Learning Objectives

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

1. Identify personal traits and characteristics that are indicative of effective leaders.
2. Distinguish between autocratic and democratic leadership behavior and explain the impact of both.
3. Determine the difference between people-oriented and task-oriented leadership behavior and when each should be used.
4. Describe how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
5. Identify various roles leaders play in organizations.
6. Explain how leadership is often dependent on people and situations.
7. Apply Fiedler’s contingency model to key relationships among leader style, situational favorability, and group task performance.
8. Apply Hersey and Blanchard’s situational theory of leader style to the level of follower readiness.
9. Discuss the path–goal theory of leadership.
10. Explain how to use the Vroom–Jago model to identify the correct amount of follower participation in decision situations.
11. Describe how to use situational variables to substitute for or neutralize the need for leadership.

Written Lecture

In this unit, you will be studying two chapters; Chapter 2 and Chapter 3. The objective of Chapter 2 is to understand the importance of traits and behaviors in the development of leadership theory and research. Important leadership traits include self-confidence, honesty, and drive. A large number of personal traits and abilities distinguish successful leaders from nonleaders, but traits themselves are not sufficient to guarantee effective leadership. The behavior approach explored autocratic versus democratic leadership, consideration versus initiating structure, employee-centered versus job-centered leadership, and concern for people versus concern for production. The theme of people versus tasks runs through this research, suggesting these are fundamental behaviors through which leaders meet followers’ needs. There has been some disagreement in the research about whether a specific leader is either people- or task-oriented, or whether one can be both. Today, the consensus is that leaders can achieve a “high-high” leadership style.

Another approach is the dyad between a leader and each follower. Followers have different relationships with the leader, and the ability of the leader to develop a positive relationship with each subordinate contributes to team performance. The leader-member exchange theory says that high-quality relationships have a positive outcome for leaders, followers, work units, and the organization. Leaders can attempt to build individualized relationships with each subordinate as a way to meet needs for both consideration and structure.
The historical development of leadership theory presented in this chapter introduces some important ideas about leadership. While certain personal traits and abilities indicate a greater likelihood for success in a leadership role, they are not in themselves sufficient to guarantee effective leadership. Rather, behaviors are equally significant, as outlined by the research at several universities. Therefore, the style of leadership demonstrated by an individual greatly determines the outcome of the leadership endeavor. Often, a combination of styles is most effective. To understand the effects of leadership upon outcomes, the specific relationship behavior between a leader and each follower is also an important consideration.

Entrepreneurial leadership is of great concern in today’s turbulent environment, because entrepreneurial leadership is an important source of innovation and change. Entrepreneurial leaders take risks to bring new organizations into being and create novel solutions to competitive challenges confronting existing organizations.

Finally, the chapter examines three types of leadership roles: (1) operational roles, (2) collaborative roles, and (3) advisory roles. Recent studies suggest that different traits and behavioral styles are better suited to different types of leadership roles, and leaders can be more effective when they are in positions that best match their natural tendencies.

The most important detail of Chapter 3 is that situational variables affect leadership outcomes. The contingency approaches were developed to systematically address the relationship between a leader and the organization. The contingency approaches focus on how the components of leadership style, subordinate characteristics, and situational elements impact one another. Fiedler’s contingency model, Hersey and Blanchard’s situational theory, the path–goal theory, the Vroom–Jago model, and the substitutes-for-leadership concept each examine how different situations call for different styles of leadership behavior.

According to Fiedler, leaders can determine whether the situation is favorable to their leadership style. Task-oriented leaders tend to do better in very easy or very difficult situations, whereas relationship-oriented leaders do best in situations of intermediate favorability. Hersey and Blanchard contend that leaders can adjust their task or relationship style to accommodate the readiness level of their subordinates. The path–goal theory states that leaders can use a style that appropriately clarifies the path to desired rewards. The Vroom–Jago model indicates that leaders can choose a participative decision style based on contingencies such as: quality requirement, commitment requirement, or the leader’s knowledge and expertise. In addition, concern for time (the need for a fast decision) versus concern for follower development is taken into account. Finally, the substitutes-for-leadership concept recommends that leaders adjust their style to provide resources not otherwise provided in the organizational situation.

By discerning the characteristics of tasks, subordinates, and organizations, leaders can determine the style that increases the likelihood of successful leadership outcomes. Therefore, effective leadership depends partly on developing diagnostic skills and being flexible in one’s leadership behavior.
Learning Activities (Non-Graded)

Reflection Paper

After you finish with the material for Unit II, reflect on your experience and write about it. What did you learn? What did not quite make sense? Can you apply the concepts you learned toward your career? How? The purpose of this assignment is to provide you with the opportunity to reflect on the material you learned and to expand upon those thoughts.

This is not a summary. A reflection paper is an opportunity for you to express your thoughts about the material by writing about them. Reflection writing is a great way to study because it increases your ability to remember the course material.

Use these guidelines as you reflect on the course material:
1. Write at least one page
2. Include your thoughts about the main topics
3. How does it apply to your career?
4. How does it apply to your personal life?

Format your reflection paper using APA Style. Use your own words and include citations for other articles as needed to avoid plagiarism. This is a non-graded activity, so you do not have to submit it.

Article Review

For this assignment, choose a peer-reviewed article to review. Search for an article related to one of the topics discussed in Unit II. Use the databases within the CSU Online Library or use another source that contains peer-reviewed articles. The purpose of this assignment is for you to practice reviewing articles related to the field. The authors of these articles are researchers and professionals in the field. Use these skills to contribute to research papers and other scholarly writing. As you read the articles, consider the following questions: How could the topic of this article apply to your personal or professional life? How could it apply to an organization you have observed?

The article you choose must meet the following requirements:
1. Peer reviewed
2. Related to the concepts within this course
3. At least five pages

The writing must meet the following requirements:
1. At least two pages
2. Identify the main topic/question
3. Who is the author's intended audience?
4. Summarize the article for page one
5. Think critically about the article and how it applies to this course for page two

Format your article review using APA Style. Use your own words and include citations for other articles as needed to avoid plagiarism. This is a non-graded activity, so you do not have to submit it.