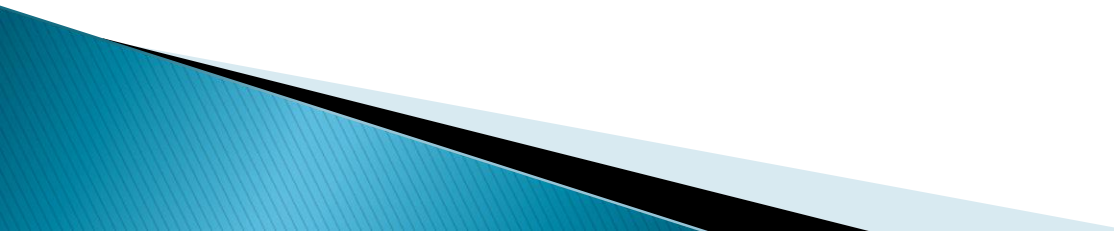


Leadership-III

Umakanta Nayak

Contingency Theories

- ▶ The behavioral theories have had modest success in identifying consistent relationships between leadership behavior and group performance.
 - ▶ While trait and behavior theories do help us understand leadership, an important component is missing: the environment in which the leader exists
 - ▶ Contingency Theory adds this additional aspect to our understanding leadership effectiveness studies
- 

Contingency theories

- ▶ There is no best way to lead in all situation
- ▶ Effective leadership styles vary with situations
 - Fiedler Contingency Model
 - Cognitive Resource Theory
 - Hersey and Blanchard's Situational Leadership Model
 - Path Goal Theory
- ▶ Assumptions underlying the different models:
 - Fiedler: Leader's style is fixed.
 - Other's: Leader's style can and should be changed.

Wachner of Warnaco



Fiedler's Contingency Theory

- ▶ Effective group performance depends on the proper match between the leader's style and the degree to which the situation gives control to the leader
- ▶ Leaders style
 - Task oriented
 - Relationship oriented
- ▶ Situational factors
 - Leader-member relation (members' confidence, trust, respect)
 - Task structure (structured, unstructured)
 - Position power (positive and negative reinforcements)

Fiedler's Contingency Theory Contd..

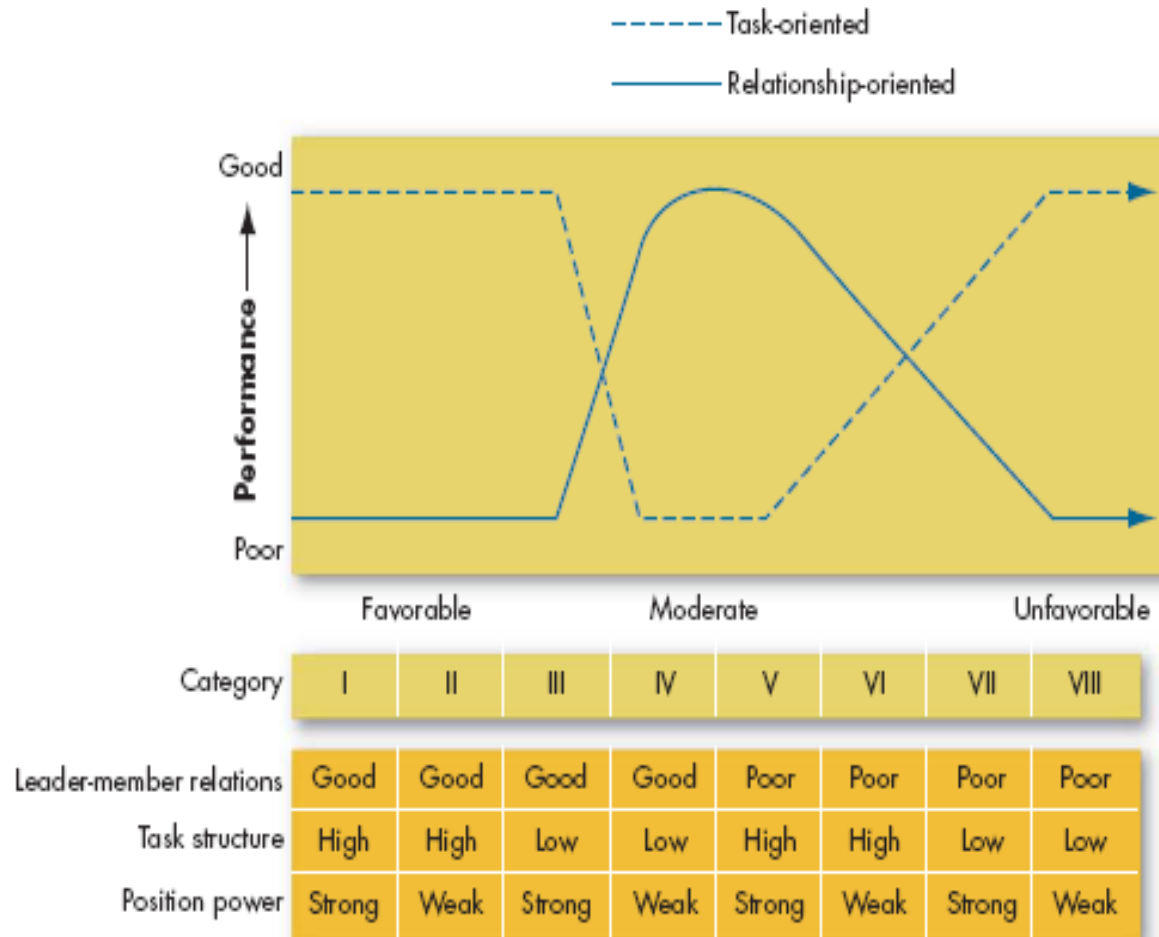
- Key Assumption
 - Leader must fit situation; options to accomplish this:
 - Select leader to fit situation
 - Change situation to fit leader

Leader's style is fixed and can be measured by the least preferred co-worker (LPC) questionnaire.

- ▶ The way in which a leader will evaluate a co-worker who is not liked will indicate whether the leader is task- or relationship-oriented.

Exhibit 12-2

Findings from the Fiedler Model



Fiedler's Cognitive Resource Theory

- ▶ A refinement of Fiedler's original model:
 - Focuses on stress as the enemy of rationality and creator of unfavorable conditions
 - A leader's intelligence and experience influence his or her reaction to that stress

Stress Level	Intellectual Abilities	Leader's Experience
<ul style="list-style-type: none">• Low• High	<ul style="list-style-type: none">• Effective• Ineffective	<ul style="list-style-type: none">• Ineffective• Effective

- ▶ Research is supporting the theory.

Assessment of Fiedler's Model

▶ Positives:

- Considerable evidence supports the model, especially if the original eight situations are grouped into three

Problems:

- The logic behind the LPC scale is not well understood
- LPC scores are not stable
- Contingency variables are complex and hard to determine



Hersey and Blanchard's Situational Theory (SLT)

- ▶ Successful leadership is achieved by selecting the right leadership style
- ▶ Assumes leaders can change their behaviors (Task, Relation)
- ▶ Emphasizes on followers readiness as situation
 - Task Maturity (ability and experience)
 - Psychological Maturity (willingness to take responsibility)
- ▶ Parent and child relationship

Follower
Readiness

Unwilling

Willing

Able

Supportive
Participative

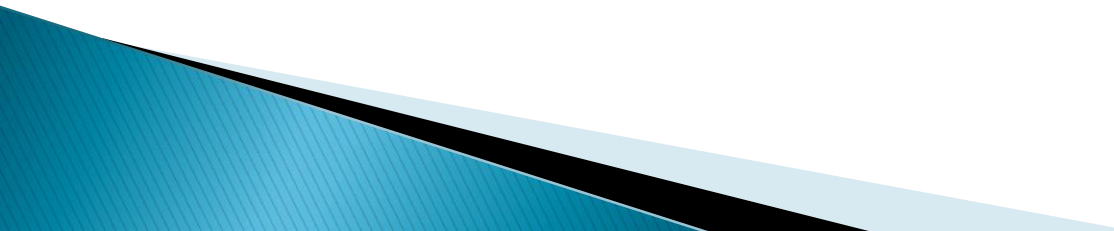
Monitoring

Leadership
Styles

Unable

Directive

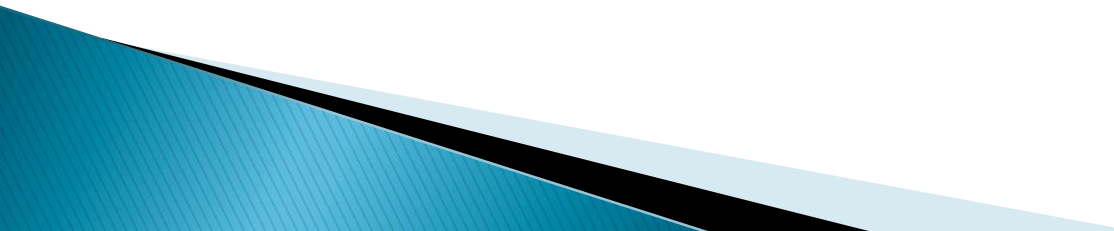
High Task
and
Relationship
Orientations



Situational Leadership Theory

Ability to follow	Willingness to Follow	Leadership Behavior
Unable	Unwilling	Give clear and specific directions
Unable	Willing	Display high task orientation
Able	Unwilling	Use a supportive and participatory style
Able	Willing	Doesn't need to do much

Leader–Member exchange Theory (LMX)

- ▶ A vertical dyad Model
 - ▶ Leaders establish a special relationship with a small group of their follower
 - ▶ In–group: more attention, more responsibility, more rewards
 - ▶ Out–group: Less attention, fewer rewards
- 

Path-Goal Theory

- ▶ Developed by Robert House
- ▶ Premise
 - ▶ Leader must help followers attain goals and reduce roadblocks to success
 - ▶ Leaders must change behaviors to fit the situation (environmental contingencies and subordinate contingencies)

- ▶ Depending upon the situation (task structure, formal authority system, work group) and subordinates characteristics (Locus of control, experience, perceived ability), following leaderships can be used
 - Directive leadership– tasks are ambiguous or stressful.
 - Supportive leadership– structured task, high ability and experience
 - Participative– structured task, internal locus of control
 - Achievement oriented– tasks are ambiguous, High ability and experience
- 