure behavior and consideration behavior

3. **Contingency 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. **Full-range approach**
   - *Transactional leadership*—clarify employee roles and tasks, and provide rewards and punishments
   - *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
   - *Greenleaf's servant leadership model*—providing service to others, not oneself
   - *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

Key Positive Leadership Traits

Table 14.3

General Trait	Specific Characteristics
Task competence	Intelligence, knowledge, problem-solving skills
Interpersonal competence	Ability to communicate and ability to demonstrate caring and empathy
Intuition	
Traits of character	Conscientiousness, discipline, moral reasoning, integrity, honesty
Biophysical traits	Physical fitness, hardiness, energy level
Personal traits	Self-confidence, sociability, self-monitoring, extraversion, self-regulating, self-efficacy

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

Leadership Lessons from the GLOBE Project

Project GLOBE

↳ ongoing attempt to develop an empirically based theory to "describe, understand, and predict the impact of specific cultural variables on leadership and organizational processes and the effectiveness of these processes

Behavioral Approaches

Behavioral leadership

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

Michigan Leadership Model

Job-centered behavior

↳ principal concerns were with achieving production efficiency, keeping costs down, and meeting schedules

Employee-centered behavior

↳ managers paid more attention to employee satisfaction and making work groups cohesive

Question?

Clint, a manager, pays close attention to employee productivity and how efficiently the assembly line is moving. Clint is probably _____.

A. Path-centered
B. Job-centered
C. Employee-centered
D. Charismatic

Ohio State Leadership Model

Initiating structure

↳ behavior that organizes and defines what group members should be doing

Consideration

↳ expresses concern for employees by establishing a warm, friendly, supportive climate

Drucker's Tips for Improving Leadership Effectiveness

Table 14.5

1. Determine what needs to be done.

2. Determine the right thing to do for the welfare of the entire enterprise or organization.

3. Develop action plans that specify desired results, probable restraints, future revisions, check-in points, and implications for how one should spend his or her time.

4. Take responsibility for decisions.

5. Take responsibility for communication action plans and give people the information they need to get the job done.

6. Focus on opportunities rather than problems. Do not sweep problems under the rug, and treat change as an opportunity rather than as a threat.

7. Run productive meetings. Different types of meetings require different forms of preparation and different results. Prepare accordingly.

8. Think and say "we" rather than "I." Consider the needs and opportunities of the organization before thinking of your own opportunities and needs.

9. Listen first, speak last.

Contingency Approaches

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
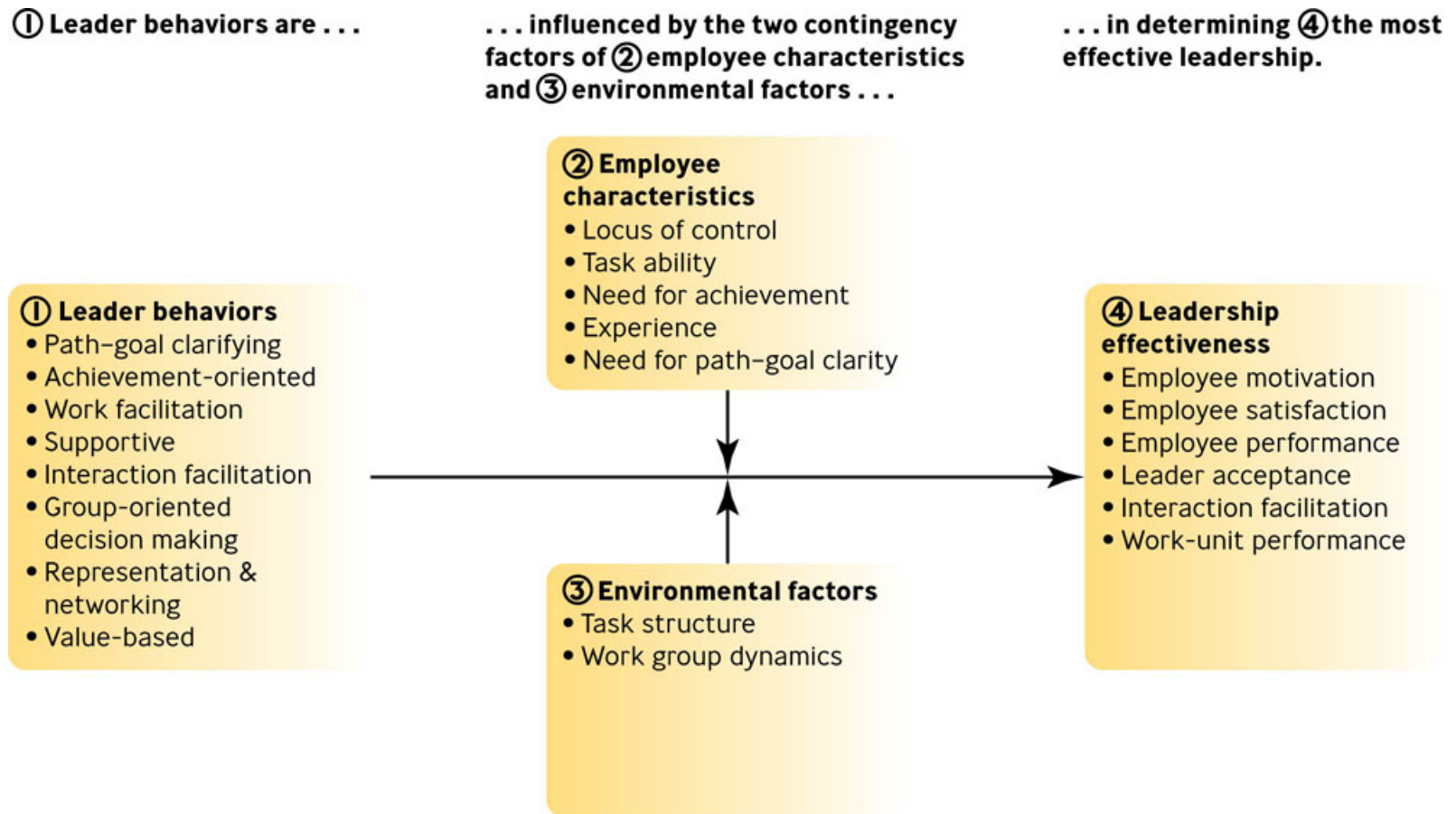D. Low position power

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.

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

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

③ Environmental factors
- Task structure
- Work group dynamics

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

Leadership Styles of the Revised Path-Goal Theory

Table 14.6

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.

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

Applying Situational Theories: Five Steps

- **Step 1:** Identify Important Outcomes: "What Goals Am I Trying to Achieve?"

- **Step 2:** Identify Relevant Employee Leadership Behaviors: "What Management Characteristics Are Best?"

- **Step 3:** Identify Situational Conditions: "What Particular Events Are Altering the Situation?"

Applying Situational Theories: Five Steps

✦ **Step 4:** Match Leadership to the Conditions at Hand: "How Should I Manage When There Are Multiple Conditions?"

✦ **Step 5:** Determine How to Make the Match: "Change the Manager or Change the Manager 's Behavior?"

Full-Range Model

✦ Transactional leadership

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

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

Three Additional Perspectives

✦ **Leader-Member Exchange (LMX)**

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

Three Additional Perspectives

★ **Servant leaders**

↳ focus on providing increased service to others - meeting the goals of both followers and the organization - rather than to themselves

★ **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

Characteristics of the Servant Leader

Table 14.8

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.

What Do Followers Want in Their Leaders?

Significance

Community

Excitement