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PATH-GOAL THEORY OF LEADERSHIP

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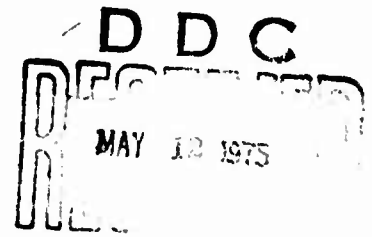
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and these criteria (satisfaction, performance and acceptance) will depend upon the personality of the subordinate and the existing task environment.

The paper discusses these complex relationships in some detail. A theoretical framework encompassing four types of leader behavior, the personality and environmental moderators and the three criteria is presented. The empirical support for the propositions is also reviewed. In general it appears as if the path-goal approach will be useful for both our understanding and prediction of effective leader behavior.

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PATH-GOAL THEORY OF LEADERSHIP

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An integrated body of conjecture by students of leadership, referred to as the "Path-Goal Theory of Leadership," is currently emerging. According to this theory, leaders are effective because of their impact on subordinates' motivation, ability to perform effectively and satisfactions. The theory is called Path-Goal because its major concern is how the leader influences the subordinates' perceptions of their work goals, personal goals and paths to goal attainment. The theory suggests that a leader's behavior is motivating or satisfying to the degree that the behavior increases subordinate goal attainment and clarifies the paths to these goals.

Historical Foundations

The path-goal approach has its roots in a more general motivational theory called expectancy theory.¹ Briefly, expectancy theory states that an individual's attitudes (e.g., satisfaction with supervision or job satisfaction) or behavior (e.g., leader behavior or job effort) can be predicted from: (1) the degree to which the job, or behavior, is seen as leading to various outcomes (expectancy) and (2) the evaluation of these outcomes (valences). Thus, people are satisfied with their job if they think it leads to things that are highly valued, and they work hard if they believe that effort leads to things that are highly valued. This type of theoretical rationale can be used to predict a variety of phenomena related to leadership, such as why leaders behave the way they do, or how leader behavior influences subordinate motivation.²

This latter approach is the primary concern of this article. The implication for leadership is that subordinates are motivated by leader behavior to the extent

that this behavior influences expectancies, e.g., goal paths and valences, e.g., goal attractiveness.

Several writers have advanced specific hypotheses concerning how the leader affects the paths and the goals of subordinates.³ These writers focused on two issues: (1) how the leader affects subordinates' expectations that effort will lead to effective performance and valued rewards, and (2) how this expectation affects motivation to work hard and perform well.

While the state of theorizing about leadership in terms of subordinates' paths and goals is in its infancy, we believe it is promising for two reasons. First, it suggests effects of leader behavior that have not yet been investigated but which appear to be fruitful areas of inquiry. And, second, it suggests with some precision the situational factors on which the effects of leader behavior are contingent.

The initial theoretical work by Evans asserts that leaders will be effective by making rewards available to subordinates and by making these rewards contingent on the subordinate's accomplishment of specific goals.⁴ Evans argued that one of the strategic functions of the leader is to clarify for subordinates the kind of behavior that leads to goal accomplishment and valued rewards. This function might be referred to as path clarification. Evans also argued that the leader increases the rewards by being concerned about their status, welfare and comfort. Leader supportiveness is in itself a reward that the leader has at his or her disposal, and the judicious use of this reward increases the motivation of subordinates.

Evans also studied the relationship between the behavior of leaders and the subordinates' expectations that effort leads to rewards and also studied the resulting impact on ratings of the subordinates' performance. He found that when subordinates viewed leaders as being supportive (considerate of their needs) and when these superiors provided directions and guidance to the subordinates, there

was a positive relationship between leader behavior and subordinates' performance ratings.

However, leader behavior was only related to subordinates' performance when the leader's behavior also was related to the subordinates' expectations that their effort would result in desired rewards. Thus, Evans' findings suggest that the major impact of a leader on the performance of subordinates is clarifying the path to desired rewards and making such rewards contingent on effective performance.

Stimulated by this line of reasoning, House, and House and Dessler advanced a more complex theory of the effects of leader behavior on the motivation of subordinates.⁵ The theory intends to explain the effects of four specific kinds of leader behavior on the following three subordinate attitudes or expectations: (1) the satisfaction of subordinates, (2) the subordinates' acceptance of the leader and (3) the expectations of subordinates that effort will result in effective performance and that effective performance is the path to rewards. The four kinds of leader behavior included in the theory are: (1) directive leadership, (2) supportive leadership, (3) participative leadership and (4) achievement-oriented leadership. Directive leadership is characterized by a leader who lets subordinates know what is expected of them, gives specific guidance as to what should be done and how it should be done, makes his or her part in the group understood, schedules work to be done, maintains definite standards of performance and asks that group members follow standard rules and regulations. Supportive leadership is characterized by a friendly and approachable leader who shows concern for the status, well-being and needs of subordinates. Such a leader does little things to make the work more pleasant, treats members as equals and is friendly and approachable. Participative leadership is characterized by a leader who consults with subordinates, solicits their suggestions and takes these suggestions seriously into consideration before making a decision. An achievement-oriented leader sets challenging goals, expects subordinates to perform at their highest level,

continuously seeks improvement in performance and shows a high degree of confidence that the subordinates will assume responsibility, put forth effort and accomplish challenging goals. This kind of leader constantly emphasizes excellence in performance and simultaneously displays confidence that subordinates will meet high standards of excellence.

A number of studies suggest that these different leadership styles can be shown by the same leader in various situations.⁶ For example, a leader may show directiveness toward subordinates in some instances and be participative or supportive in other instances.⁷ Thus, the traditional method of characterizing a leader as either highly participative and supportive or highly directive is invalid; rather, it can be concluded that leaders vary in the particular fashion employed for supervising their subordinates. Also, the theory, in its present stage, is a tentative explanation of the effects of leader behavior--it is incomplete because it does not explain other kinds of leader behavior and does not explain the effects of the leader on factors other than subordinate acceptance, satisfaction and expectations. However, the theory is stated so that additional variables may be included in it as new knowledge is made available.

PATH-GOAL THEORY

General Propositions

The first proposition of path-goal theory is that leader behavior is acceptable and satisfying to subordinates to the extent that the subordinates see such behavior as either an immediate source of satisfaction or as instrumental to future satisfaction.

The second proposition of this theory is that the leader's behavior will be motivational, i.e., increase effort, to the extent that (1) such behavior makes satisfaction of subordinate's needs contingent on effective performance and (2) such behavior complements the environment of subordinates by providing the coaching, guidance, support and rewards necessary for effective performance.

These two propositions suggest that the leader's strategic functions are to enhance subordinates' motivation to perform, satisfaction with the job and acceptance of the leader. From previous research on expectancy theory of motivation, it can be inferred that the strategic functions of the leader consist of: (1) recognizing and/or arousing subordinates' needs for outcomes over which the leader has some control, (2) increasing personal pay-offs to subordinates for work-goal attainment, (3) making the path to those payoffs easier to travel by coaching and direction, (4) helping subordinates clarify expectancies, (5) reducing frustrating barriers and (6) increasing the opportunities for personal satisfaction contingent on effective performance.

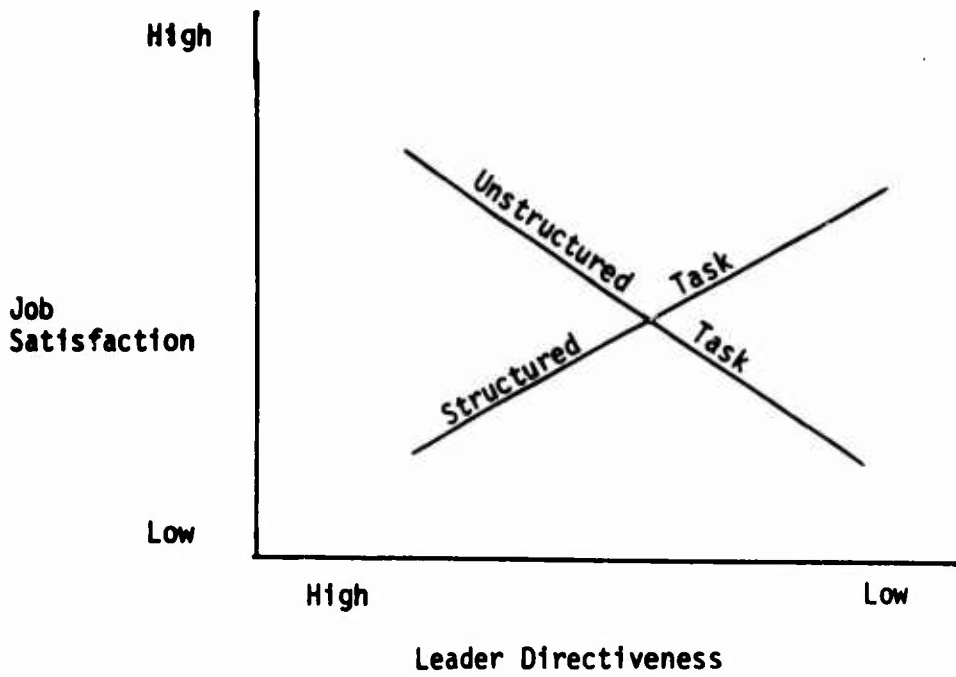
Stated less formally, the motivational functions of the leader consist of increasing the number and kinds of personal payoffs to subordinates for work-goal attainment and making paths to these payoffs easier to travel by clarifying the paths, reducing road blocks and pitfalls and increasing the opportunities for personal satisfaction en route.

Contingency Factors

Two classes of situational variables are asserted to be contingency factors. A contingency factor is a variable which moderates the relationship between two other variables such as leader behavior and subordinate satisfaction. For example, we might suggest that the degree of structure in the task moderates the relationship between leaders' directive behavior and subordinates' job satisfaction. Figure 1 shows how such a relationship might look. Thus, subordinates are satisfied with directive behavior in an unstructured task and are satisfied with non-directive behavior in a structured task. Therefore, we say that the relationship between leader directiveness and subordinate satisfaction is contingent upon the structure of the task.

Figure 1

Hypothetical relationship between directive leadership and subordinate satisfaction with task structure as a contingency factor.



The two contingency variables are (a) personal characteristics of the subordinates and (b) the environmental pressures and demands with which subordinates must cope in order to accomplish the work goals and to satisfy their needs. While other situational factors also may operate to determine the effects of leader behavior, they are not presently known.

With respect to the first class of contingency factors, the characteristics of subordinates, path-goal theory asserts that leader behavior will be acceptable to subordinates to the extent that the subordinates see such behavior as either an immediate source of satisfaction or as instrumental to future satisfaction. Subordinates' characteristics are hypothesized to partially determine this perception. For example, Runyon⁸ and Mitchell⁹ show that the subordinate's score on a measure called Locus of Control moderates the relationship between participative leadership style and subordinate satisfaction. The Locus-of-Control measure reflects the degree to which an individual sees the environment as systematically responding to his or her behavior. People who believe that what happens to them occurs because of their behavior are called internals; people who believe that what happens to them occurs because of luck or chance are called externals. Mitchell's findings suggest that internals are more satisfied with a participative leadership style and externals are more satisfied with a directive style.

A second characteristic of subordinates on which the effects of leader behavior are contingent is subordinates' perception of their own ability with respect to their assigned tasks. The higher the degree of perceived ability relative to task demands, the less the subordinate will view leader directiveness and coaching behavior as acceptable. Where the subordinate's perceived ability is high, such behavior is likely to have little positive effect on the motivation of the subordinate and to be perceived as excessively close control. Thus, the acceptability of the leader's behavior is determined in part by the characteristics of the subordinates.

The second aspect of the situation, the environment of the subordinate, consists of those factors that are not within the control of the subordinate but which are important to need satisfaction or to ability to perform effectively. The theory asserts that effects of the leader's behavior on the psychological states of subordinates are contingent on other parts of the subordinates' environment that are relevant to subordinate motivation. Three broad classifications of contingency factors in the environment are:

- The subordinates' tasks
- The formal authority system of the organization
- The primary work group.

Assessment of the environmental conditions makes it possible to predict the kind and amount of influence that specific leader behaviors will have on the motivation of subordinates. Any of the three environmental factors could act upon the subordinate in any of three ways: first, to serve as stimuli that motivate and direct the subordinate to perform necessary task operations; second, to constrain variability in behavior. Constraints may help the subordinate by clarifying expectancies that effort leads to rewards or by preventing the subordinate from experiencing conflict and confusion. Constraints also may be counterproductive to the extent that they restrict initiative or prevent increases in effort from being associated positively with rewards. Third, environmental factors may serve as rewards for achieving desired performance, e.g., it is possible for the subordinate to receive the necessary cues to do the job and the needed rewards for satisfaction from sources other than the leader, e.g., coworkers in the primary work group. Thus, the effect of the leader on subordinates' motivation will be a function of how deficient the environment is with respect to motivational stimuli, constraints or rewards.

With respect to the environment, path-goal theory asserts that when goals and paths to desired goals are apparent because of the routine nature of the

task, clear group norms or objective controls of the formal authority systems, attempts by the leader to clarify paths and goals will be both redundant and seen by subordinates as imposing unnecessary, close control. Although such control may increase performance by preventing soldiering or malingering, it also will result in decreased satisfaction (see Figure 1). Also with respect to the work environment, the theory asserts that the more dissatisfying the task, the more the subordinates will resent leader behavior directed at increasing productivity or enforcing compliance to organizational rules and procedures.

Finally, with respect to environmental variables the theory states that leader behavior will be motivational to the extent that it helps subordinates cope with environmental uncertainties, threats from others or sources of frustration. Such leader behavior is predicted to increase subordinates' satisfaction with the job context and to be motivational to the extent that it increases the subordinates' expectations that their effort will lead to valued rewards.

These propositions and specification of situational contingencies provide a heuristic framework on which to base future research. Hopefully, this will lead to a more fully developed, explicitly formal theory of leadership.

Figure 2 presents a summary of the theory. It is hoped that these propositions, while admittedly tentative, will provide managers with some insights concerning the effects of their own leader behavior and that of others.

EMPIRICAL SUPPORT

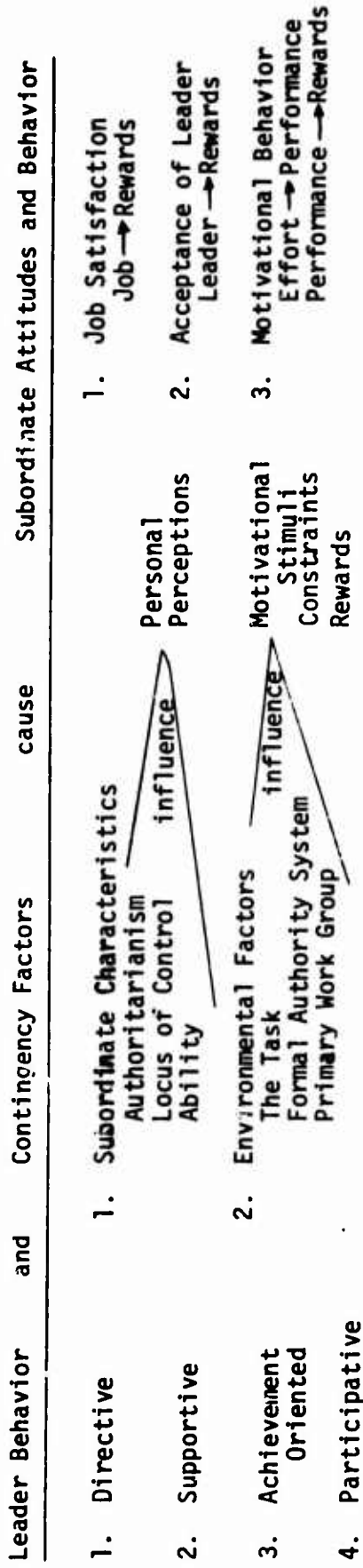
The theory has been tested in a limited number of studies which have generated considerable empirical support for our ideas and also suggest areas in which the theory requires revision. A brief review of these studies follows.

Leader Directiveness

Leader directiveness has a positive correlation with satisfaction and expectations of subordinates who are engaged in ambiguous tasks and has a negative

Figure 2

Summary of Path-Goal Relationships



correlation with satisfaction and expectancies of subordinates engaged in clear tasks. These findings were predicted by the theory and have been replicated in seven organizations. They suggest that when task demands are ambiguous or when the organization procedures, rules and policies are not clear, a leader behaving in a directive manner complements the tasks and the organization by providing the necessary guidance and psychological structure for subordinates.¹⁰ However, when task demands are clear to subordinates, leader directiveness is seen more as a hindrance.

However, other studies have failed to confirm these findings.¹¹ A study by Dessler¹² suggests a resolution to these conflicting findings--he found that for subordinates at the lower organizational levels of a manufacturing firm who were doing routine, repetitive, unambiguous tasks, directive leadership was preferred by closed-minded, dogmatic, authoritarian subordinates and nondirective leadership was preferred by non-authoritarian, open-minded subordinates. However, for subordinates at higher organizational levels doing nonroutine, ambiguous tasks, directive leadership was preferred for both authoritarian and nonauthoritarian subordinates. Thus, Dessler found that two contingency factors appear to operate simultaneously: subordinate task ambiguity and degree of subordinate authoritarianism. When measured in combination, the findings are as predicted by the theory; however, when the subordinate's personality is not taken into account, task ambiguity does not always operate as a contingency variable as predicted by the theory. House, Burill and Dessler recently found a similar interaction between subordinate authoritarianism and task ambiguity in a second manufacturing firm, thus adding confidence in Dessler's original findings.¹³

Supportive Leadership

The theory hypothesizes that supportive leadership will have its most positive effect on subordinate satisfaction for subordinates who work on stressful, frustrating or dissatisfying tasks. This hypothesis has been tested in ten

samples of employees,¹⁴ and in only one of these studies was the hypothesis disconfirmed.¹⁵ Despite some inconsistency in research on supportive leadership, the evidence is sufficiently positive to suggest that managers should be alert to the critical need for supportive leadership under conditions where tasks are dissatisfying, frustrating or stressful to subordinates.

Achievement-Oriented Leadership

The theory hypothesizes that achievement-oriented leadership will cause subordinates to strive for higher standards of performance and to have more confidence in the ability to meet challenging goals. A recent study by House, Valency and Van der Krabben provides a partial test of this hypothesis among white collar employees in service organizations.¹⁶ For subordinates performing ambiguous, nonrepetitive tasks, they found a positive relationship between the amount of achievement orientation of the leader and subordinates' expectancy that their effort would result in effective performance. Stated less technically, for subordinates performing ambiguous, nonrepetitive tasks, the higher the achievement orientation of the leader, the more the subordinates were confident that their efforts would pay off in effective performance. For subordinates performing moderately unambiguous, repetitive tasks, there was no significant relationship between achievement-oriented leadership and subordinate expectancies that their effort would lead to effective performance. This finding held in four separate organizations.

Two plausible interpretations may be used to explain these data. First, people who select ambiguous, nonrepetitive tasks may be different in personality from those who select a repetitive job and may, therefore, be more responsive to an achievement-oriented leader. A second explanation is that achievement orientation only affects expectancies in ambiguous situations because there is more flexibility and autonomy in such tasks. Therefore, subordinates in such tasks

are more likely to be able to change in response to such leadership style. Neither of the above interpretations have been tested to date; however, additional research is currently under way to investigate these relationships.

Participative Leadership

In theorizing about the effects of participative leadership it is necessary to ask about the specific characteristics of both the subordinates and their situation that would cause participative leadership to be viewed as satisfying and instrumental to effective performance.

Mitchell recently described at least four ways in which a participative leadership style would impact on subordinate attitudes and behavior as predicted by expectancy theory.¹⁷ First, a participative climate should increase the clarity of organizational contingencies. Through participation in decision making, subordinates should learn what leads to what. From a path-goal viewpoint participation would lead to greater clarity of the paths to various goals. A second impact of participation would be that subordinates, hopefully, should select goals they highly value. If one participates in decisions about various goals, it makes sense that this individual would select goals he or she wants. Thus, participation would increase the correspondence between organization and subordinate goals. Third, we can see how participation would increase the control the individual has over what happens on the job. If our motivation is higher (based on the preceding two points), then having greater autonomy and ability to carry out our intentions should lead to increased effort and performance. Finally, under a participative system, pressure towards high performance should come from sources other than the leader or the organization. More specifically, when people participate in the decision process they become more ego-involved; the decisions made are in some part their own. Also, their peers know what is expected and the social pressure has a greater impact. This, motivation to perform will stem from internal and social factors as well as formal external ones.

A number of investigations prior to the above formulation supported the idea that participation appears to be helpful,¹⁸ and Mitchell presents a number of recent studies that support the above four points.¹⁹ However, it is also true that we would expect the relationship between a participative style and subordinate behavior to be moderated by both the personality characteristics of the subordinate and the situational demands. Studies by Tannenbaum and Alport and Vroom have shown that subordinates who prefer autonomy and self-control respond more positively to participative leadership in terms of both satisfaction and performance than subordinates who do not have such preferences.²⁰ Also, the studies mentioned by Runyon²¹ and Mitchell²² showed that subordinates who were external in orientation were less satisfied with a participative style of leadership than were internal subordinates.

House also has reviewed these studies in an attempt to explain the ways in which the situation or environment moderates the relationship between participation and subordinate attitudes and behavior.²³ His analysis suggests that where participative leadership is positively related to satisfaction, regardless of the predispositions of subordinates, the tasks of the subjects appear to be ambiguous and ego-involving. In the studies in which the subjects' personalities or predispositions moderate the effect of participative leadership, the tasks of the subjects are inferred to be highly routine and/or nonego-involving.

House reasoned from this analysis that the task may have an overriding effect on the relationship between leader participation and subordinate responses, and that individual predispositions or personality characteristics of subordinates will have a need to reduce the ambiguity. Further, it was assumed that when task demands are ambiguous, participative problem solving between the leader and the subordinate will result in more effective decisions than when the task demands are unambiguous. Finally, it was assumed that when the subordinates are ego-involved in their tasks they are more likely to want to have a say in the

decisions that affect them, Given these assumptions, the following hypotheses were formulated to account for the conflicting findings reviewed above:

· When subjects are highly ego-involved in a decision or a task and the decision or task demands are ambiguous, participative leadership will have a positive effect of the satisfaction and motivation of the subordinate, regardless of the subordinate's predisposition toward self-control, authoritarianism or need for independence.

· When subordinates are not ego-involved in their tasks and when task demands are clear, subordinates who are not authoritarian and who have high needs for independence and self-control will respond favorably to leader participation and their opposite personality types will respond less favorably.

These hypotheses were derived on the basis of path-goal theorizing; i.e., the rationale guiding the analysis of prior studies was that both task characteristics and characteristics of subordinates interact to determine the effect of a specific kind of leader behavior on the satisfaction, expectancies and performance of subordinates. To date, one major investigation has supported some of these predictions²⁴ in which personality variables, amount of participative leadership, task ambiguity and job satisfaction were assessed for 324 employees of an industrial manufacturing organization. As expected, in nonrepetitive, ego-involving tasks, employees (regardless of their personality) were more satisfied under a participative style than a nonparticipative style. However, in repetitive tasks which were less ego-involving the amount of authoritarianism of subordinates moderated the relationship between leadership style and satisfaction. Specifically, low authoritarian subordinates were more satisfied under a participative style. These findings are exactly as the theory would predict, thus, it has promise in reconciling a set of confusing and contradictory findings with respect to participative leadership.

Summary and Conclusions

We have attempted to describe what we believe is a useful theoretical framework for understanding the effect of leadership behavior on subordinate satisfaction and motivation. Most theorists today have moved away from the simplistic notions that all effective leaders have a certain set of personality traits or that the situation completely determines performance. Some researchers have presented rather complex attempts at matching certain types of leaders with certain types of situations²⁵. But we believe that a path-goal approach goes one step further. It not only suggests what type of style may be most effective in a given situation--it also attempts to explain why it is most effective.

We are optimistic about the future outlook of leadership research. With the guidance of path-goal theorizing, future research is expected to unravel many confusing puzzles about the reasons for and effects of leader behavior that have, heretofore, not been solved. However, we add a word of caution: the theory, and the research on it, are relatively new to the literature of organizational behavior. Consequently, path-goal theory is offered more as a tool for directing research and stimulating insight than as a proven guide for managerial action.

FOOTNOTES

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