

Chapter 3

Leadership Behavior and Motivation

Behavioral Theory Paradigm

- Following the study of traits in leaders, researchers focused their attention on studying what the leader says and does in an effort to identify the differences in the behavior of effective leaders versus ineffective leaders

Leadership Behavior and Leadership Style

- ❑ Behavior is based on traits and skills
- ❑ Relationships between leaders and followers are based on the leaders' traits and attitudes
- ❑ Relationships are good predictors of employee behavior and performance
- ❑ Leadership style is the combination of traits, skills, and behaviors leaders use as they interact with followers

University of Iowa Leadership Styles

Autocratic-----Democratic

Source: Adapted from K. Lewin, R. Lippett, and R.K. White, 1939. "Patterns of Aggressive Behavior in Experimentally Created Social Climates." *Journal of Social Psychology* 10: 271–301.

- ❑ Autocratic: Leader makes decisions, tells employees what to do, and closely supervises them
- ❑ Democratic: Leader encourages participation in decisions, works with employees to determine what to do, and does not closely supervise them

University of Michigan Leadership Model: Two Leadership Styles, One Dimension

Job-Centered Leadership Style-----Employee-Centered Leadership Style

Source: Adapted from R. Likert, *New Patterns of Management*. (New York: McGraw Hill, 1961)

□ Job-centered leadership style:

- Refers to the extent to which the leader takes charge to get the job done
- The leader closely directs subordinates with clear roles and goals
- The manager tells subordinates what to do and how to do it

□ Employee-centered leadership style:

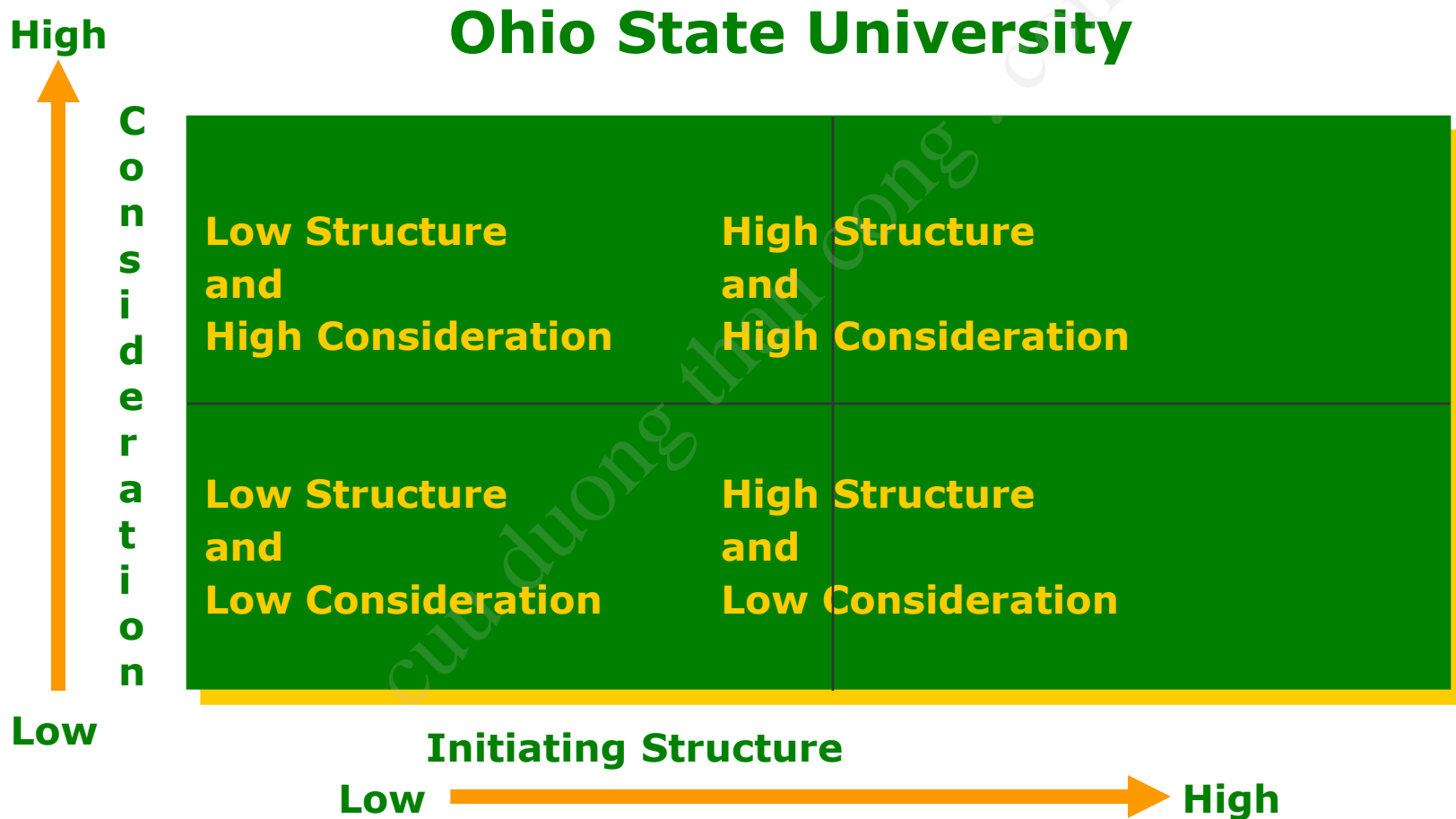
- Has scales measuring two employee-oriented behaviors of supportive leadership and interaction facilitation
- The leader focuses on meeting the human needs of employees while developing relationships
- The leader is sensitive to subordinates and communicates to develop trust, support, and respect

Ohio State University Leadership Model

Behaviors identified:

- Initiating structure behavior
 - Focuses on getting the task done
- Consideration behavior
 - Focuses on meeting people's needs and developing relationships

The Ohio State University Leadership Model: Four Leadership Styles, Two Dimensions

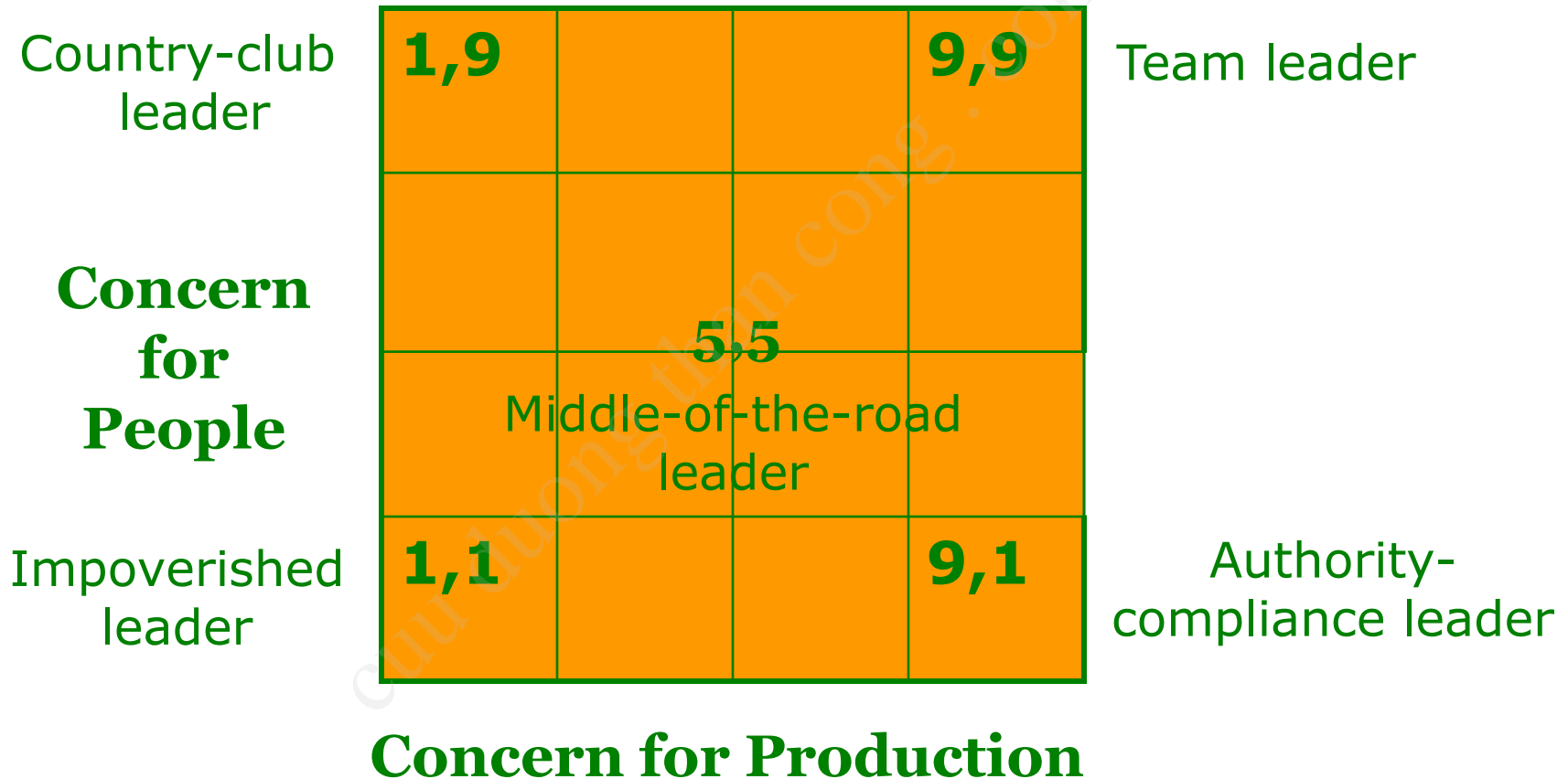


Source: Adapted from R. Likert, *New Patterns of Management*. (New York: McGraw Hill, 1961)

Which is the Best Leadership Style?

- ❑ There is no one best leadership style in all situations.
- ❑ There has been a consistent finding that employees are more satisfied with a leader who is high in consideration.

Blake, Mouton, and McCanse Leadership Grid



Source: Adapted from Robert R. Blake and Jane S. Mouton, *The Managerial Grid III* (Houston: Gulf, 1985); and Robert R. Blake and Anna Adams McCanse, *Leadership Dilemmas—Grid Solutions* (Houston: Gulf, 1991), 29.

The Leadership Grid

- Impoverished (1,1)
 - Low concern for production
 - Low concern for people
 - The leader does the minimum required to remain employed
- Authority-compliance (9,1)
 - High concern for production
 - Low concern for people
 - The leader focuses on getting the job done while people are treated like machines

The Leadership Grid (cont.)

□ Country club (1,9)

- High concern for people
- Low concern for production
- The leader strives for a friendly atmosphere

□ Middle of the road (5,5)

- Medium concern for production
- Medium concern for people
- The leader strives for satisfactory performance and morale

The Leadership Grid (cont.)

□ Team (9,9)

- High concern for people
- High concern for production
- The leader strives for maximum performance and employee satisfaction

Importance of Research in Behavior-Based Leadership

- ❑ Led to a shift in the leadership paradigm to contingency leadership theory
- ❑ Recognized that organizations need both production and people leadership
- ❑ Supported that most leadership functions can be carried out by someone besides the designated leader of a group (i.e., idea of participative leadership introduced)

Motivation

- Is anything that affects behavior in pursuing a certain outcome
- The pursuit of happiness and satisfaction is fundamental to motivation
- Making employees happier and healthier increases their effort, contributions, and productivity

The Motivation Process

- ❑ People go from need to motive to behavior to consequence to satisfaction or dissatisfaction
- ❑ A need or want motivates all behavior
- ❑ Needs and motives are complex
- ❑ Understanding needs helps the leader to better understand motivation and behavior
- ❑ Motives cannot be observed; only behavior can be witnessed

The Motivation Process (cont.)



Major Motivation Theories

CLASSIFICATION OF MOTIVATION THEORIES	SPECIFIC MOTIVATION THEORY
1. <i>Content motivation theories</i> (Focus on explaining and predicting behavior based on employee need motivation)	A. Hierarchy of needs theory B. Two-factor theory C. Acquired needs theory
2. <i>Process motivation theories</i> (Focus on understanding how employees choose behaviors to fulfill their needs)	A. Equity theory B. Expectancy theory C. Goal-setting theory
3. <i>Reinforcement theory</i> (Proposes that behavior can be explained, predicted, and controlled through the consequences for behavior)	Types of Reinforcement <ul style="list-style-type: none">• Positive• Avoidance• Extinction• Punishment

Content Motivation Theories

- Focus on explaining and predicting behavior based on people's needs
- The primary reason people do what they do is to meet their needs or to satisfy their wants

Content Motivation Theories (cont.)

Content Motivation Theories

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graph TD; A[Content Motivation Theories] --> B[Hierarchy of Needs]; A --> C[Two-Factor]; A --> D[Acquired Needs]
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Hierarchy of Needs

Two-Factor

Acquired Needs

Hierarchy of Needs Theory

- In the 1940s, Abraham Maslow developed his hierarchy of needs theory
- Based on four major assumptions

Maslow's Assumptions

- ❑ Only unmet needs motivate
- ❑ People's needs are arranged in order of importance going from basic to complex
- ❑ People will not be motivated to satisfy a higher-level need unless the lower-level need(s) has been least minimally satisfied
- ❑ People have five classifications of needs

Maslow's Hierarchy of Needs



Maslow's Hierarchy of Needs (cont.)

□ Physiological needs

- Air
- Food
- Shelter
- Sex
- Relief from or avoidance of pain

Maslow's Hierarchy of Needs (cont.)

□ Safety needs

- Safety
- Security

□ Belongingness (Social) needs

- Love
- Friendship
- Acceptance
- Affection

Maslow's Hierarchy of Needs (cont.)

□ Esteem needs

- Ego
- Status
- Self-respect
- Recognition
- Self-confidence
- Prestige

Maslow's Hierarchy of Needs (cont.)

□ Self-actualization needs

- Develop to one's full potential
- Growth
- Achievement
- Advancement

Motivating Employees with Hierarchy of Needs Theory

- ❑ Meet employees' lower-level needs so they do not dominate the employees' motivational process
- ❑ Get to know and understand people's needs
- ❑ Meet employees' needs to increase performance

Two-Factor Theory

□ Maintenance factors

- Extrinsic motivators
- Include pay, job security, title, working conditions, benefits, and relationships

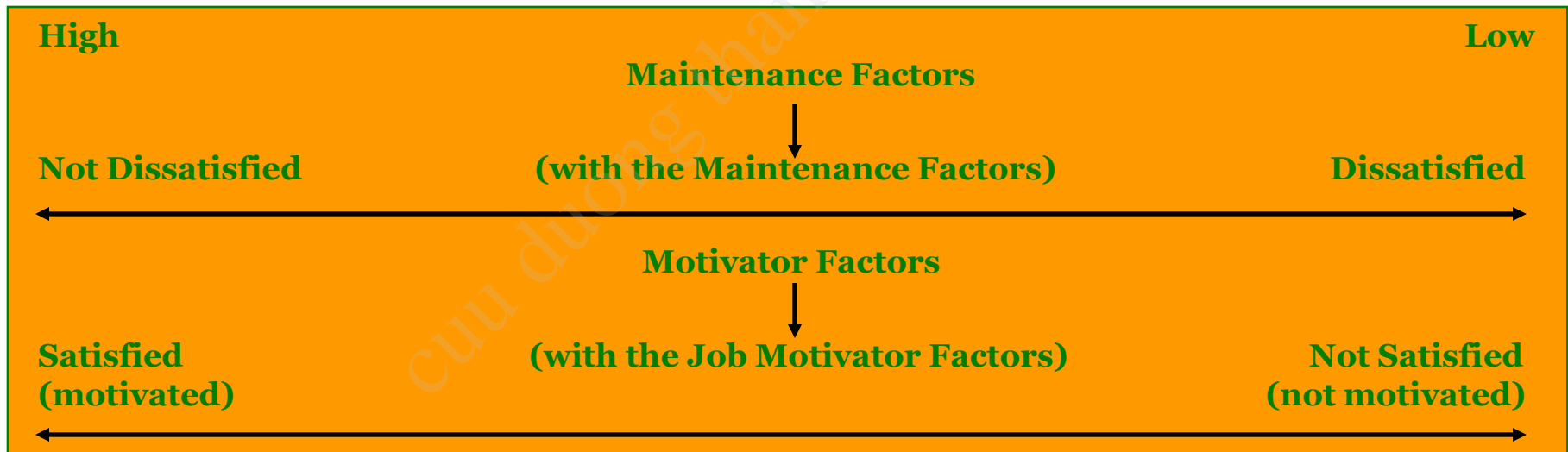
□ Motivator factors

- Intrinsic motivators
- Include achievement, recognition, challenge, and advancement

Herzberg's Two-Factor Motivation Theory

□ Based on two continuums:

- Not dissatisfied with the environment (maintenance) to dissatisfied
- Satisfied with the job itself (motivators) to not satisfied



Source: Adapted from F. Herzberg, "The Motivation-Hygiene Concept and Problems of Manpower." *Personnel Administrator*: 3-7 (1964); and F. Herzberg, "One More Time: How Do You Motivate Employees?" *Harvard Business Review* (January-February 1967): 53.

Money as a Motivator

- ❑ Has limited value as a motivator
- ❑ Matters more to some people than others
- ❑ May motivate to a comfortable income level, then cease to be effective

Motivating Employees with Two-Factor Theory

- ❑ Managers must first ensure that the employees' level of pay and other maintenance factors are adequate
- ❑ Once employees are not dissatisfied with their pay (and other maintenance factors), they can be motivated through their jobs (intrinsic motivators)
- ❑ Job enrichment
 - Building motivators into the job itself by making it more interesting and challenging

Acquired Needs Theory

- Proposes that people are motivated by their need for:
 - Achievement
 - Power
 - Affiliation

Motivating Employees with Acquired Needs Theory

- Employees with a high need for achievement (n Ach)
 - Give them nonroutine work
 - Give them challenging tasks with clear, attainable objectives
 - Give them fast and frequent performance feedback
 - Give them increased responsibility for doing new things
 - Keep out of their way

Motivating Employees with Acquired Needs Theory (cont.)

- Employees with a high need for power (n Pow)
 - Let them plan and control own jobs
 - Include them in decision making
 - Let them work alone rather than on teams
 - Assign them to a whole task rather than part of a task

Motivating Employees with Acquired Needs Theory (cont.)

- Employees with a high need for affiliation (n Aff)
 - Have them work on teams
 - Give lots of praise and recognition
 - Have them train and orient new employees
 - Let them serve as mentors

Process Motivation Theories

- Focus on understanding how people choose behavior to fulfill their needs
- Are more complex than content motivation theories
- Attempt to understand:
 - Why people have different needs
 - Why their needs change
 - How and why people choose different means to satisfy their needs
 - The mental process involved
 - How they evaluate their need satisfaction

Equity Theory

- Based on perceptions of fair management
 - If management actions are perceived as unfair, employees will feel angry, outraged, resentful
- People are said to be motivated to seek social equity in the rewards they receive (output) for their performance (input)

Equity Theory (cont.)

Proposes that employees are motivated when their perceived inputs equal outputs.

Our inputs
(contributions) = Others' input
(contributions)

Our outputs
(rewards) = Others' outputs
(rewards)

Equity Theory (cont.)

- ❑ People will compare their own perceived inputs and outputs to those they perceive that others receive
- ❑ When inequity is perceived, employees will attempt to reduce it by reducing inputs or increasing output

Motivating with Equity Theory

- ❑ Understand that equity is based on perception, which may not be correct
- ❑ Reward equitably based on production
- ❑ Ensure that employees understand the inputs that are required to achieve certain outputs
- ❑ When incentive pay is used, ensure that clear standards exist

Expectancy Theory

- Proposes that employees are motivated when:
 - They believe they can accomplish the task
 - They will get the reward
 - The rewards for doing so are worth the effort

Expectancy Theory Variables

- Expectancy is a person's perception of his or her ability to accomplish an objective
- Instrumentality is the belief that successful performance will result in receiving the reward
- Valence is the value a person places on the outcome or reward

$$\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$$

Motivating with Expectancy Theory

- ❑ Clearly define objectives and the required performance to achieve them
- ❑ Tie performance to rewards
- ❑ Be sure rewards are of value to the employee
- ❑ Make sure employees believe you will do what you say you will do
- ❑ Use the Pygmalion effect to increase expectations

Goal-Setting Theory

- Proposes that specific, difficult goals motivate people
- Goals give people a sense of purpose as to why they are working to accomplish a given task

How does a leader set meaningful goals and objectives to motivate subordinates?

Criteria for Objectives

- Singular result
 - One end result
- Specific
 - Exact performance expected
- Measurable
 - Observe and measure progress
- Target date
 - Specific completion date

Other Criteria for Objectives

- Difficult but achievable
 - Should “stretch” the employee or team, but not too much
- Participatively set
- Commitment of employees
 - Employees must accept the objectives

Using Goal Setting to Motivate Employees

- May be the most effective management tool for leaders to use to motivate followers

Reinforcement Theory

- Proposes that through the consequences for behavior, people will be motivated to behave in predetermined ways
- Based on studies of B. F. Skinner
- Uses:
 - Behavior modification
 - Operant conditioning

Components of Reinforcement Theory



Types of Reinforcement

□ Positive reinforcement

- Encourages continued behavior via attractive consequences (rewards)
- May be praise or a bonus, etc.

□ Avoidance (*negative*) reinforcement

- Encourages desired behavior with negative consequences for undesired behavior
- Rules are designed to get employees to avoid certain behavior

Types of Reinforcement (cont.)

□ Extinction

- Used with punishment to reduce or eliminate undesirable behavior
- Reinforcement is withheld when undesirable behavior is performed
- If leaders do not reward good performance, the result may be the extinction of that good performance

Types of Reinforcement (cont.)

□ Punishment

- Provides undesirable consequences for undesirable behavior
- Includes reprimands, fines, suspensions, demotion, firing, etc.
- May reduce a specific undesirable behavior but cause others to appear
- Is the most controversial method of motivation
- Is also the least effective method of motivation

Schedules of Reinforcement

- Continuous reinforcement
 - Each and every desired behavior is reinforced
- Intermittent reinforcement
 - Based on passage of time or output
 - Passage of time is called an interval schedule
 - Output is called a ratio schedule
 - Four types of interval alternatives
 - Fixed interval schedule – Paycheck every week
 - Variable interval schedule – Praise now and then, surprise inspection, pop quiz
 - Fixed ratio schedule – Piece rate after producing a standard rate
 - Variable ratio schedule – praise for excellent work, lottery for punctual employees

You Get What You Reinforce

You get what you reinforce, not necessarily what you reward

The Folly of Rewarding A, While Hoping for B

- Involves rewarding behavior that is trying to be discouraged, while the desired behavior is not being rewarded at all

MANAGERS HOPE FOR:

Long-term growth and environmental social responsibility

Innovative thinking and risk-taking

Teamwork and collaboration

Employee involvement and empowerment

High achievement

Candor such as telling of bad news early

BUT MANAGERS FREQUENTLY REWARD:

Quarterly earnings

Proven methods and not making mistakes

The best competitive individual performers

Tight control over operations and resources

Another year's effort

Reporting good news, whether it is true or not, and agreeing with the boss, whether the boss is right or wrong

Motivating with Reinforcement

- Set clear objectives
 - Employees must understand what is expected
- Select appropriate rewards
 - Must be seen as rewards
- Select the appropriate reinforcement schedule
- Do not reward unworthy performance
- Look for the positive
- Give sincere praise
- Do things for your employees

Giving Praise

- Feedback and praise have a strong impact on performance
 - As much as pay
- Costs nothing
- Takes only a little time
- Can cause the Pygmalion effect
- Creates a win-win situation
- Basis of the book: *The One-Minute Manager*

Giving Praise Model

