

# ORGANIZATIONAL BEHAVIOR

STEPHEN P. ROBBINS

WWW.PRENHALL.COM/ROBBINS

TENTH EDITION

PART THREE

THE GROUP

## Basic Approaches to Leadership

c h a p t e r

11

**AFTER STUDYING THIS CHAPTER,  
YOU SHOULD BE ABLE TO:**

- 1. Contrast leadership and management.**
- 2. Summarize the conclusions of trait theories.**
- 3. Identify the limitations of behavioral theories.**
- 4. Describe Fiedler's contingency model.**
- 5. Explain Hersey and Blanchard's situational theory.**
- 6. Summarize leader-member exchange theory.**

**AFTER STUDYING THIS CHAPTER,  
YOU SHOULD BE ABLE TO:**

- 7. Describe the path-goal theory.**
- 8. Identify the situational variables in the leader-participation model.**

# What Is Leadership?

## leadership

The ability to influence a group toward the achievement of goals.

---

## management

Use of authority inherent in designated formal rank to obtain compliance from organizational members



# Trait Theories

## trait theories of leadership

Theories that consider personality, social, physical, or intellectual traits to differentiate leaders from nonleaders.

### Leadership Traits:

- **Ambition and energy**
- **The desire to lead**
- **Honesty and integrity**
- **Self-confidence**
- **Intelligence**
- **Job-relevant knowledge**

# Trait Theories

## **Limitations:**

- **No universal traits that predict leadership in all situations.**
- **Traits predict behavior better in “weak” than “strong” situations.**
- **Unclear evidence of the cause and effect of relationship of leadership and traits.**
- **Better predictor of the appearance of leadership than distinguishing effective and ineffective leaders.**

# Behavioral Theories

## behavioral theories of leadership

Theories proposing that specific behaviors differentiate leaders from nonleaders.

- **Trait theory:**  
*Leaders are born, not made.*
- **Behavioral theory:**  
*Leadership traits can be taught.*

# Ohio State Studies

## **initiating structure**

The extent to which a leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment.

---

## **consideration**

The extent to which a leader is likely to have job relationships characterized by mutual trust, respect for subordinates' ideas, and regard for their feelings.





# University of Michigan Studies

## **employee-oriented**

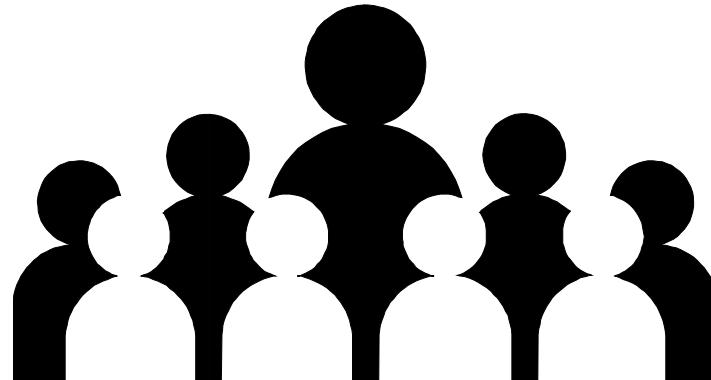
Emphasizing interpersonal relations; taking a personal interest in the needs of employees and accepting individual differences among members.

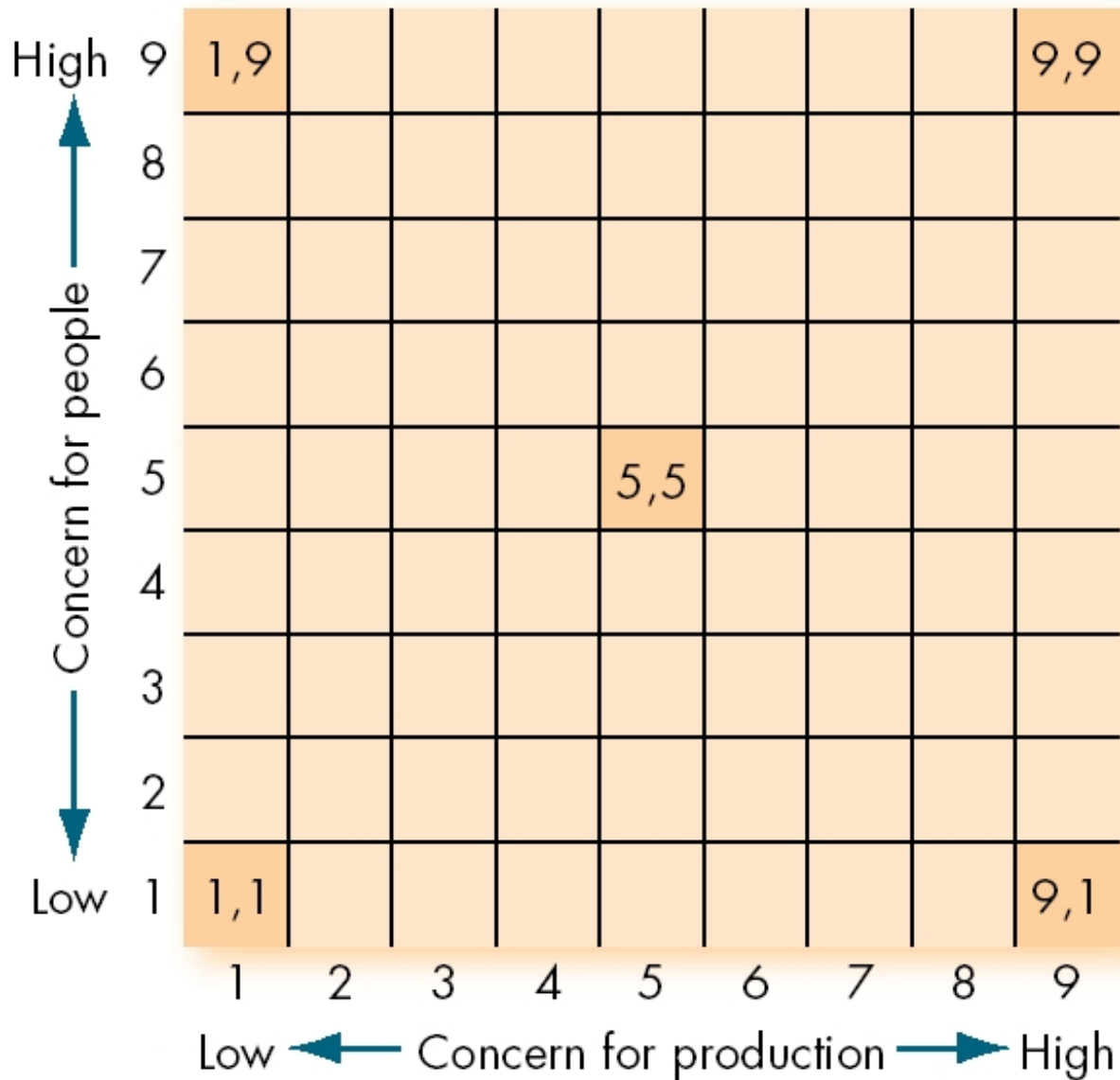
---

## **production-oriented leader**

One who emphasizes technical or task aspects of the job.

---





# The Managerial Grid

A nine-by-nine matrix outlining 81 different leadership styles.

EXHIBIT 11-1

# Scandinavian Studies

## **development-oriented leader**

One who values experimentation, seeking new ideas, and generating and implementing change.

---



# Contingency Theories: Fiedler's Model

## Fiedler contingency model

The theory that effective groups depend on a proper match between a leader's style of interacting with subordinates and the degree to which the situation gives control and influence to the leader.

---



## least preferred co-worker (LPC) questionnaire

An instrument that purports to measure whether a person is task- or relationship-oriented.

# Fiedler's Model: Defining the Situation

## **leader-member relations**

The degree of confidence, trust, and respect subordinates have in their leader.

---

## **position power**

Influence derived from one's formal structural position in the organization; includes power to hire, fire, discipline, promote, and give salary increases.

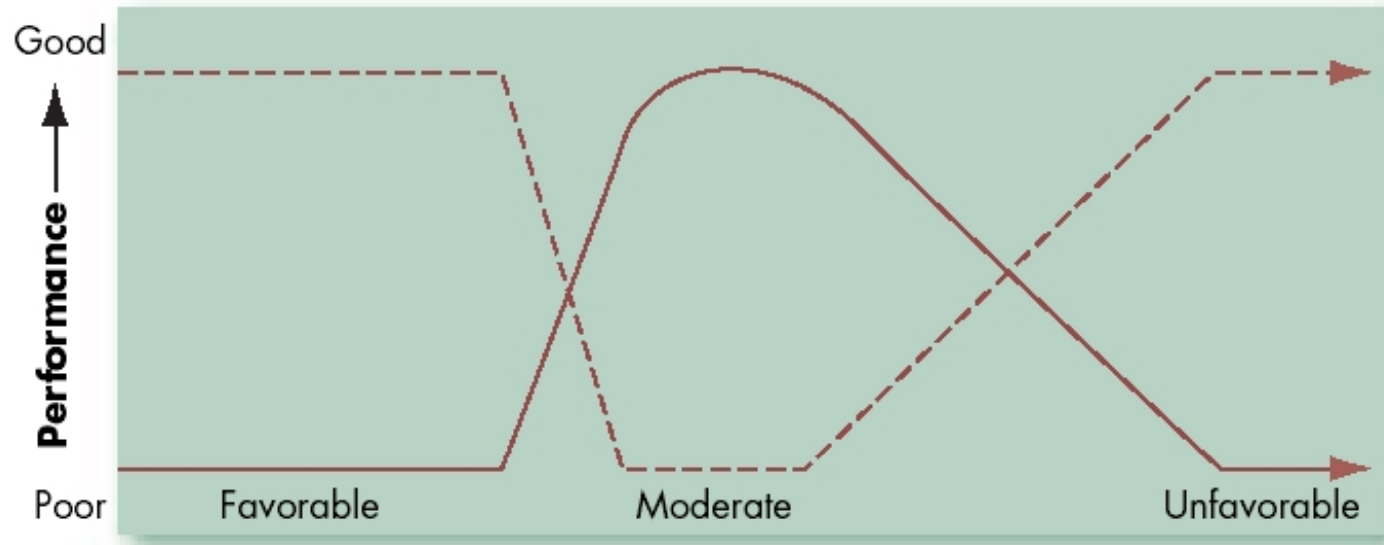
## **task structure**

The degree to which the job assignments are procedurized.

---

# Findings from Fiedler Model

--- Task oriented  
 — Relationship oriented



Category	I	II	III	IV	V	VI	VII	VIII
----------	---	----	-----	----	---	----	-----	------

Leader-member relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
Task structure	High	High	Low	Low	High	High	Low	Low
Position power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak

**EXHIBIT 11-2**

# Cognitive Resource Theory

## **cognitive resource theory**

A theory of leadership that states that stress unfavorably affects a situation and that intelligence and experience can lessen the influence of stress on the leader.

### **Research Support:**

- **Less intelligent individuals perform better in leadership roles under high stress than do more intelligent individuals.**
- **Less experienced people perform better in leadership roles under low stress than do more experienced people.**

# Hersey and Blanchard's Situational Leadership Theory

## situational leadership theory (SLT)

A contingency theory that focuses on followers' readiness.





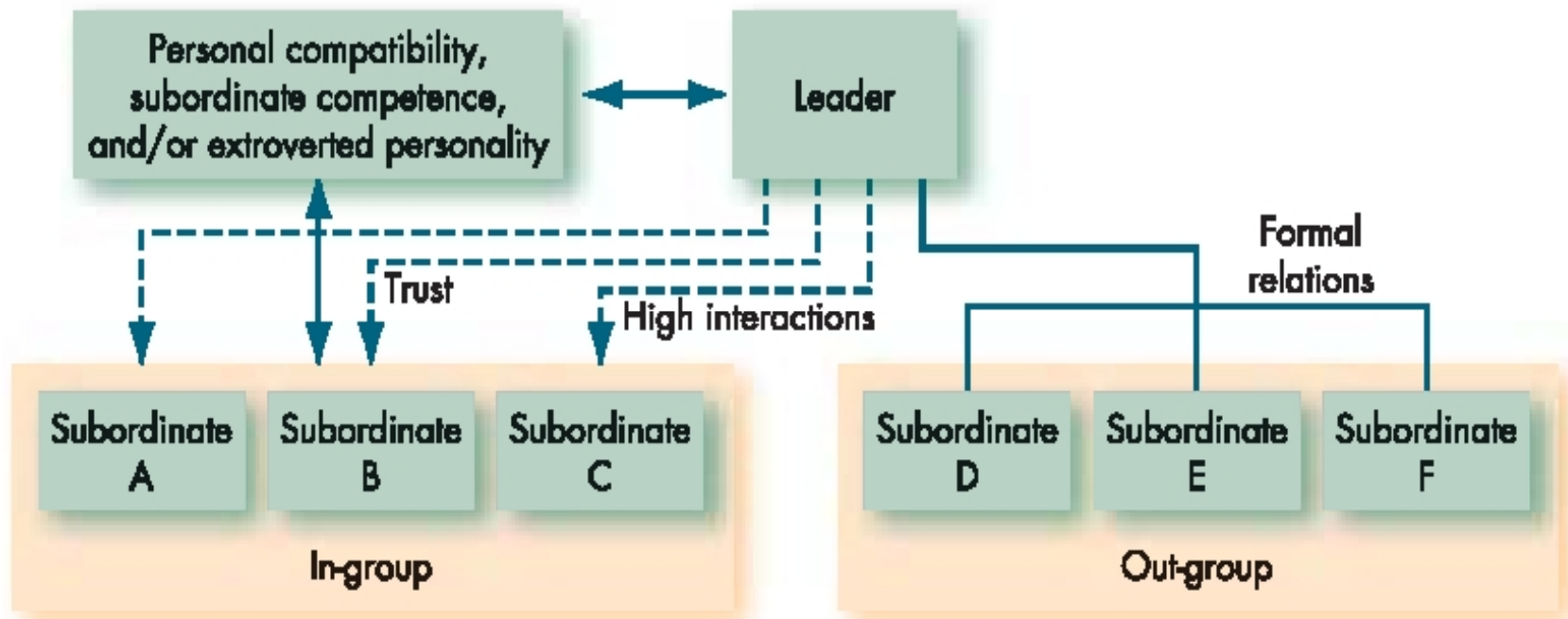
# Leader–Member Exchange Theory

## leader–member exchange (LMX) theory

Leaders create in-groups and out-groups, and subordinates with in-group status will have higher performance ratings, less turnover, and greater satisfaction with their superior.



# Leader-Member Exchange Theory



EXHIBIT

11-3

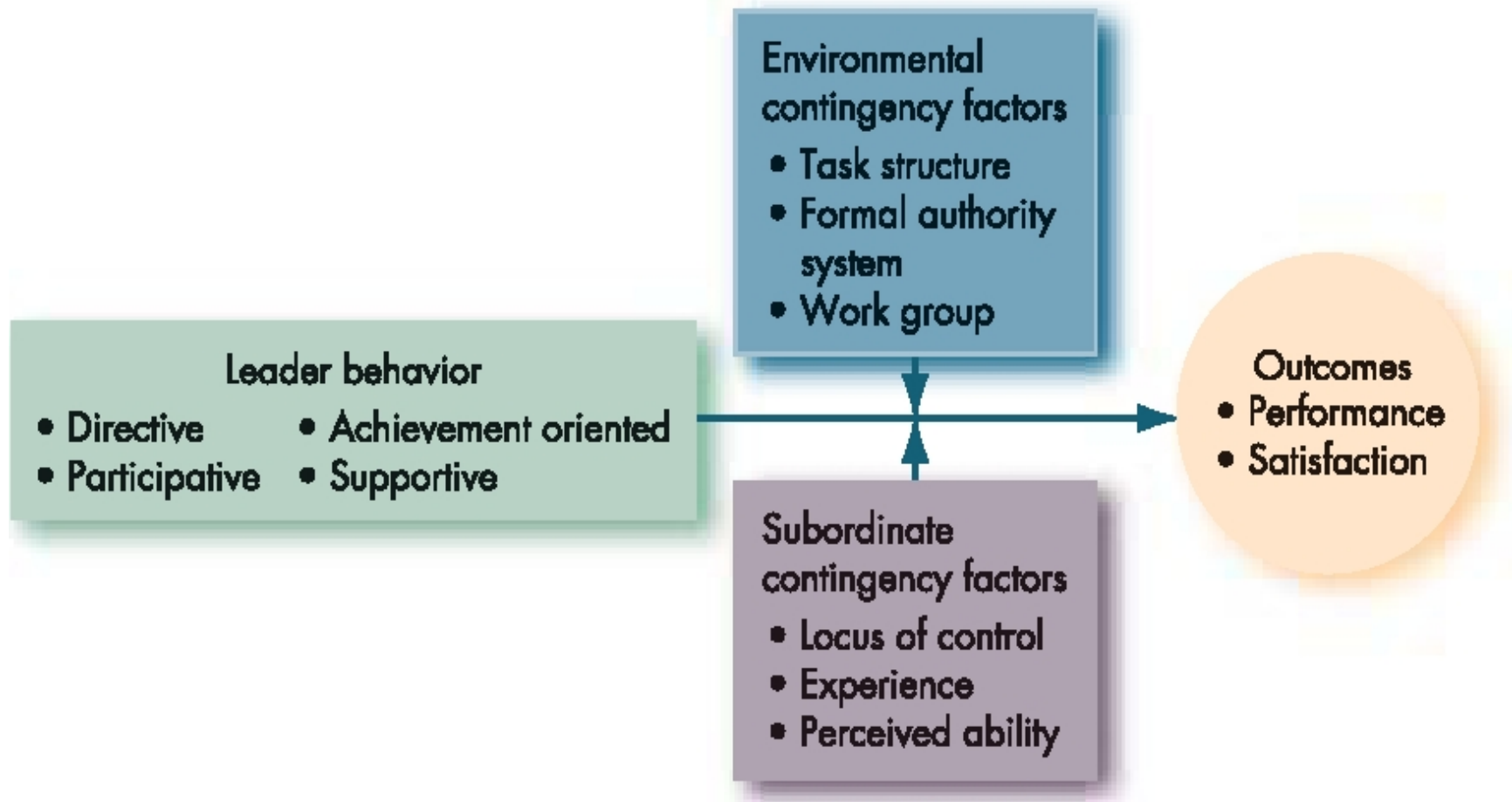
# Path-Goal Theory

## path-goal theory

The theory that it is the leader's job to assist followers in attaining their goals and to provide the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organization.



# The Path-Goal Theory



EXHIBIT

11-4

# Leader-Participation Model

## leader-participation model

A leadership theory that provides a set of rules to determine the form and amount of participative decision making in different situations.



# Contingency Variables in the Revised Leader-Participation Model

1. Importance of the decision
2. Importance of obtaining subordinate commitment to the decision
3. Whether the leader has sufficient information to make a good decision
4. How well structured the problem is
5. Whether an autocratic decision would receive follower commitment
6. Whether followers “buy into” the organization’s goals
7. Whether there is likely to be conflict among subordinates over solution alternatives
8. Whether followers have the necessary information to make a good decision
9. Time constraints on the leader that may limit follower involvement
10. Whether costs to bring geographically dispersed members together is justified
11. Importance to the leader of minimizing the time it takes to make the decision
12. Importance of using participation as a tool for developing follower decision skills