CONTENTS

Preface v
Acknowledgments ix
About the Authors xvii

CHAPTER 1 Management: An Applied Behavioral Sciences Approach 1

The Purpose of Management 1
The Impact of These Trends 3
Organizations as Sources of Competitive Advantage 4
The Challenges of Leading an Organization 4

Distinctions between Management and Leadership 5

Management Defined 5
Leadership Defined 6

Are Management and Leadership Really Necessary? 6

Three Competencies of Leadership 7
Management Process 7
Skills of a Manager 9
Organizations as Social Systems 10
Ingredients for Effective Human Skills 11

Understanding Behavior 11 • Predicting Behavior 12 • Directing,
Changing, and Influencing Behavior 12 • Learning to Apply Behavioral
Science Theory 12

CHAPTER 2 Motivation and Behavior 15

Theories of Behavior 15
Goal-Oriented Behavior 16 • Motives 17 • Goals 17
• Motive Strength 18 • Changes in Motive Strength 18

Categories of Activities 23
Motives, Goals, and Activities 24
Expectancy Theory 27
Availability 28
Hierarchy of Needs 30
Motivational Research 34
Physiological Needs 34 • Safety Needs 35 • Social Needs 37
• Esteem Needs 39 • Self-Actualization Needs 39
CHAPTER 3 Motivating

The Hawthorne Studies
Elton Mayo

Theory X and Theory Y
Douglas McGregor

Informal Work Groups
George C. Homans

Increasing Interpersonal Competence
Chris Argyris

Argyris's Immaturity-Maturity Theory

Motivation-Hygiene Theory
Frederick Herzberg
Hygiene Factors
Motivators
The Relationship of Herzberg's Theory to Maslow's Theory
Job Enrichment

CHAPTER 4 Leadership: An Initial Perspective

Leadership Defined
The Vision into Performance Model
The ACHIEVE Model
Background

Using the ACHIEVE Model
A—Ability (Knowledge and Skills)
C—Clarity (Understanding or Role Perception)
H—Help (Organizational Support)
I—Incentive (Motivation or Willingness)
E—Evaluation (Coaching and Performance Feedback)
V—Validity (Procedures, Practices, Rules, and Regulations)
E—Environment (Environmental Fit)
Legacies of the Past

Schools of Organizational Theory
Scientific Management Movement—Frederick Winslow Taylor
Human Relations Movement—Elton Mayo

Trait Approaches to Leadership
Negative Leadership Traits

Attitudinal Approaches
Ohio State Leadership Studies
Michigan Leadership Studies
Group Dynamics Studies
Rensis Likert's Management Systems
Theory into Practice
The Leadership Grid®—Robert R. Blake and Anne Adams McCanse

Is There a Best Style of Leadership? 89

Preview

CHAPTER 5 Leadership: Situational Approaches

Situational Approaches to Leadership
Tannenbaum-Schmidt Continuum of Leader Behavior
Fiedler's Contingency Model
House-Mitchell Path-Goal Theory
Vroom-Yetton Contingency Model
Hersey-Blanchard Tridimensional Leader Effectiveness Model
Effectiveness Dimension
Instrumentation
What about Consistency?
Attitude versus Behavior
CHAPTER 6 Determining Effectiveness 113
Management Effectiveness versus Leadership Effectiveness 113
Successful Leadership versus Effective Leadership 114
What Determines Organizational Effectiveness? 118
Causal Variables 118 • Intervening Variables 118 • Output, or End Result, Variables 118 • Long-Term Goals versus Short-Term Goals 120 • Organizational Dilemma 120
Participation and Effectiveness 122
Management by Objectives 122
Style and Effectiveness 125

CHAPTER 7 Situational Leadership® 127
Situational Leadership® 128
The Center for Leadership Studies 128 • Basic Concept of Situational Leadership® 128 • Performance Readiness of the Followers or Group 130 • Performance Readiness Defined 131 • Going from R1 to R2 to R3 136
Selecting Appropriate Styles 138
Matching Performance Readiness Level 1 with Leadership Style 1—Telling 138 • Matching Performance Readiness Level 2 with Leadership Style 2—Selling 139 • Matching Performance Readiness Level 3 with Leadership Style 3—Participating 141 • Matching Performance Readiness Level 4 with Leadership Style 4—Delegating 142 • Appropriate Leadership Styles 142
Application of Situational Leadership® 144
Determining Appropriate Style 146 • Effective Task Statements 147 • Direction of Performance Readiness Change 148 • Instruments to Measure Performance Readiness 149 • Components of Leadership Style 151

CHAPTER 8 Situational Leadership®, Perception, and the Impact of Power 154
Power Defined 154
Position Power and Personal Power 155
Selling within Your Own Organization 157 • Additional Bases of Power 158 • The Perception of Power 158 • Get the Information Out 159 • Performance Readiness, Styles, and Power Bases 159 • Coercive Power—The Perceived Ability to Provide Sanctions, Punishment, or Consequences for Not Performing 159 • Connection Power—The Perceived Association of the Leader with Influential Persons or Organizations 160 • Reward Power—The Perceived Ability to Provide Things That People Would Like to Have 160 • Legitimate Power—The Perception That It Is Appropriate for the Leader to Make Decisions because of Title, Role, or Position in the Organization 161 • Referent Power—The Perceived Attractiveness of Interacting with the Leader 161 • Information Power—The Perceived Access to, or Possession of, Useful Information 161 • Expert Power—The Perception That the Leader Has Relevant Education, Experience, and Expertise 162
Is There a Best Type of Power? 162

Power Bases and Performance Readiness Level 164

Integrating Power Bases, Performance Readiness Level, and Leadership
Style through Situational Leadership® 164

The Situational Use of Power 165 • Developing Sources of Power 167
• Sources of Power 167 • Eroding Sources of Power 169
• Do You Want Power? 170

Other Views on Differences between Men and Women Managers 170

What about Empowerment? 171

The Power Perception Profile 172

Development of the Power Perception Profile 172 • Uses of the Power
Perception Profile 173

CHAPTER 9 Situational Leadership®: Training and Development 176

Increasing Effectiveness 177

Breaking the Ineffective Cycle 179

Developmental Cycle 179

What’s in It for the Manager? 179

What Do We Want to Influence? 180 • How Is the Person Doing Now?
181 • Determining Performance Readiness 181 • Increasing
Performance Readiness 182 • Successive Approximations 183
• Time and the Developmental Cycle 187

CHAPTER 10 The Situational Leader and Constructive Discipline 189

The Regressive Cycle 189

Relationship between Ability and Willingness in the Developmental and
Regressive Cycles 192

Some Things to Remember When Disciplining an Individual 194

Making the Intervention Timely 194 • Varying the Emotional
Level 195 • Focusing on Performance 195 • Be Specific; Do Your
Homework 195 • Keep It Private 196 • Punishment and
Negative Reinforcement 196 • Extinction 198 • When to Use
Punishment or Extinction 199 • An Example of Using Behavior
Modification 199

Problems and Their Ownership—Who’s Got the Problem? 200

Problem Ownership and Situational Leadership® 201

Positive Discipline 203

CHAPTER 11 Building Effective Relationships 205

LEAD Instrumentation 205

Leadership Style 206 • Style Range, or Flexibility 206 • Style
Adaptability 207 • Flexibility: A Question of Willingness 207
• Is There Only One Appropriate Style? 208 • Use of LEAD
Instrumentation 209
CHAPTER 12 Implementing Situational Leadership®: Managing People to Perform 230

Organizational Performance 230
  Goals 233 • Standards 233 • Feedback 234 • Means 234
  • Competence 234 • Motive 234 • Opportunity 234

Improving Productivity (and Quality) 234
360-Degree Assessment Process 236
  Pros 236 • Cons 236
The ACHIEVE Model 237
  Recap 237
Performance Management 238
  Performance Planning 238 • Coaching 239 • Performance Review 239

CHAPTER 13 Implementing Situational Leadership®: Building Commitments 242

Making Effective Decisions 242
Decision Style 243
Decision Making and Leader Latitude 245
Building Commitments 246
  Commitment to the Customer 248 • Commitment to the Organization 250
  • Commitment to Self 251 • Commitment to People 252
  • Commitment to the Task 253 • Managerial Excellence 253

CHAPTER 14 Synthesizing Management Theory: Integrating Situational Leadership® with the Classics 259

Managerial Grid® 259
Likert’s Causal, Intervening, and Output Variables, and Skinner’s Theory 262