

Leadership and Motivational Theories

Leadership Success Systems

Needs Theories:	Motivation Theories:	Early Theories	Fitting Leadership Style to Situation Theories	Leading by Focusing on Followers	
<p>Maslow's Hierarchy of Needs Maslow maintained that people first try to satisfy their basic physiological needs and then progress over time to the other ones.</p> <p><i>Physiological needs</i> refer to an individual's most basic needs for food, water, shelter, and sex.</p> <p><i>Safety and security needs</i> describe a person's desire for security or protection.</p> <p><i>Belongingness and love needs</i> focus on the social aspects of work and non-work situations.</p> <p><i>Esteem needs</i> refer to a person's concern for mastery, competency, and status.</p> <p><i>Self-actualization needs</i> reflect an individual's desire to grow and develop to his or her fullest potential.</p>	<p>Equity Managers also motivate workers by ensuring that fairness exists in the workplace.</p> <p>This theory suggests that people compare their own job situation to that of another person, their comparison other.</p> <p>The judgments people make about equity between themselves and their comparison other influence their motivation.</p> <p>According to the equity theory, perceptions, not facts, influence motivation.</p> <p>Expectations associated with social class, job category, or educational status can also influence perceptions of equity</p>	<p>Trait Theory The trait theory suggests that leaders have such personality, social, and physical characteristics or traits to be leaders. More than 100 early studies on leader traits showed that leaders differed from non-leaders in their intelligence, initiative, persistence in dealing with problems, self-confidence, alertness to others' needs, understanding of the task, desire to accept responsibility, and preference for a position of control and dominance.</p>	<p>Path-Goal Theory The Path-Goal theory provides a way of diagnosing the leadership style needed in very complex organizational situations. According to this theory, leaders attempt to influence their employees' perceptions of the payoffs for accomplishing their goals and show them ways to achieve those goals.</p> <p>The nature of the situation, specifically the characteristics of the task, subordinates, and environment, affect the impact of the leader's behavior on follower satisfaction and effort.</p> <p>Basically, the leader chooses among four styles:</p> <p><i>Directive</i>. The leader tells employees what he expects of them, gives them guidance about what they should do, and shows them how to do it.</p> <p><i>Supportive</i>. The leader shows concern for the well-being and needs of her employees by being friendly and approachable.</p> <p><i>Participative</i>. The leader involves employees in decision making, consults with them about their views of the situation, asks for their suggestions, considers those suggestions in making a decision, and sometimes lets the employees make the decisions.</p> <p><i>Achievement oriented</i>. The leader helps an employee set goals, rewards the accomplishment of these goals, and encourages employees to assume responsibility for achieving the goals.</p> <p>To chooses a style that fits the situation, the leader takes the following steps:</p> <ol style="list-style-type: none"> 1. Diagnose the task. 	<p>Exchange Theory Leaders give followers' autonomy, or involvement in decision-making, in exchange for a higher commitment to organizational goals and operations, more effort, or increased performance.</p> <p>In-group. The small group of individuals closest to the leader has his or her trust, often as a result of their competence, dependability, or compatibility with the leader.</p> <p>Out-group. The remaining employees receive little latitude from the leader and tend to demonstrate lower performance, lower satisfaction, and higher turnover.</p>	<p>Systems Theory The general systems model, with roots in both the behavioral and natural sciences, incorporates ideas from both the structural and behavioral perspectives.</p> <p>Systems theory represents an organization as an open system, which has the following characterizes:</p> <ol style="list-style-type: none"> 1. Every system is made up of a number of interrelated, interdependent, and interacting subsystems. 2. Every system is open and dynamic. 3. Every system transforms inputs into outputs. 4. Every system seeks to maintain equilibrium. 5. Every system has multiple purposes, objectives, and functions, some of which are in conflict. 6. Every system demonstrates equifinality. <p>If a system does not adapt to changing circumstances, it will experience entropy.</p>
<p>McClelland Identified three types of needs:</p> <p><i>Need for achievement</i> reflects an individual's desire to accomplish goals and demonstrate competence or mastery. People high in this need focus their energies on getting a job done quickly and well.</p> <p><i>Need for affiliation</i> describes the need for social interaction, love, and affection.</p> <p><i>Need for power</i> reflects the need for control over a person's work or the work of others.</p>	<p>Reinforcement Theory The reinforcement theory encourages desired behaviors and discourages undesired behaviors through the use of reinforcers such as pay, promotion, challenging assignments, or praise.</p> <p>Reinforcement techniques can either encourage or eliminate the desired behavior by applying or removing reinforcers. Managers can choose among:</p> <p><i>Positive reinforcement</i> entails giving rewards or feedback when the desired behavior occurs.</p> <p><i>Negative reinforcement</i> encourages a person to avoid undesirable consequences and removes the person from an undesirable situation when the desired behavior occurs.</p> <p><i>Extinction</i> eliminates behavior by withholding positive reinforcement. By withholding reinforcement, a supervisor may also cause desired behaviors, such as productivity, creativity, or regular attendance, to stop.</p> <p><i>Punishment</i> eliminates an undesirable behavior by following the undesirable behavior with a negative event.</p>	<p>Behavioral Theories The behavioral theory suggests that a leader's behavior, not their traits, determine their effectiveness.</p> <p>Two dimensions of leadership style are orientation to task and orientation to people.</p>			
<p>Herzberg's "Motivator—Hygiene Theory" Focuses on job satisfaction as a key component of motivation.</p> <p><i>Motivators</i> are features of the job's <i>content</i> including responsibility, self-esteem, autonomy, and growth; they satisfy higher-order needs and result in job satisfaction.</p> <p style="text-align: center;">Pay Status</p>	<p>Expectancy Theory Motivating employees involves meeting their needs, ensuring equity in the workplace, reinforcing desired</p>	<p>Theory X and Theory Y In the Theory X and Theory Y model, managers base their leadership style on their assumptions about other individuals.</p> <p><i>Theory X managers</i> assume that people are lazy, extrinsically motivated, incapable of self-discipline or self-control, and want security and no responsibility in their jobs.</p> <p><i>Theory Y managers</i> assume that people do not inherently dislike work, are intrinsically motivated, exert self-control, and seek responsibility.</p>			

- Security
- Working conditions
- Fringe benefits
- Policies and administrative practices
- Interpersonal relations
- Hygiene factors are features of the job's context, including company policies and practices,
- Meaningful work
- Challenging work
- Recognition for accomplishments
- Feeling of achievement
- Increased responsibility
- Opportunities for growth and advancement
- The job itself

behaviors, and setting specific, challenging, and accepted goals. Expectancy theory provides a view of motivation that integrates:

Expectancy - an individual's perception that his effort will result in performance.

Instrumentality – a person's perception that performance will result in certain person attaches to various outcomes or results.

The expectancy theory reflects the role of unsatisfied needs, equity, reinforcements, and goal setting in motivation.

Goal-Setting Theory

The Goal-setting theory states that the process of setting goals can **focus behavior and motivate employees**. As people receive ongoing feedback about their progress toward their goals, their motivation increases and remains high. *Goals*, which any member of an organization can set, describe a desired future state. Goals help focus an individual's or group's behavior and helps them perform.

2. Assess the leader's formal authority.
3. Diagnose the work group.
4. Diagnose the organization's culture.
5. Diagnose the subordinates' skills and needs.
6. Match the style to the situation.

Life-Cycle theory

Also known as the *Situational Theory*, states that effective leadership results from the fit between a leader's style and the readiness of his followers. A follower's readiness likely increases over the life cycle of his relationship with the leader, calling for a change in the leader's style over time.

(See Figure 8-4, p. 235)

Leadership & Follower Behavior

1. *Telling*
High Task/Low Relationship
Unable and unwilling or Insecure.
2. *Selling*
High Task/High Relationship
Unable but willing or confident
3. *Participating*
High Relationship/Low Task
Able but unwilling or insecure
4. *Delegating*
Low Relationship/Low Task
Able and willing or confident

When a Leader's behavior is used appropriately with its corresponding level of readiness, it is termed a **High Probability Match**.

A key to applying theories to case studies or real life. Consider the following questions at the **individual, group and organizational** levels:

1. What needs are involved in the situation? Analysis/Discussion
2. How does motivation impact the situation? Analysis/Discussion
3. Are there situational issues needing consideration? Analysis/Discussion
4. Are there systems issues needing consideration? Analysis/Discussion

The Old 1,2,3 application punch:

1. Determine what theories are the most relevant to a given problem/situation.
2. Discuss the most applicable theories as they relate to the problem/situation.
3. Group or relate theories (if possible) as you prescribe courses of action.