Presentation Slides
to Accompany

Organizational

Behavior 10th Edition

Don Hellriegel and John W. Slocum, Jr.
Chapter 10—Leading Effectively: Foundations

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Slide 10.1
Learning Objectives for Leading Effectively: Foundations

❖ **Identify and comment on the essentials of leadership**

❖ **Describe two traditional models of leadership—traits and behavioral**

❖ **Explain Hersey and Blanchard's situational model of leadership**

❖ **Discuss the Vroom–Jago time-driven leadership model**

Slide 10.2
Comparisons Between Leadership and Management

CATEGORY	LEADERSHIP	MANAGEMENT
Thinking Process	Originates	Initiates
	Focuses on people	Focuses on things
	Looks outward	Looks inward
Direction Setting	Vision	Operational plans
	Creates the future	Improves the present
	Sees forest	Sees trees
Employee Relations	Empowers	Tightly controls
	Associates	Subordinates
	Trusts and develops	Directs and coordinates
Method of Operation	Effectiveness (does the right things)	Efficiency (does things right)
	Creates change	Manages change
	Serves clients/customers	Serves top managers

Source: Robinson, G. Leadership versus management. *British Journal of Administrative Management*, January/February 1999, 20-21; Parachin, V.M. Ten essential leadership skills. *Supervision*, February 1999, 13-15; Bennis, W., and Goldsmith, J. *Learning to Lead: A Workbook on Becoming a Leader*. Reading, Mass.: Perseus, 1997.

Slide 10.3
Leaders' Use of Power

❖ *Legitimate power*
  ❖ **Followers act because the leader has the right to influence them and they are obliged to comply**
❖ *Reward power*
  ❖ **Followers act to receive rewards controlled by the leader**
❖ **Coercive power**
  ❖ **Followers act to avoid punishments controlled by the leaders**

Slide 10.3 (continued)
Leaders' Use of Power

❖ *Referent power*
  ❖ **Followers act because they admire the leader, want to be like the leader, and want the leader's approval**
❖ *Expert power*
  ❖ **Followers act because they believe the leader has special knowledge**

Slide 10.4
Key Traits of Successful Leaders

❖ **Intelligence**

❖ **Maturity and breadth**

❖ **Achievement drive**

❖ **Honesty**

Slide 10.5
Reasons for the Inadequacy of the Traits Model of Leadership

❖ **No consistent pattern exists between traits and leader effectiveness**

❖ **Physical characteristics are more likely related to situational factors**

❖ **Leadership is more complex than the trait approach assumes**

Slide 10.6
Main Dimensions of Leader Behavior

❖ *Consideration*
  ❖ The extent to which leaders have relationships with subordinates that are characterized by mutual trust, two-way communication, respect for employees' ideas, and empathy for their feelings

❖ *Initiating structure*
  ❖ The extent to which leaders define and prescribe the roles of subordinates in order to set and accomplish goals in their areas of responsibility

Slide 10.7
When Is Consideration Effective?

❖ **Routine tasks prevent job satisfaction**

❖ **Followers desire participative leadership**

❖ **Team members must learn something new**

❖ **Involvement in decision making affects employees' job performance**

❖ **Minimal status differences exist between the leader and followers**

Slide 10.8
When Is Initiating Structure Effective?

- ❖ **Output pressure is imposed by someone other than the leader**
- ❖ **Task satisfies employees**
- ❖ **Employees rely on leader for direction and information**
- ❖ **Employees are predisposed toward directive leadership**
- ❖ **More than 12 employees report to the leader**

Slide 10.9
Variables in Hersey and Blanchard's Situational Model

- ❖ *Task behavior*
  - ❖ **The extent to which a leader spells out to subordinates what to do, where to do it, and how to do it**
- ❖ *Relationship behavior*
  - ❖ **The extent to which a leader listens, provides support and encouragement, and involves followers in the decision-making process**
- ❖ *Follower readiness*
  - ❖ **The subordinates' ability and willingness to perform the tasks**

Slide 10.10
Leadership Styles in Hersey and Blanchard's Situational Model

- ❖ *Telling style*
  - ❖ **Use when follower readiness is low**
- ❖ *Selling style*
  - ❖ **Use when follower readiness is moderately low**
- ❖ *Participating style*
  - ❖ **Use when follower readiness is moderately high**
- ❖ *Delegating style*
  - ❖ **Use when follower readiness is high**

Slide 10.11

Implications of Hersey and Blanchard's Situational Model

❖ **Easily understood model with clear recommendations**

❖ **Leader must constantly monitor employees' readiness levels**

❖ **Leadership style should be changed to fit changing situations**

Slide 10.12

Limitations of Hersey and Blanchard's Situational Model

❖ **Difficulty in addressing different readiness levels in a team situation**

❖ **Follower readiness is the only contingency variable used**

❖ **Some leaders may not be able to easily adapt their styles to fit the situation**

❖ **Model is not strongly supported by scientific research**

Slide 10.13

Leadership Styles in the Vroom–Jago Time-Driven Leadership Model

❖ *Decide Style*
  ❖ **Leader makes decision and announces or sells it**
❖ *Consult Individually Style*
  ❖ **Leader presents the problem to team members individually, without group input, and makes decision**
❖ *Consult Team Style*
  ❖ **Leader presents problem to team members, seeks their input, and makes decision**
❖ *Facilitate Style*
  ❖ **Leader presents problem to team, acts as discussion facilitator, and seeks concurrence**
❖ *Delegate Style*
  ❖ **Leader permits the team to make decision within limits**

Slide 10.14
Situational Variables in the Vroom–Jago Time-Driven Leadership Model

- ❖ Decision significance
- ❖ Importance of commitment
- ❖ Leader expertise
- ❖ Likelihood of commitment
- ❖ Team support
- ❖ Team expertise
- ❖ Team competence

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Slide 10.15
Vroom–Jago Time-Driven Leadership Model

Note: Dashed line (–) means not a factor.	Decide	Delegate	Consult Group	Facilitate	Consult Individually	Facilitate	Consult Group	Decide	Facilitate	Consult Individually	Decide	Delegate	Facilitate	Decide
Team Competence	–	H	L	–	H	L	–	H	L	–	–	–	H	L	–
Team Expertise	–	H	L	–	H	L	–	H	L	–	–	H	L	–	–	–
Team Support	–	H	L	H	L	H	L	–	H	L	–	–	–	–
Likelihood of Commitment	H	L	H	L	–	–	H	L	–
Leader Expertise	H	L	H	L	–	–
Importance of Commitment	H	L	H	L
Decision Significance	H	L

Problem Statement

Source: Vroom, V. Leadership and decision-making. *Organizational Dynamics*, Spring 2000, 82-94.

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Slide 10.16
Implications of the Vroom–Jago Leadership Model

- ❖ The model is consistent with knowledge about group and team behaviors
- ❖ With correct diagnosis, leaders can more easily match their style to the demands of the situation

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Slide 10.17
Limitations of the
Vroom–Jago Leadership Model

❖ **Most subordinates desire to participate in job-related decisions regardless of the model's recommendation**

❖ **Certain leader competencies are critical for the effectiveness of different leadership styles**

❖ **Decisions are assumed to be single process rather than multiple cycle or part of a larger solution**

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Chapter 11—Leading Effectively:
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Slide 11.1
Learning Objectives for Leading Effectively:
Contemporary Developments

❖ **State the characteristics of transactional**

   leadership

❖ **Describe the features of charismatic leadership**

❖ **Explain the nature of transformational leadership**

❖ **Assess the limitations on a leader's impact**

Slide 11.2
Transactional Leadership
Components for Achieving
Performance Goals

❖ **Contingent rewards**

❖ **Active management by exception**

❖ **Passive management by exception**

Slide 11.3
Broad Model of
Charismatic Leadership

❖ **Emphasizes a shared vision and values**

❖ **Promotes shared identity**

❖ **Exhibits desired behaviors**

❖ **Reflects strength**

Slide 11.4
Restricted Model of
Charismatic Leadership

❖ **A person with extraordinary gifts and values**

❖ **A social or organization crisis or desperate situation**

❖ **The person proposes a radical vision or ideas for solving the crisis**

❖ **Followers are attracted to the gifted person**

❖ **The person's extraordinary gifts and radical vision are validated through repeated successes**

Slide 11.5
Components of the Transformational
Leadership Model

❖*Inspirational motivation*

  ❖Pattern of behaviors and communication that guide followers by providing them with a sense of meaning and challenge in their work

❖*Intellectual stimulation*

  ❖Encouragement given to followers to be innovative and creative

Slide 11.5 (continued)
Components of the Transformational Leadership Model

❖ *Idealized influence*

  ❖ **Behaviors of transformational leaders that followers strive to emulate or mirror**

❖ *Individualized consideration*

  ❖ **Special attention paid by a transformational leader to each follower's needs for achievement and growth**

Slide 11.6
Use of Inspirational Motivation in Transformational Leadership

❖ **Transformational leaders:**

  ❖ **Display great enthusiasm and optimism**

  ❖ **Get followers involved in and committed to a vision**

  ❖ **Inspire others by what they say and do**

Slide 11.7
Use of Intellectual Stimulation in Transformational Leadership

❖ **Transformational leaders:**

  ❖ **Urge followers to question assumptions, explore new methods and ideas, and take new approaches to old situations**

  ❖ **Actively seek out new ideas and creative solutions from followers**

  ❖ **Don't criticize followers' ideas just because they differ from those of the leader**

Slide 11.7 (continued)
Use of Intellectual Stimulation in Transformational Leadership

❖ **Transformational leaders:**

  ❖ **Have a relatively high tolerance for mistakes made by conscientious followers**

  ❖ **Focus on the "what' in problems rather than the "who" to blame**

  ❖ **Are willing to abandon systems and practices that are no longer useful**

  ❖ **View risk taking as necessary and desirable for long-term development and success**

Slide 11.8
Use of Idealized Influence in Transformational Leadership

❖ **Transformational leaders:**

  ❖ **Often consider the needs and interests of their followers before their own**

  ❖ **May willingly sacrifice personal gain**

  ❖ **Can be trusted**

  ❖ **Demonstrate high ethical and moral standards**

Slide 11.8 (continued)
Use of Idealized Influence in Transformational Leadership

❖ **Transformational leaders:**

  ❖ **Can be very direct and challenging to some followers and empathetic and supportive of others**

  ❖ **Minimize the use of power for personal gain**

  ❖ **Use all power sources to move individuals and teams toward a vision and its goals**

Slide 11.9

Use of Individualized Consideration in Transformational Leadership

- ❖ **Transformational leaders:**
    - ❖ **May act as coach, mentor, teacher, facilitator, confidant, and counselor**
    - ❖ **Embrace and reward individual differences to enhance creativity and innovation**
    - ❖ **Encourage open dialogue with followers**
    - ❖ **Empower followers to make decisions**
    - ❖ **Monitor followers to determine if they need additional support or direction**

Slide 11.10

Potential Limits on a Leader's Impact

- ❖ **LOW LEADER POWER**
    - ❖ **Key factors may be beyond leaders' control**
    - ❖ **Leaders have little control of needed resources**
    - ❖ **Selection process limits leaders' ability to stand out**

- ❖ **SAMPLE LEADER SUBSTITUTES**
    - ❖ **Group/team norms and cohesiveness**
    - ❖ **Formal rewards beyond leaders' control**
    - ❖ **Organizational rules and regulations**