Course Learning Outcomes for Unit VI

Upon completion of this unit, students should be able to:

6. Demonstrate an understanding of different leadership styles and their impact on subordinate and organizational performance.
   6.1 Explain what leadership is, when leaders are effective and ineffective, and the sources of power that enable managers to be effective.
   6.2 Identify the traits that show the strongest relationship to leadership, the behaviors leaders engage in, and the limitations of the trait and behavior models of leadership.
   6.3 Describe what transformational leadership is and explain how managers can engage in it.
   6.4 Characterize the relationship between gender and leadership and explain how emotional intelligence may contribute to leadership effectiveness.

7. Demonstrate an understanding of the significance and interrelations of individualism, perceptions, motivation, and employee behavior.
   7.1 Discuss the term motivation and explain why managers need to be concerned about it.
   7.2 Explain how goals and needs motivate people and what kinds of goals tend to result in high performance.
   7.3 Compare and contrast the motivational lessons that managers can learn from operant conditioning theory and social learning theory.
   7.4 Discuss when and why managers should use pay as a motivational tool.

Unit Lesson

In Unit VI, we will start our study with motivation and performance and with leadership. In Unit VII, we will continue these discussions by analyzing how leaders are able to develop effective groups and teams.

Motivation and performance are two concepts that go hand-in-hand and are crucial to the effectiveness of an organization. Every manager needs to understand motivation and the affect his or her management styles have on the organization. Jones and George (2014) define motivation as “psychological forces that determine the direction of a person’s behavior in an organization, a person’s level of effort, and a person’s level of persistence” (p. 406).

Motivation comes in three different forms: (1) intrinsic, (2) extrinsic, and (3) prosocial. Jones and George (2014) state that intrinsic behavior “is performed for its own sake” by the individual (p. 406), extrinsic behavior “is performed to acquire material or social rewards or to avoid punishment” (p. 407), and prosocially motivated behavior “is performed to benefit or help others” (p. 407). Individuals can display all three types of
motivational behavior at any time, so the manager must be able to and willing to seek out the type of motivation that needs to be used in order to gain peak performance.

The manager must understand the needs of the employees as he or she seeks ways to motive individuals. A need is a perceived or real requirement and fulfillment of these requirements tend to motivate the individual (Jones & George, 2014). There are a number of motivational theories that attempt to explain needs. The widely studied theories are Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory, and McClelland's needs for achievement, affiliation, and power (Jones & George, 2014).

In order for an organization to motivate and create a high degree of performance, the organization must have effective leaders. In understanding this requirement, we must describe: What is leadership? How does it differ from management? Or, is management and leadership one in the same? There is some disagreement on the definition of leadership as well as the similarities and/or differences between leadership and management. Let's first begin with the definition of leadership. Jones and George (2014, p. 436) defines leadership as "the process by which an individual exerts influence over other people and inspires, motivates, and directs their activities to help achieve group or organizational goals." Hughes, Ginnett, and Curphy (2012) take somewhat of the same view concerning the definition of leadership but differ in that they believe there is no one specific definition of the term since it is both an art and a science. Therefore, their definition states that leadership is "the process of influencing an organized group toward accomplishing its goals" (Hughes et al., 2012, p. 5).

We can see that both sets of authors have similar definitions of leadership in that they both state that the ultimate goal is to accomplish the objectives established by the organization. However, Jones and George (2014) state it is an individual whereas Hughes et al. (2012) state that it is a process. Whether we look at it from an individual standpoint or a process standpoint, the end is the same: leading a group of individuals to help them achieve their goals. Therefore, based upon this commonality of the definitions, we can see that there are two significant parts of leadership: (1) followers (group) and (2) accomplishing goals. It has been stated by some researchers that there cannot be a leader if there are no followers willing to be lead.

Now that we have a definition of leadership, we need to consider the fact that no two individuals are the same; therefore, we are not motivated to lead or to follow in the same manner. If we look around us, we will see leaders that have contrasting leadership styles. Just as no two individuals are exactly the same, no two situations are the same, and the leaders must understand how to adapt to their surroundings. However, there are some well-defined leadership models that we need to discuss and understand.

Before we dive into the leadership models, let's quickly review the types of power that a leader can have or exert. There are four generally accepted types of leadership power that we need to understand and Johns and George (2014) define them as follows.

1. Legitimate power "is the authority that a manager has by virtue of his or her position in an organization's hierarchy" (p. 438).
2. Reward power "is the ability of a manager to give or withhold tangible and intangible rewards" (p. 439).
3. Coercive power "is the ability of a manager to punish others" (p. 439).
4. Expert power "is based on the special knowledge, skills, and expertise that a leader possesses" (p. 440).
As you can imagine, each of these powers come with pros and cons. Legitimate power is power that is needed by most leaders and all managers since it typically brings along with it authority to act on behalf of the organization. However, successful leaders find that they need more than legitimate power to properly motivate the followers in the leader’s organization. This is where the leader must select the types of additional power that can support or hinder his/her ability to exert his/her legitimate power.

The main leadership models researched today are:

1. Trait and behavior models are based upon the traits and behaviors of an effective leader. The Ohio State University researchers of the 1940s and 1950s reported two kinds of leadership behaviors: consideration and initiating structure (Jones & George, 2014).
   a. Consideration behavior is “behavior indicating a manager trusts, respects, and cares about subordinates” (p. 443).
   b. Initiating structure is “behavior that managers engage in to ensure that work gets done, subordinates perform their jobs acceptably, and the organization is efficient and effective” (p. 444).
2. Contingency models of leadership “take into account the situation or context within which leadership occurs” (Jones & George, 2014, p. 445). The major models that are associated with the contingency model are:
   a. Fiedler’s contingency model
   b. House’s path-goal theory
   c. Leader substitutes model

Today, a lot of research is focused on transformational leadership and how this type of leader can literally transform an organization with major changes, allowing the organization to have a rebirth. Jones and George (2014, p. 451) indicate that transformational managers:

1. Are charismatic,
2. Can intellectually stimulate subordinates, and
3. Engage in development consideration by providing opportunities for followers to grow and excel on the job.

The final two topics we will discuss in Unit VI are gender and leadership and emotional intelligence (EI) leadership. Many studies have researched the differences between the leadership styles between men and women. One’s environment plays a key role in developing an individual’s personality and temperament. Cuellar and Gonzalez (2000) state that, “Internal variables such as age, gender, and psychological characteristics (including personality) interact with ecological and cultural contexts to formulate the stages of cultural identity” (p. 607).

Most studies have determined that gender is not a significant factor in the success of a leader’s ability to effectively lead an organization. The use of the correct leadership style within the organization is the key to an effective culture (Morgan, 1997). Many corporate managers have found success within their environments only to find that during times of high conflict their management skills are no longer effective. However, effective managers that have honed their leadership skills tend to be capable of pulling their teams together and successfully meet these challenges. The styles of these leaders differ according to their backgrounds and environments; however, one can find a pattern of traits in their actions, organizational skills, and decision-making abilities (Kezar, 2002).

Jones and George (2014) define emotional intelligence (EI) as “the ability to understand and manage one’s own moods and emotions and the moods and emotions of other people” (p. 640). Understanding one’s self and one’s followers can
be crucial to the effectiveness of the entire organization. Being genuine and honest with followers allows the followers to know that the leader is a human and is one of them. The leader with a high amount of EI can usually better understand the capabilities of the followers as well as the leader and develop a vision for the organization that matches and enhances the organization’s abilities. The statements, “together, we can do this” and “do as I do” are associated with EI leaders.

References


**Suggested Reading**

View the Chapter 13 and 14 PowerPoint Presentations that accompany the course textbook. Follow the steps below to access the presentations:

- Go to [http://www.mhhe.com/jonesgeorge8e](http://www.mhhe.com/jonesgeorge8e)
- Select “Student Edition”
- Select the chapter
- Select “PowerPoint Presentation”

**Learning Activities (Non-Graded)**

**Activity 1: Supplemental Quizzes**

Before completing your graded assignments, consider completing the Chapter Quizzes for Chapters 13 and 14 of your course textbook:

- Go to [http://www.mhhe.com/jonesgeorge8e](http://www.mhhe.com/jonesgeorge8e)
- Select “Student Edition”
- Select the chapter
- Select “Chapter Quiz”

**Activity 2: Motivation and Leadership Concepts in the News**

Unit VI introduces the concepts of motivation and performance and how employees perceive them as well as how leaders deal with them. These concepts are integral components of leadership. In order to better understand these concepts, consider conducting an Internet search for current articles events related to strategy implementation. Once finished, reflect upon the results.
Below are some items that you may want to consider during your search:


**Activity 3: Non-Graded Discussion Questions**

Before completing your graded assessment, consider reviewing and answering the following discussion questions. Potential answers are also provided for your consideration.

1. Discuss Herzberg’s motivator-hygiene theory. Differentiate between motivator needs and hygiene needs.

   ANSWER: Frederick Herzberg focused on two factors: (1) outcomes that can lead to high levels of motivation and job satisfaction and (2) outcomes that can prevent people from being dissatisfied. According to Herzberg’s motivator-hygiene theory, people have two sets of needs or requirements: motivator needs and hygiene needs. Motivator needs are related to the nature of the work itself and how challenging it is. Outcomes such as interesting work, autonomy, responsibility, being able to grow and develop on the job, and a sense of accomplishment and achievement help to satisfy motivator needs. To have a highly motivated and satisfied workforce, Herzberg suggested that managers should take steps to ensure that employees’ motivator needs are being met. Hygiene needs are related to the physical and psychological context in which the work is performed. Hygiene needs are satisfied by outcomes such as pleasant and comfortable working conditions, pay, job security, good relationships with coworkers, and effective supervision. According to Herzberg, when hygiene needs are not met, workers are dissatisfied, and when hygiene needs are met, workers are not dissatisfied. Satisfying hygiene needs, however, does not result in high levels of motivation or even high levels of job satisfaction. For motivation and job satisfaction to be high, motivator needs must be met.

2. Define intrinsic, extrinsic, and prosocial motivation. With an example, show how a person can be motivated by all three at the same time.
ANSWER: An employee may be intrinsically motivated when he or she works hard and long at a job because it is interesting or challenging. An employee may be extrinsically motivated when he or she works hard at a job because of some external reward, such as money or promotion. An employee may be prosocially motivated when a behavior is performed to benefit others. Students’ examples will vary.

Non-graded Learning Activities are provided to aid students in their course of study. You do not have to submit them. If you have questions, contact your instructor for further guidance and information.