



Everyone's Smart
University

Theories of Leadership

Chapter 4

PMG511

Project Leadership

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Learning Outcomes:

- 4.1 Understand different leadership theories.
- 4.2 Types of leadership power (Influence).
- 4.3 Motivators.
- 4.4 Culture.
- 4.5 Professional Discipline and Ethics.
- 4.6 Summary and Conclusions.
- 4.7 Self Assessment.

Theories of Leadership

- The interest in leadership increased during the early part of the 1900's .



“Great Man” Theory **(1900's)**

“Great Man” Theory

- **Great Man theories** assume that the capacity for leadership is **inherent** – **that great leaders are born, not made.**
- These theories often reveals a great leaders as hero, myth, and fated to end by leadership when needed.
- The term “Great Man” was used because, at that time, leadership was believed on **a male quality**, especially in terms of military leadership.



“Great Man” Theory Cont..

- Great Man approach actually emphasis “**charismatic leadership**”.
- (**Gandhi, Lincoln, Napoleon**) .

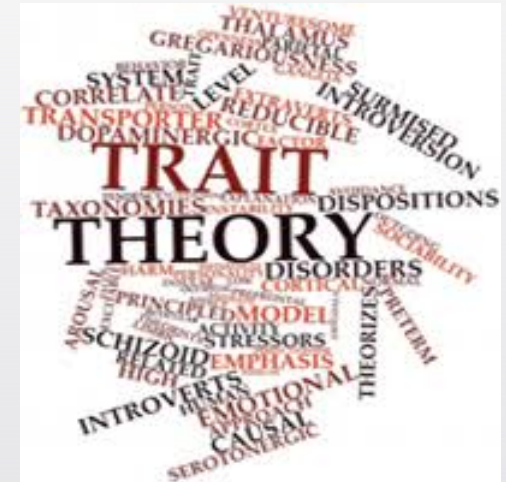


Trait Theory

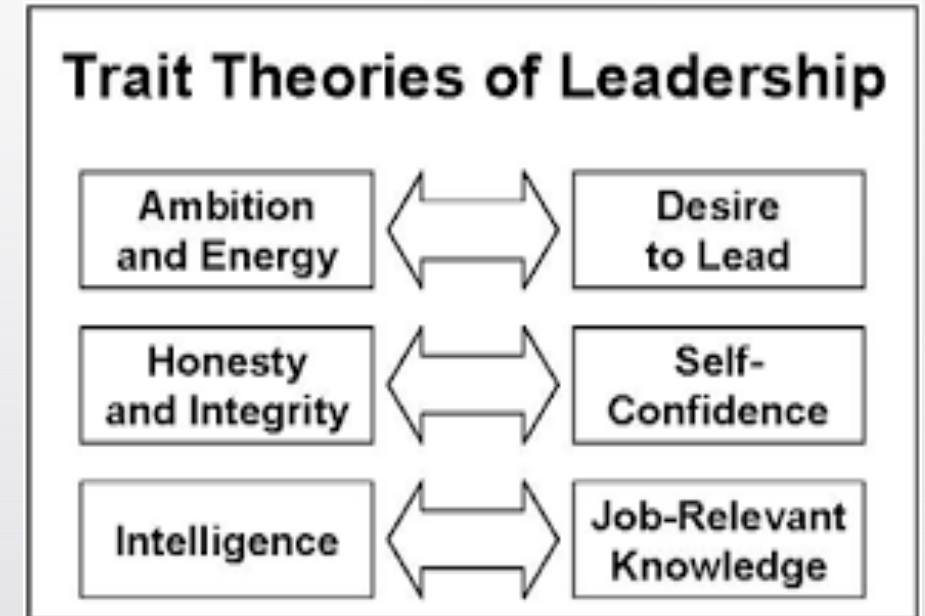
(1940's – 1950's)

Trait Theory

- Similar in some ways to “Great Man” theories, trait theory **assumes that people inherit certain qualities and traits that make them better matched to leadership.**
- Trait theories often identify certain **personality or behavioral characteristics shared by leaders.**



- **The Trait Theories Of Leadership is** a social, physical traits that differentiate leaders from non leaders
- Trait theories of leadership deal with personality, Trait view has little **analytical or predictive value, Technical, and human skills.**
- all leaders would have to possess those unique and consistent characteristics, making it easy to find leaders in organizations.



What Traits associated with Leadership ?

1

Drive.

Leaders exhibit a high effort level. They have a relatively high desire for achievement, they are ambitious, they have a lot of energy, they are tirelessly persistent in their activities, and they show initiative.

2

Desire to lead.

Leaders have a strong desire to influence and lead others. They demonstrate the willingness to take responsibility.

3

Honesty and integrity.

Leaders build trusting relationships with followers by being truthful, or nondeceitful, and by showing high consistency between word and deed.

4

Self-confidence.

Followers look to leaders who don't self-doubt. Leaders, therefore, need to show self-confidence in order to convince followers of the rightness of their goals and decisions.

5

Intelligence.

Leaders need to be intelligent enough to gather, synthesize, and interpret large amounts of information, and they need to be able to create visions, solve problems, and make correct decisions.

6

Job-relevant knowledge.

Effective leaders have a high degree of knowledge about the company, industry, and technical matters. In-depth knowledge allows leaders to make well-informed decisions and to understand the implications of those decisions.

7

Extraversion.

Leaders are energetic, lively people. They are sociable, assertive, and rarely silent or withdrawn.

Sources: Based on S. A. Kirkpatrick and E. A. Locke, "Leadership: Do Traits Really Matter?" *Academy of Management Executive*, May 1991, pp. 48–60; and T. A. Judge, J. E. Bono, R. Ilies, and M. W. Gerhardt, "Personality and Leadership: A Qualitative and Quantitative Review," *Journal of Applied Psychology* (August 2002), pp. 765–80.

TRAITS AND SKILLS FOR LEADER

Traits	Skills
Adaptable to situations	Clever (intelligent)
Alert to social environment	Conceptually skilled
Ambitious, achievement oriented	Creative
Assertive	Diplomatic and tactful
Cooperative	Fluent in speaking
Decisive	Knowledgeable about the work
Dependable	Organized (administrative ability)
Dominant (power motivation)	Persuasive
Energetic (high activity level)	Socially skilled
Persistent	
Self-confident	
Tolerate of stress	
Willing to assume responsibility	

Source: Based on Ralph Stogdill *Handbook of Leadership: A Survey of the Literature* (New York: Free Press, 1974), p. 237.

Behavioral Theories (1950's – 1960's)

University of Iowa and Ohio State Studies

UNIVERSITY OF IOWA⁴

Behavioral Dimension

Democratic style: involving subordinates, delegating authority, and encouraging participation

Autocratic style: dictating work methods, centralizing decision making, and limiting participation

Laissez-faire style: giving group freedom to make decisions and complete work

CONCLUSION

Democratic style of leadership was most effective, although later studies showed mixed results.

OHIO STATE⁵

Behavioral Dimension

Consideration: being considerate of followers' ideas and feelings

Initiating structure: structuring work and work relationships to meet job goals

CONCLUSION

High-high leader (high in consideration and high in initiating structure) achieved high subordinate performance and satisfaction, but not in all situations

University of Michigan Study and Managerial Grid

UNIVERSITY OF MICHIGAN⁶

Behavioral Dimension

Employee oriented: emphasized interpersonal relationships and taking care of employees' needs

Production oriented: emphasized technical or task aspects of job

CONCLUSION

Employee-oriented leaders were associated with high group productivity and higher job satisfaction.

MANAGERIAL GRID⁷

Behavioral Dimension

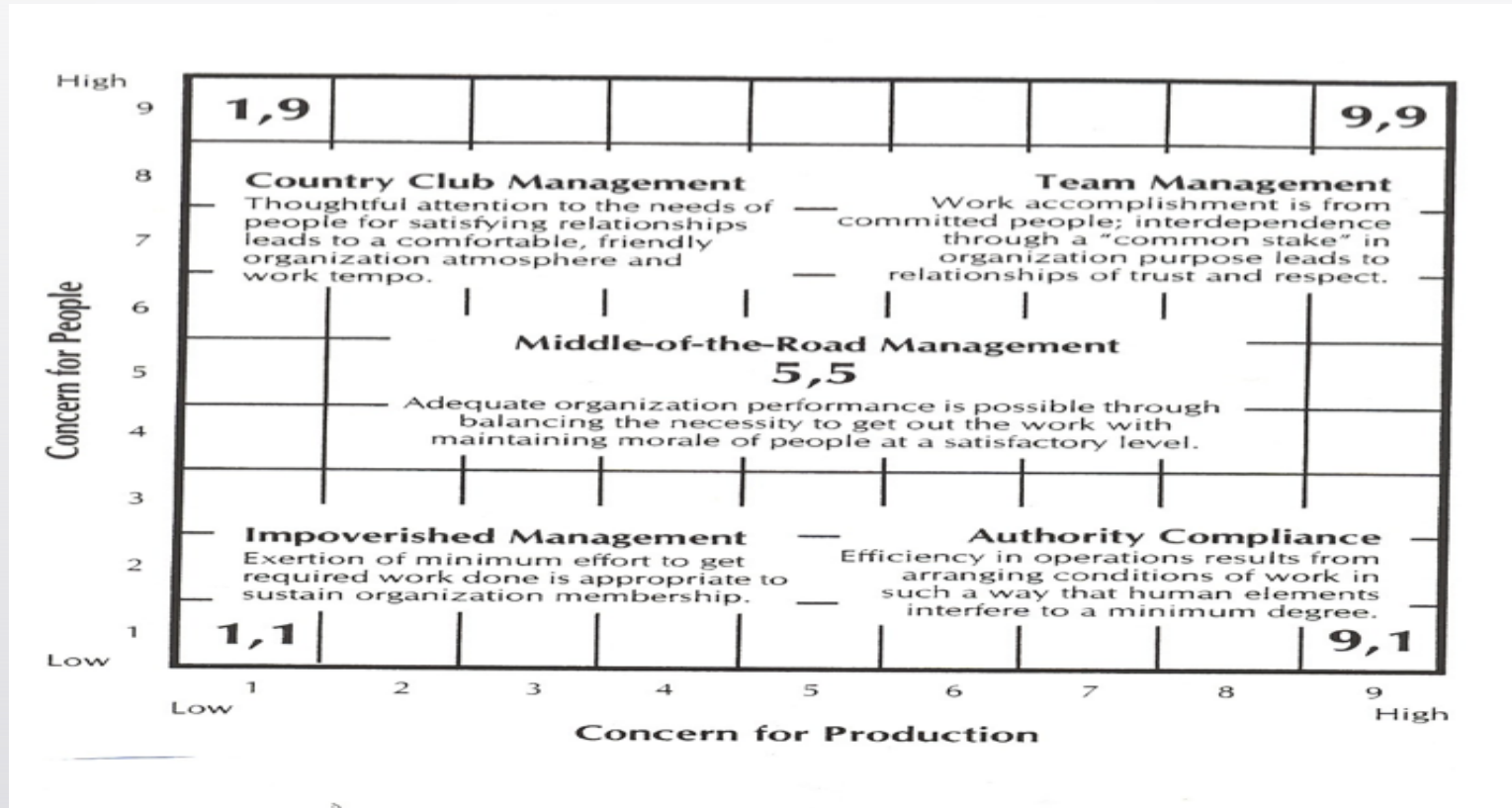
Concern for people: measured leader's concern for subordinates on a scale of 1 to 9 (low to high)

Concern for production: measured leader's concern for getting job done on a scale 1 to 9 (low to high)

CONCLUSION

Leaders performed best with a 9,9 style (high concern for production and high concern for people).

The Managerial Grid



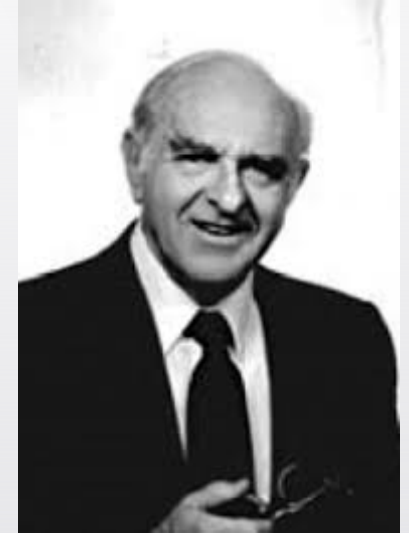
Contingency Theories (1960's– 1970's)

Describe the four major contingency leadership theories?

- The Fiedler Model.
- Situational Leadership Theory.
- Leader-Participation Model.
- Path-Goal Theory.

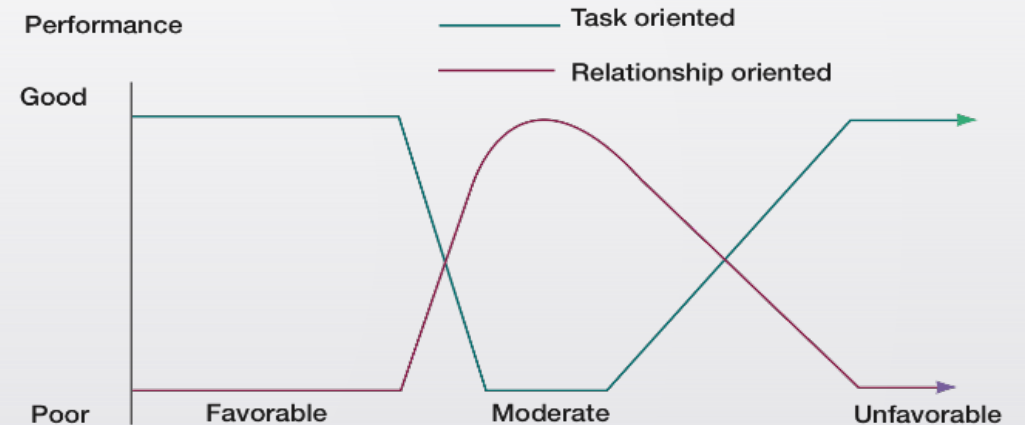
1) The Fiedler Model

- The Fiedler Contingency Model was created in the mid-1960s by Fred Fiedler.
- The model states that there is **no one best style** of leadership. Instead, a leader's effectiveness is based on the situation.
- **Fiedler believes a key factor in leadership success is the individual's basic leadership style** which could be categorized as either task oriented or relationship oriented.



The Fiedler Model - Least-Preferred Coworker Questionnaire

LPC: An instrument that tells to measure whether a person is task or relationship oriented .



Category	Highly Favorable			Moderate		Highly Unfavorable		
	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

Least-Preferred Coworker Questionnaire

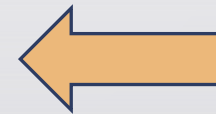
- If the **low LPC score** then the person is **task oriented**.
- If the **high LPC score** then the person is **relationship oriented**.

Least Preferred Coworker (LPC) Scale

Pleasant	8 7 6 5 4 3 2 1	Unpleasant
Friendly	8 7 6 5 4 3 2 1	Unfriendly
Rejecting	8 7 6 5 4 3 2 1	Accepting
Tense	8 7 6 5 4 3 2 1	Relaxed
Cold	8 7 6 5 4 3 2 1	Warm
Supportive	8 7 6 5 4 3 2 1	Hostile
Boring	8 7 6 5 4 3 2 1	Interesting
Quarrelsome	8 7 6 5 4 3 2 1	Harmonious
Gloomy	8 7 6 5 4 3 2 1	Cheerful
Open	8 7 6 5 4 3 2 1	Closed
Backbiting	8 7 6 5 4 3 2 1	Loyal
Untrustworthy	8 7 6 5 4 3 2 1	Trustworthy
Considerate	8 7 6 5 4 3 2 1	Inconsiderate
Nasty	8 7 6 5 4 3 2 1	Nice
Agreeable	8 7 6 5 4 3 2 1	Disagreeable
Insincere	8 7 6 5 4 3 2 1	Sincere
Kind	8 7 6 5 4 3 2 1	Unkind

2) Situational Leadership Theory (SLT)

Which **leadership styles** might be suitable in different situations, and what are those **different situations**?



Situational Leadership Theory (cont.)

- It was developed by **Paul Hersey and Ken Blanchard**.
- It is a contingency theory that focuses on followers' readiness.
- It refers to those leaders who adopt different leadership styles according to the situation and the development level of their team members. It is an effective way of leadership because it adapts to the team's needs and sets a beneficial balance for the whole organization.



Situational Leadership Theory (cont.)

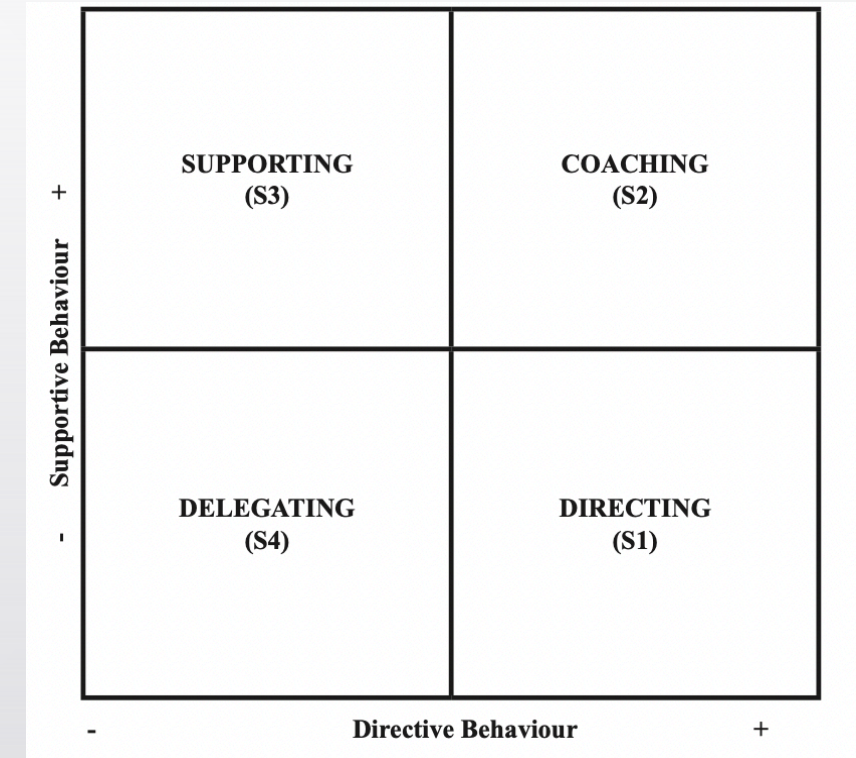
LEADER

FOLLOWERS

Now—let's put the **two together!**

Situational Leadership Theory (cont.)

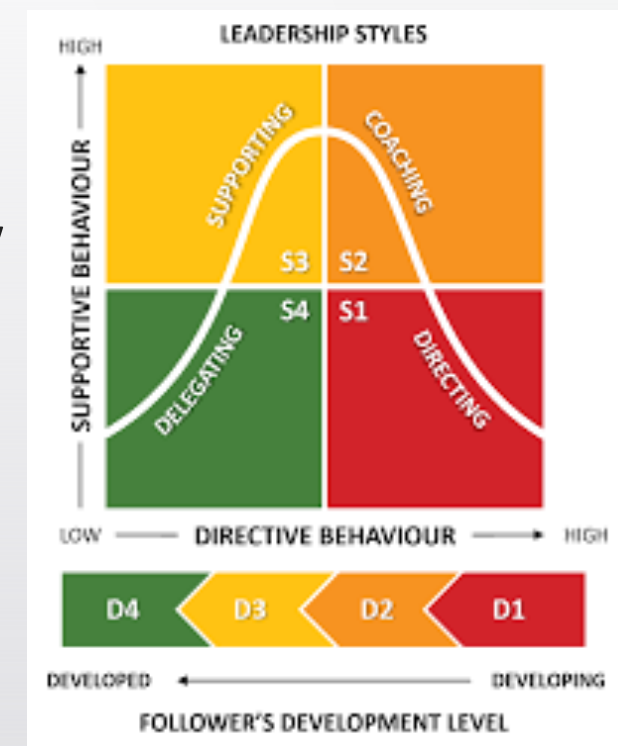
- Situational theories propose that **leaders choose the best** course of action based upon situational variable.
- Different styles of leadership may be more appropriate for certain types of decision- making.



Situational Leadership Theory (cont.)

Hersey and Blanchard suggested that there are four primary leadership styles:

- **Telling (S1):** In this leadership style, the **leader** tells people what to do and how to do it.
- **Selling (S2):** This style involves more back-and-forth between leaders and followers. **Leaders** "sell" their ideas and message to get group members to buy into the process.
- **Participating (S3):** In this approach, the **leader** offers less direction and allows members of the group to take a more active role in coming up with ideas and making decisions.
- **Delegating (S4):** This style is characterized by a less involved, hands-off approach to leadership. Group members tend to make most of the decisions and take most of the responsibility for what happens.



3) Participative Theories

Leader-Participation Model (Yroom & Yetton's 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.**
- Participative leadership theories suggest that **the ideal leadership style is one that takes the input of others into account.**
- These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process.



Leader-Participation Model (contingency variables)

1. Importance of the decision
2. Importance of obtaining follower 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 followers 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 are 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

Source: Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 13th, ©2009.
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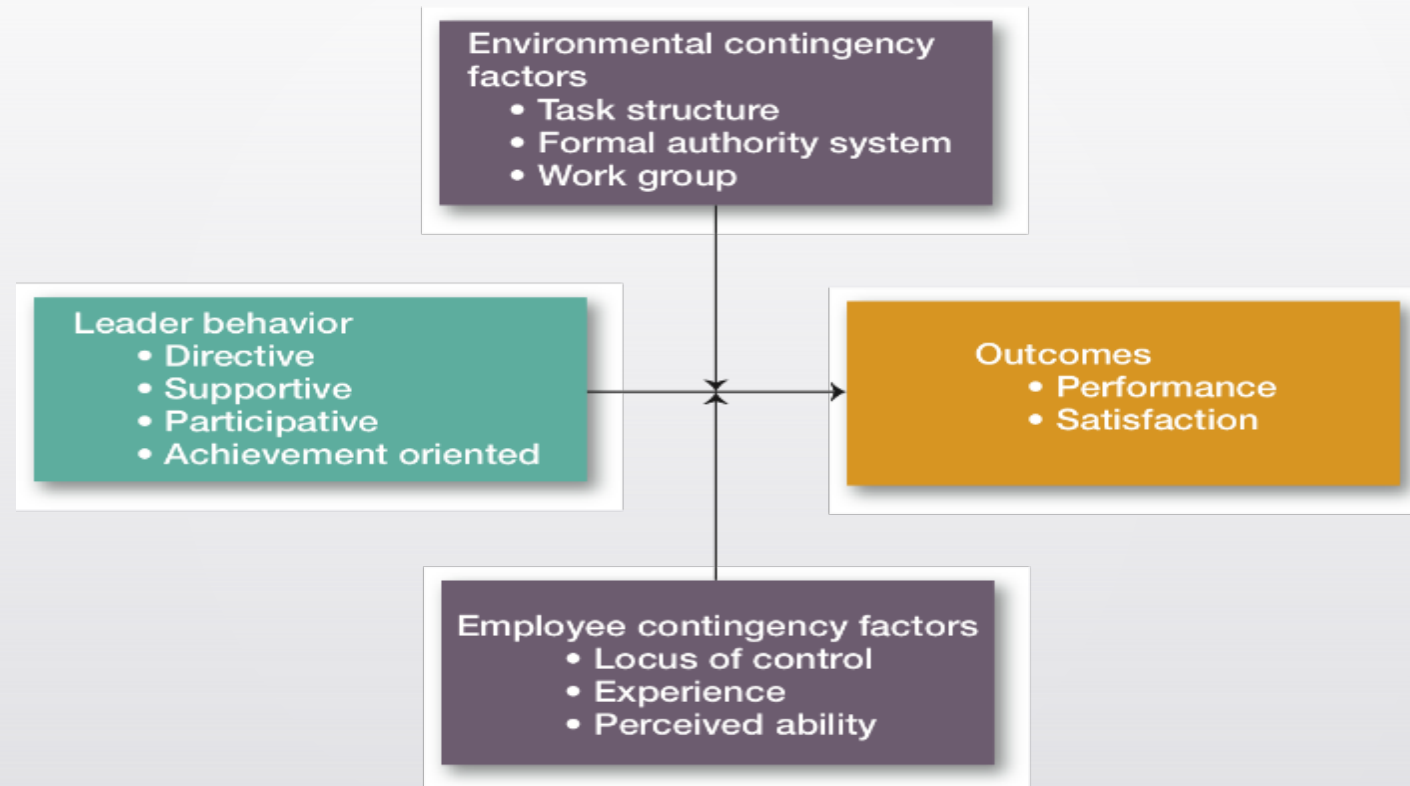
4) Path-Goal Theory

Four leadership behaviors:

1. **A directive leader** lets subordinates know what's expected of them, schedules work to be done, and gives specific guidance on how to accomplish tasks.
2. **A supportive leader** shows concern for the needs of followers and is friendly.
3. **A participative leader** consults with group members and uses their suggestions before making a decision.
4. **An achievement-oriented leader** sets challenging goals and expects followers to perform at their highest level.



Path-Goal Model



Modern Views Of Leadership

Modern Views Of Leadership

1. Leader-member exchange (LMX).
2. Transformational-transactional leadership.
3. Charismatic-visionary leadership.
4. Team leadership.

1)- Leader-Member Exchange Theory (LMX).

A leadership theory that says **leaders create in-groups and out-groups** and those in the **in-group** will have **higher performance ratings, less turnover, and greater job satisfaction.**

2)- Transactional vs. Transformational Leaders

Transactional Leaders

Leaders who lead primarily by using social exchanges (or transactions).

Transformational Leaders

leaders who stimulate and inspire (transform) followers to achieve extraordinary outcomes.

3)- Charismatic vs. Visionary Leaders



4)- Leaders and Teams

- The role of **team leader** is different from the traditional leadership role and many leaders are not equipped to handle the shift to employee teams.
- A good way to describe the team leader's job is to focus on two priorities:
 1. **Managing the team's external boundary; and**
 2. **Facilitating the team process.**



Influence

Types of leadership power

Influence

- Not just the leader; **All team members have influence on their peers.**
- Can be **positive** or **negative**
- **Choose appropriate combinations for each peer or team member.**
- Is being the 'boss' isn't enough?



Influence Types:

- **Formal / Legitimate**
 - Classic title-based position of authority.
 - Ex: CEO.
- **Penalty / Coercive**
 - The ability or fear of punishment such as demotion.
 - Ex: Sales manager who tells underperforming team members that they will be replaced if goals are not met.
- **Reward**
 - The ability to reward.
 - Ex: Employee reward and recognition as being the best achiever.
- **Expert**
 - A superior level of skill, experience, or knowledge.
 - Ex: statistician who helps team interpret data for a project.
- **Referent**
 - Based on trust and respect, similar to the influence of trusted family members
 - Ex: A coach who is known for preventing team member from bullying one another.

Influence Types activity.

- For each **leadership style**, which **types of influence** are:

Most likely or expected to be used

Most likely to be effective

1. *Least likely to be effective*

- **Decide which type of influence is appropriate / inappropriate for multiple leadership styles?**

Leadership Styles

Affiliative
Authoritarian/Commanding/Autocratic
Coaching
Democratic
Laissez-faire
Pacesetting
Transformational / Visionary

Types of Influence

Formal/Legitimate
Penalty/Coercive
Reward
Expert
Referent

Motivators

Motivators

- It is what makes us want to come to work.
- Norms often established by industry, organization, or previous leaders.
- What motivates you may or may not motivate others?
- Motivators are highly personal; the leader must consider each team member individually.
- Divided into Extrinsic and Intrinsic motivators.



Extrinsic Motivators

- **Money / Power**
 - Want to 'move up' in the organization or earn higher wages.
 - Ex: Salespeople, CEO's, Politicians
- **Recognition**
 - Often motivated most by acknowledgement of those in power.
 - Ex: Entertainment, Lawyers, Interns
- **Interpersonal Relationships**
 - Relationships with co-workers and a cooperative atmosphere are valued.
 - Ex: Religious Leaders, Social Workers

Intrinsic Motivators

- **Autonomy / Interesting Work**
 - Prefer the excitement of new and innovative endeavors.
 - Ex: Architects, Engineers
- **Purpose**
 - Need to feel that their work is beneficial to the causes they care about.
 - Ex: Doctors, Teachers, Military
- **Mastery / Exploration**
 - Personal achievement, problem solving opportunities, and creative endeavors are sought.
 - Ex: Artists, Scientists

Your Motivators activity

- Rank the following motivators from **most important** to you **to least important** to you:
 - Autonomy / Interesting Work
 - Interpersonal Relationships
 - Mastery / Exploration
 - Money / Power
 - Purpose
 - Recognition
- Are the majority of your group members **intrinsically or extrinsically** motivate?

Leaders Professional Ethics

Leaders Professional Ethics

- Ethics (self-discipline) are key to professionalism
- Ethics influence and are influenced by organizational culture
- Examples:
 - **Honesty regarding qualifications**
 - **Protecting proprietary information**
 - **Confronting conflict directly**
 - **Disclosing conflicts of interest**
 - **Focusing on mutual cooperation**
 - **Advocating for team members and stakeholders**



National Culture

National Culture

- The set of behaviors or beliefs that determine how an organization or team interacts or carries out work
- **Awareness of culture and different circumstances/attitudes** is key
- **Influenced by:**
 - The industry, environment, customers, organizational practices
 - Personalities, values, principles, etc. of the organization, leader, and team
- **Influences:**
 - Decision making, risk tolerance, decisiveness, orderliness, competitiveness
 - Level of attention to detail, amount of process, emphasis on achievement
 - Supportiveness, reward/punishment, team vs. individual contribution

National Culture

Cross-Cultural Leadership

- Korean leaders are expected to be paternalistic toward employees.
- Arab leaders who show kindness or generosity without being asked to do so are seen by other Arabs as weak.
- Japanese leaders are expected to be humble and speak frequently.
- Scandinavian and Dutch leaders who single out individuals with public praise are likely to embarrass, not energize, those individuals.



Emotional Intelligence (EI)

Emotional Intelligence (EI)

- EI, more than any other single factor, is the best predictor of who will emerge as a leader.
- EI is an essential element in leadership effectiveness.



Summary and Conclusions

Summary and Conclusions

- There are different leadership theories.
- We must be intentional in how we *influence* and *motivate* others
 - Awareness of various types and techniques is the key.
- *Project Management* is an important discipline which requires diverse skills and a commitment to ethics
- *Culture* influences every aspect of the organization and team.
- *EI* is an essential element in leadership effectiveness.

Self Assessment.

Self Assessment



- 1) - Compare and contrast the different leadership Theories?
- 2)- In 3 words or less, what cultural value is commonly held by the average organization in the industry?
- 3) What is the outcomes from the self discipline for the leader?



Self-Evaluation Test

On a sheet of paper, quickly and honestly answer each of the following questions. After that, “score” your answers based on the information on page 19 and consider what the results may mean for you as a leader and a follower.

1. I believe the quality of a student’s education is more influenced by:
 - (a) The quality of their school
 - (b) Their individual commitment to learning
2. Regarding my goals, I believe:
 - (a) Reaching goals involves luck as much as anything else
 - (b) I have the skills needed to reach my goals
3. When learning a new topic, I prefer to:
 - (a) Become as proficient as needed in the topic
 - (b) Master the topic



4. When it comes to science and art, I believe they:
 - (a) Should be carried out with a specific purpose in mind
 - (b) Are most effective without external motivation
5. Rank these situations from most to least frequently encountered in your professional life thus far:
 - (a) Part of a team working together to solve a problem
 - (b) Seeking products or solutions that effectively meet my needs
 - (c) Directing others to complete work on time and at cost
6. (True/False) My coworkers and colleagues consider a person's title more important than that person's ability to reward or punish them.
7. (True/False) People generally seem to fear penalties more than they respond to the opinions of experts or rewards for their behavior.
8. (True/False) When it comes down to it, I believe people generally respond better to incentives than expert opinions or longstanding positive relationships.
9. (True/False) In the real world, an expert's thoughts on a decision will generally win out over someone who is merely respected or has the authority to decide.
10. (True/False) Most people will respond more consistently to a person who is held in respectful regard (such as an elder) than someone who has a supervisory job title or can punish them.

Answer questions 11-15 using the following scale:

1	2	3	4	5
Not At All True	Usually Untrue	Neutral	Usually True	Very True

11. I am more likely to respond to someone who has formal authority.
12. When making decisions, the fear of negative consequences is a consistent consideration I weigh.





13. Nothing motivates me more than knowing that there's a reward at the end of a task or project.

14. I hold experts in the highest regard and am more likely to take their suggestions because of their level of knowledge.

15. When someone who I have respected for a long time asks me to do something, I do it.



Self-Evaluation Test Results

Your answers to the “test” above may indicate your motivators, stakeholder experience, and preferred types of influence. Remember that the results you receive are intended to help with self-evaluation, not to dictate who you are—use this tool as a means of reflection, understanding, and consideration for who you would like to become.

Questions 1-4: Your Motivators

If you answered “a” to questions 1 through 4, you may be more extrinsically motivated.¹⁰ If you answered “b” you may be more intrinsically motivated. For more information including which motivators lie in each category, see *Intrinsic and Extrinsic Motivators* on page 8.

Question 5: Your Stakeholder Experience

This question seeks to find your experience with each of the three major stakeholder groups. “a” indicates team member, “b” indicates customer, and “c” indicates management—this is which stakeholder group you have most commonly been a part of. This could mean that you most easily identify and understands the needs and desires of this group and that your primary experience involves dealing with one or both of the other groups. More information about each group is available on page 12.

Questions 6-10: How You Prefer to Influence Others

Our view of others is often influenced by the types of leadership we’ve been exposed to as well as our general outlook on life. By determining which method of influence you believe to be the most effective, these questions may provide you insight into the method of influencing others that is most natural to you. If you answered:

- True to question 6 and False to questions 9 and/or 10: Formal/Legitimate
- True to question 7 and False to questions 6 and/or 10: Penalty/Coercive

- True to question 8 and False to questions 6 and/or 7: Reward
- True to question 9 and False to questions 7 and/or 8: Expert
- True to question 10 and False to questions 8 and/or 9: Referent

More information about each type of influence is available starting on page 5.

Questions 11-15: How You Prefer to be Influenced

If we’re honest about how we answered these questions, the results may vary from questions 6-10—it’s not uncommon for someone to prefer to be led/influenced differently than how they naturally lead or influence others. The closer your answer is to “Very True,” the more likely you are to respond to each type of influence:

- Question 11: Formal/Legitimate influence
- Question 12: Penalty/Coercive influence
- Question 13: Reward influence
- Question 14: Expert influence
- Question 15: Referent influence

Resources:

- Project Team Leadership and Communication by [Samuel Malachowsky](#), 2018.
- Leadership: Theory and Practice, 7th Edition.



THANKS!