7 DIRECTING

This is the human factor in management and incorporates staffing, motivation, leadership and communication.

STAFFING

It is an important component of human resource management. Staffing includes all those activities that are involved to procure, reward and retain competent personnel. The elements of staffing include:
1   Human resource planning
2   Recruitment
3   Selection and orientation
4   Training and development
5   Performance appraisal and promotions
6   Compensation
7   Separation

The elements of staffing
1. Human resource planning (HRP)
The process of staffing starts with human resource planning(HRP). HRP starts with developing job descriptions for specific positions. Job descriptions are specific duties and responsibilities attached to a given position. The 2nd stage is to develop job specifications which are the qualifications skills and experience required of an individual who will fill a position. Management will therefore make arrangements to procure the best candidates available to fill these positions.
2. Recruitment
Recruitment is a step where the organizations stimulates or attracts individuals to apply for employment for consideration in the organization. Recruitment can be done from within or outsides the organization.
3. Selection
The process of selection involves the following steps:
i.   Scrutinizing applications received during recruitment
ii. Testing of prospective candidates
iii. Interviewing.
iv. Medical/physical test
v.   Reference checks
vi. Job offer and placement
vii. Orientation .
4. Training and Development
Training refers to all those activities that are undertaken to ensure that subordinates acquire skills knowledge and education needed to perform their jobs. Management development refers to the training given to the managerial personnel. Training and development can be done on- the- job or off- the -job. The overall aim of both training and development programmes is to increase the efficiency of the employees.
5. Performance Appraisal (Behaviour assessment)
The processes of performance appraisal has the following steps:-
i.   Setting performance standards
ii. Communicating these standards to the employees
iii. Measuring actual performance
iv. Comparing actual performance against set standards
v.   Discussing the appraisal with employees.
vi. Taking corrective action where necessary.
6. Compensation
This involves rewarding employees for the efforts they have expended in achieving organizational goals.

Remuneration systems vary from organization to organization. They could be on the basis of time rates or piece rates both of which could be fixed or variable. Other rewards include allowances and fringe benefits. Several factors affect the level of compensation packages offered by the organization .This include the demand and supply of labor, size of the organization, prevailing wage rates, strength of the trade union, cost living index etc.

7. Separation

At a given point in time an employee must be separated from a given position. Separation can come in the form of promotion, demotion, transfer, retirement, resignation, retrenchment, death etc.

COMMUNICATION

The term communication is derived from a latin word "communis" that means common. If a person effects communication he/she has established a common group of understanding. Literally communication means to inform, to tell, to show or to spread information.

Communication is therefore an interchange of thought or information to bring about understanding and conflict information to bring about understanding and confidence for good industrial relations.

Characteristics of communication
1. It involves more than one person.
2. It deals with the transmission of facts, feelings etc.
3. There are many media/channels of communication
4. As a business organization has continuity, the process of communication is also a continuous process.
5. The effectiveness of communication largely depends upon the proper understanding of what is being communicated, what is being received and the respondent.

The Communication Process.
Might involve the following elements.
1. The sender. The person who intends to make contact with the objective of passing information and ideas to other persons is known as the sender.
2. Ideas. This is the subject matter of communication. This might be an opinion, attitude, feelings, views, orders or suggestions.
3. Encoding . The subject matter requires the use of certain symbols such as words, action or pictures. Conversion of the subject matter into these symbols is the process of encoding.
4. The channel. The symbols are transmitted to the receiver through a given channel or medium.
5. The receiver. This is the person for whom the message is meant .
6. Decoding. The receiver converts the symbols received from the sender to give him/her the meaning of the message.
7. Feedback. This is the process of ensuring that the receiver has received the message and understood it in the same sence as the sender meant it.

Importance of communication

Communication has grown in importance in modern industry due to the following reason.
1. **Large sizes of organization.** Organizations have grown in size and people work in specialized depts and division. This **specialization** and the numerous **levels of hierarchy** have created problems of co-ordination. Sound communication is required to maintain co-operation and co-ordination between the various parts of the organization.
2. **Advanced technology**. Every business organization must adopt the latest technology in order to survive and grow in the face of competition. To ensure that **workers do not resist** this new technology, effective communication is needed.

3. **Growth of trade unions.** To avoid industrial unrest MGT must share information and views with the representatives of the workers. Effective communication contributes to good employer employee relations.
4. **Emphasis on human relations**. Workers prefer to be considered as partners in a business endeavour. Two way communication is required to understand the needs, perceptions and emotions of employees to influence their behavior in the desired direction.
5. **Social responsibility.** Every organization must keep a society in general informed about the efforts taken by it to fulfilling social obligations. Communication is vital in maintaining good public relations.

The Role of Communication in Management
Effective communication is the foundation of effective MGT. It plays the following roles.
1. **It leads to sound planning**. Effective planning calls for superior subordinate understanding and a wider participation in decision making, communication permits the exchange of ideas, facts and opinions and communication of important decisions made. The quality of decisions made depends on the quality of information available and its transmission.
2. **Effective supervision**. Through communication MGT issues orders and instructions.
3. **Motivation and morale**. Clear comm. ensures clear instructions to the workers. In order to create the will to work, necessary attitudes and job satisfaction must be developed. Performance appraisals and transmission of feedback raise employee morale.
4. **Effective staffing**. Communication is required to recruit, select, train and orient employees.
5. **Co-ordination**. Effective co-ordination and integration of the effort of various depts can only be achieved through communication i.e. it is necessary for team work.
6. **Industrial Harmony**. Managers issue orders and instructions to the subordinates and subordinates air their complaints, grievances, suggestions etc to top management. Effective comm. creates a mutual understanding between the two.
7. **Effective control.** Through comm. information on actual performance is provided and the necessary correction action can be taken.
8. **Corporate image**. Through communication, an org. can build its image in the eyes of the public by telling the public of its operations and its contributions to social welfare.

Barriers to communication
There are many obstacles/barriers in the process of communication which contributes to its failure. These barriers can be grouped into
1. Semantic Barriers
2. Phsycho-emotional barriers
3. Organizational barrier
4. Personal barriers.

1. Semantic Barriers to communication
1. **Lack of clarity and precision.** This makes a message badly expressed. This include poorly chosen and empty words, careless omissions, lack of coherence, bad organization of ideas, awkward sentence structure, inadequate vocabulary etc.
2. **Faulty translation.** Every manager receives various types of communications from superiors, peers, subordinates and he/she must translate information destined for subordinates, peers, and superiors into a language suitable to each i.e. the message must be put into words appropriate to the frame work in which the receiver operates.
3. **Unclarified assumptions.** There are certain communicated assumptions which could be underlying all messages. Though a message appears to be specific its underlying assumptions may not be clear to the receiver.
4. **Specialists language**. It is often found that technical personnel and special groups tend to

develop a special, peculiar and technical language of their own. This increases their isolation from others and builds a comm. barrier.

2. Psychological and Emotional Barriers

They hinder interpersonal communication. The meaning ascribed to a message depends upon the emotional and psychological status of both the parties involved. They are;

1. Premature evaluation. People do not keep an uncompromised position during the interchange. Premature evaluation therefore stops the transfer of information and frustrates the sender.
2. Inattention. The pre-occupied mind of a receiver and the resultant non-listening is a major psychological barrier. Some people fail to read notices, bulletins, minutes and reports.
3. Loss by transmission and poor retention. When comm. passes through various levels in the organization successive transmissions of the same message are decreasingly accurate. Poor retention of information is also a common occurrence.
4. Undue reliance on written word. Employees are persuaded to accept management view points through easy to read neatly typed and illustrated publications more than face to face relationships.
5. Distrust of communicator. When there are previous cases of illogical decisions the receiver may delay action or act unenthusiastically therefore making communication unsuccessful even though it is complete.
6. Failure to communicate. Some managers are just lazy, others assume that everybody knows and others hoard information to deliberately embarrass.

Organizational Barriers.

i.   The organization's policy on communication. The policy on comm. can either be supportive or non-supportive. If it is not supportive to the flow of communication in different directions, communication flow cannot be smooth and adequate.
ii. Organizational rules and regulations. Rules and regulations affect the flow of comm. by prescribing the subject matter to be communicated and also the channel through which it is to be communicated. The rules may restrict the flow of certain messages. Rules that insist on communication through the proper channel causes delays and works against the willingness of persons to convey the message.
iii. Status relationships. The placing of people in superior-subordinate relationships in the formal structure blocks the flow of upward communication.
iv. Complexity in the organizational structure. Where there are many levels of management, delays and distortions will occur. Subordinates do not pass up adverse messages of themselves to the superiors.
v.   Organizational facilities e.g. Telephones, e-mail etc. facilities provide for smooth adequate, clear and timely flow of communication in an organization.

4. Personal Barriers.

These can be of two types i.e.

a).   Barriers in superiors and,
b).   Barriers in the subordinates.

Barriers in the superiors

i.   The attitude of superiors. If this attitude is unfavorable, there is a greater possibility that messages will not flow adequately from and or, to superior.
ii. Fear of challenge of authority. A person in the organization always tries to get a higher position and prestige to satisfy his or her needs as such managers in general try to withhold/control information coming down the line or going up as frequent passing of information may disclose their weakness.
iii. Insistence on the proper channel. The proper channel through the chain of command suffers from given drawbacks certain communication or messages are more effectively passed

through the informal channel.

    iv.   Lack of confidence in subordinate. Some superiors perceive their subordinates as less competent and less capable. They therefore cannot advice the superiors and certain information may not be passed downwards.

    v.   Ignoring communication. If superiors ignore to communicate, subordinates follow suit.

    vi.   Lack of time. Sometimes superiors claim that they are overburdened with work and have little time to talk to their subordinates.

    vii.   Lack of awareness. Superiors may lack the awareness about significance and usefulness of communication in different directions in general or a particular subject matter. In such a case the communication flow is blocked.

Barriers in subordinates.

    i.   Unwillingness to communicate. If a subordinate feels that he/she may be adversely affected by a particular piece of information to his/her superior he will not be willing to supply it.

    ii.   Lack of incentive. This obstructs the flow of communication.

How to make communication more effective.

    i.   Messages should be clear and precise to avoid ambiguity.

    ii.   Use of appropriate language to be understood by receiving party.

    iii.   Messages should be accompanied by translations.

    iv.   Underlying assumptions to messages should be specified and clear.

    v.   Messages should be simple and easy to understand it should be translated.

Overcoming psychological and emotional Barrier.

    1.   Have patience, be a good listener (adopt proper listening skills) so as to avoid pre-mature evaluation.

    2.   Arouse the listeners attention to eliminate case where the listeners are inattentive and withdrawn.

    3.   Try to understand personal characteristics of other people.

    4.   Insist on written communication. Written communication should always be preferred over oral communication.

    5.   Develop an effective feedback system that ensures that messages received are as the senders intended them to be.

    6.   Face to face communication should be used to supplement neatly typed communication

    7.   Developed mutual trust and understanding between managers and subordinates which will ultimately boost the confidence levels.

    8.   Train both managers and subordinates on importance and significance of communication.

    9.   Penalties for lack of communication.

Overcoming solutions to organizational Barriers

    1.   Develop a favorable, clear and explicit policy on communication e.g. have an open door communication policy.

    2.   Should have flexible rules and regulations so as to avoid restricting subject matter and the channels to be used.

    3.   Open door communication policy should be used to eliminate status relationships.

    4.   Have adequate organizational facilities that will use as many channels of communication as possible.

Overcoming Personal Barriers

1. Superiors should have a favourable attitude towards communication so as to encourage subordinates to communicate.

2. People should be trained on importance of communication and provide incentives.

3. Evaluate the cost effectiveness of the different approaches to communication i.e. they should be economical

4. Develop communication skills which include:-

listening skills, reading skills, observation, body language and actions.

Motivation is concerned with getting organizational members to do work willingly and enthusiastically. It is a general term applying to the entire class of drives, desires, needs, wants and other such forces. When managers motivate their subordinates they do those things which they hope will satisfy their drives, needs, desires, wants, etc and induce the subordinates to act in a desired manner towards the accomplishment of organizational goal. According to Dale S. Beach motivation can be defined as a willingness to expand energy to achieve a goal or reward.

Motivation Theories
They include:
1.   Content theories
2.   Process theories
3.   Reinforcement theories.

The content theories focuses on **what** motivates the employee to **higher** performance e.g. in meeting their needs.

Process theories focus on **how** employees are motivated in the organization. It identifies the steps involved in employee motivation.

Reinforcement theories. These deal with how the consequences of **past action** influence **future behavior** in a cyclical learning process. These theories emphasize, that behavior which is rewarded tends to be **repeated** and that behavior which is not rewarded will be **discontinued**.
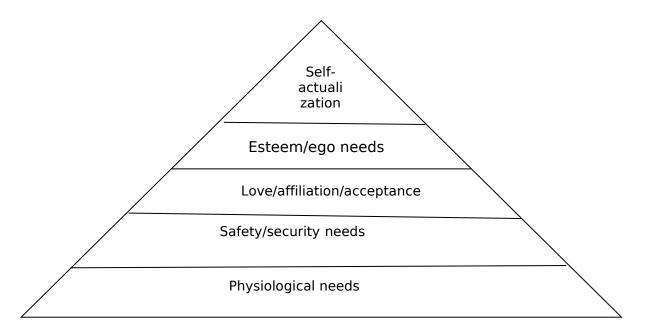
CONTENT THEORIES
They included:
        i.   Abraham Maslows – hierarchy of needs theory.
       ii.   Alderfer's – Existence relatedness and growth theory (ERG)
     iii.   Hertzberg's – 2 factors theory (or hygiene motivation theory)
     iv**.**   McClleland's – Achievement motivation theory

Maslows – hierarchy of needs theory
Abraham Maslow was an American psychologist. According to Maslow employees are motivated by needs which exist in a hierarchy. This consists of five categories that are arranged in ascending order. He concluded that when one set of needs was satisfied it ceased to be a motivator.

Self-actualization

Esteem/ego needs

Love/affiliation/acceptance

Safety/security needs

Physiological needs

Physiological needs
This refers to bodily and substance needs e.g food, shelter, clothing etc. Until these things are satisfied to a degree that sustains life, other needs will not motivate employees. Employers should ensure that employees are able to meet their basic needs by providing them with better terms and conditions of service e.g. better wages and salary which will lead to employees motivation.

Safety/security needs
This refers to the need to be free from physical dangers and the fear of losing a job, property or shelter. It includes social security needs and conditions for the future.

Love/affiliation/acceptance needs
These refer to the need to belong to a given group and to be accepted by others. Employers should provide friendly working environment to motivate employees.

Esteem/Ego needs
This includes the needs for self respect and respect from others. This class of needs provides satisfaction such as prestige, status and self confidence. Employers should treat employees with the esteem they deserve based on their positions and rank in the organization.

Self actualization needs
These refer to the desire to become what one is capable of becoming i.e. to feel fulfilled and to realize ones full potential. Employers should encourages career development and growth of individuals by providing training and development opportunities so that the employees can realize these needs.

LEADERSHIP

➢ **L**eadership is the process of influencing other people to act in particular ways in order to achieve specific goals.
➢ **L**eadership is a willingness to accept responsibility, an ability to develop three major skills *(elicit the cooperation of others, listen well, place the needs of others above your own needs)* that can be acquired through practice.

Leadership vs management

Leadership

- Lead people.
- Leaders do the right things.
- Leadership sets the <u>style</u> and <u>tone</u> for achieving a <u>vision</u> and <u>motivates</u> people to <u>sacrifice</u> for the attainment of the vision.
- Leader is <u>responsible</u> for <u>vision</u> and how it <u>relates</u> to <u>each person</u>.

Management

- You manage things.
- Managers do things right.
- Management is the <u>tactical</u> process of executing and achieving the <u>mission</u>.
- Management's concern lies with the details and the day to day grind without which a vision can't become a reality.
- Manager has to be <u>willingly responsible</u> for the <u>details</u> of the <u>mission</u>.

Power and leadership Influences

Five main sources of power upon which the influence of the leader is based are:

1. **Reward power:** is based on the subordinate's perception that the leader has the ability and resources to obtain rewards for those who comply with directives e.g. pay, promotion, praise, recognition, increased responsibilities, allocation and arrangement of work, granting of privileges etc.

2. **Coercive Power:** is based on fear and the subordinate's perception that the leader has the ability to punish or to bring about undesirable outcomes for those who do not comply with directives e.g. withholding pay rises, promotion or privileges; allocation of undesirable duties or responsibilities; withdrawal of friendship or support; formal reprimands or possibly dismissal.

3. **Legitimate power** – is based on the subordinate's perception that the leader has a right to exercise influence because of the leader's role or position in the organization. Legitimate power is based on authority e.g. that of managers and supervisors within the hierarchical structure of an organization. Legitimate power is therefore position power because it is based on the role of the leader.

4.   **Referent Power**- Is based on the subordinate's identification with the leader.   The leader exercises influence because of perceived attractiveness, personal characteristics, reputation or charisma.

5.   **Expert power** – is based on the subordinate's perception of the leader as someone who is **competent** and who has some **special knowledge or expertise** in a given area. Expert power is based on credibility and clear evidence of knowledge or expertise e.g. the expert knowledge of functional specialists such as the personnel manager, management accountant or systems analyst.

Leadership styles

1. Autocratic/Authoritarian/Directive style
-Under this style power is centralized. The leader sets group goals and structures the work.
-The leader gives orders which must be obeyed
- The leader threatens subordinates with penalties and punishments.

Where it can be applied (Advantages)
1.   Where subordinates **lack knowledge** of company goals.
2.   Where the company **endorses fear and punishment** as accepted disciplinary techniques.
3.   Where the subordinates are **inexperience and lack training**.
4.   Where the leader prefers to be **active and dominant** in decision making.
5.   Where there is **little room for error** in the final accomplishment.

Disadvantages
1.   Subordinates are made aware of what to do but not why. This frustrates subordinates.
2.   Subordinates can easily avoid responsibilities since they were merely obeying.
3.   Low morale and conflict develop easily.
4.   Subordinates avoid initiative and innovative behaviour.
5.   If the leadership is weak and incompetent the followers will also become weak and incompetent.

2. Democratic/participative style
-The leader invites decision sharing.
- He consults followers and allows participation by them.
- The leader attaches high importance to both work and people.

Where applied.
1.   Where the organization has **communicated its goals** to the subordinates and the subordinates have accepted them.
2.   Where **rewards and involvement** are used as a primary means of motivation and control.
3.   Where the leader truly **desires to hear the ideas of subordinates** before making decisions.
4.   Where the leaders wish to **develop analytical and self control abilities** in the subordinates.
5.   Where workers are reasonably **knowledgeable and experienced.**
6.   Where subordinates desire **active and true involvement** in matters affecting them.
7.   Where the **time for task completion** allows for participation.

Draw backs
1.   When subordinates prefer minimum contact with their leaders it may not yield positive results.
2.   Members may develop a habit of wanting to be consulted on every issue even when it is not

necessary.
3. It is time consuming.
4. Some leaders just pass on work to others i.e. they **abdicate** responsibility.

3. Free – rein leadership style (Abdicratic style), Laissez fair

There is a complete delegation of authority in this style. The leader avoids power and relinquishes the leadership position.

Where applied
1. Where the organizational **goals have been communicated** well and are acceptable to the subordinates.
2. Where the leader is interested in **delegating decision making fully**.
3. Where subordinates are **well trained and highly knowledgeable** and are ready to assume responsibilities.

Disadvantage

Coordinating and integrating the activities of various points/depots becomes difficult.

Characteristics of Effective Leaders
1. Adequate training and education
   experience
2. Charismatic, wields a lot of influence.
3. Intelligent, provide for diagnostic skills and problem solving.
4. Eloquent and good listener
5. Patient and polite
6. Creative and innovative
7. Concern/ respect for followers.
8. Concern for production.
9. Should take into consideration situational variables
10. Decisive
11. Encourage participation by subordinates in decision making
12. Smart
13. Forward looking -visionary
14. Objective – goal oriented
15. Flexible – adapt to changes
16. Responsible and accountable for the activities of the groups

LEADERSHIP THEORIES

There are 3 theories of leadership. The trait theory, behavioural theory and situational theory. –

-The trait theory sees leadership as a **cluster of traits, attributes and other types of individual differences** which set leaders apart from their followers or which discriminate effective leaders from ineffective ones.

-The behavioural theory attempts to **identify the individual behaviour of leaders** associated with effective leadership.

-The situational theories identify certain **situational factors that determine how effective** a particular leadership style will be.

11

A - Trait Theories

A trait is a distinctive **physical, mental and psychological** character of an individual that contributes to his/her behaviour. This theory suggests that leaders differ from followers with respect to **a small number of key traits which remain unchanged over time**. This theory attempts to **isolate the attributes of successful and unsuccessful leaders** and using this list of traits predicts the success or failure of potential leaders. Some of the traits identified include:-

1.   Leaders tend to be tall
2.   Outgoing
3.   Confident
4.   Intelligent
5.   Socially mature and broad interest and of high frustration tolerance.
6.   The inner motivation and achievement drive
7   Human relation attitudes etc.

Traits of unsuccessful managers includes
        i.   Over ambitious.
        ii.   They are insensitive to others
        iii.   They lack expertise
        iv.   They are unable to delegate
        v.   They are cold and aloof and arrogant
        vi.   They lack strategic thinking
        vii.   They are overly dependent on mentors etc.

Criticisms of Trait theory

1.   The list of personal traits is painfully long and exhaustive no consistent pattern(s) has been found.
2.   Researchers often disagree over which trait are most important for an effective leader.
3.   Leaders cannot be markedly different from their followers. Extremes in personality are not usually associated with leadership.
4.   It is difficult to measure traits e.g. intelligence and initiative cannot be observed but can only be inferred from behaviour.
5.   How much of a trait a person should have is not made clear by this theory.
6.   Effective leadership is not a function of traits alone; this trait theory does not consider the whole leadership environment.
7.   Leadership varies according to the type of work a person performs in the organization.

B - Behavioural Theories

Behavioural theory attempts to describe leadership in terms of what leaders do while the trait theory seeks to explain leadership on the basis of what leaders are. Leadership is the result of effective role behaviour. Leadership is shown by a person's acts more than by his traits.

1. Michigan Studies

Michigan researchers identified two leadership styles that influence employee performance and productivity namely:

      i.   Employee centred
     ii.   Production centred.

i. Employees centred leadership style - characteristics

- Employees are treated humanly
- Leadership shows concern for their well-being.
- It encourages and involves subordinates in goal setting.

Production centred leadership style - characteristics

- There is an emphasis on the technical aspect of the job
- There is an emphasis on work standards
- There is constant and close supervision.
- The employee is seen as a tool in the production process.

These researchers prescribed the employees oriented style of leadership to increase productivity. They contended that supervisory controls and production centred leadership will be frustrating to the employees. This will affect their morale leading to unsatisfactory performance on the job.

2. The Ohio Studies

The Ohio State University studies identified two leadership behaviours

a. Initiating structure
b. Consideration

Initiative structure – Refers to the extent to which **leaders structure and define** activities of subordinates so that organizational goals are accomplished.

Consideration – Refers to the ability of the leader to establish **rapport, mutual respect and a two way communication** with employees. The leader is **friendly, approachable, listens to the problems of employees and allows them to suggest.**

Four quadrants were developed to show initiating structure and consideration in varying combination.

High consideration and low structure	High consideration and Higher structure
Low structure and low consideration	Low consideration and high structure

They prescribed high consideration and low structure for effective leadership.

Similarities between Michigan and Ohio studies

- Both have accepted leader behaviour as more complex than simply as a task and employees oriented behaviour.
- Both stressed on performance.

This was developed by Robert Blake and Jane S. Mouton. They made an assumption that people and production are complementary rather than mutually exclusive. Leaders should have a concern for production and a concern for people. They developed the managerial Grid.

Managerial Grid

1,9 Country Club	9,9 Team
Middle of Impoverished 1,1	The Road (5,5) Task 9,1

The figure shows the **degree of concern for people and production** and the possible interactions between them. The horizontal axis represents **concern for production** while the vertical axis indicates **concern for people.** Each is expressed as a point in the scale of concern. The no 1 in each instance represents minimum concern, the no. 9 represents maximum concern. There are five positions.

1. **Impoverished (1,1).** There is little concern for both people and production. Minimum effort is exerted to get required work done and to maintain organization relationships.
2. **Country Club (1,9).** Thoughtful attention to the needs of people for satisfying relationship leads to a **comfortable friendly organizational atmospher**e and work temple.
3. **Middle of the road (5,5).** In this position adequate organizational performance is possible through **balancing the necessity to get work done with maintaining the morale of people** at a satisfactory level.
4. **Task (9,1).** Efficiency in organization results from **arranging conditions of work in such a way that human element interfere to a minimum degree.**
5. **Team (ideal position) (9, 9).** Work accomplishment is **from committed people** and interdependence through a common stake in the organization and this leads to relationships of trust and respect.
   - Blake and Mouton **recommended this position for effective leadership**
   - This grid helps managers to identify their own leadership styles.
   - It serves as a useful frame work for leaders to assess the styles before undertaking training programs that will lead them to 1,9 style.

The situational theories take the position that **variables in each situation must be selected**. An effective leader must be **flexible enough to adapt to the differences among subordinates and situations**. Leadership effectiveness depends upon the fit between **personality, task, power, attitudes and perceptions.** Some of the situational theories include;

1.   Fiedler's contingency model.
2.   House's path goal theory.
3.   Life cycle theory – Hersey and Blanchard.
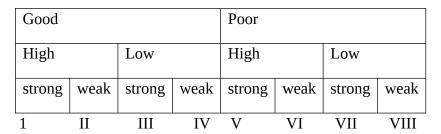4.   Vroom's and Yetton's – Normative model.

1. Fiedler's contingency model.

It states that leaders' effectiveness is partially contingent (depend) upon three major situational variables. They are:-

1.   Leader - member relations.
2.   The task structure.
3.   The leaders position power.

Leader member relation refers to the degree of confidence, trust and respect that followers have in a leader. The task structure measures the extent to which the task performed by subordinates is routine or non routine. The leader position power refers to the power inherent in the leader's organizational position i.e. the degree to which the leader has at his/her disposal various rewards and sanctions, his authority over group members and the degree to which his authority is supported by the organization.

Fiedler developed 8 possible combinations ranging from highly favourable to unfavourable situations.

Good				Poor			
High		Low		High		Low	
strong	weak	strong	weak	strong	weak	strong	weak
1	II	III	IV	V	VI	VII	VIII

A favourable situation is where the leader member relations are good, the task is highly structured and the leader has enormous power to exert influence on the subordinates i.e. cell 1. Unfavourable situations to members are poor and the task is unstructured and unpredictable i.e. cell 8 between the two lies the situation of intermediary difficulty. Fiedler allows that a permissive relationship oriented style is best when the situation is moderately favourable or moderately unfavourable. When the situation is highly favourable or highly unfavourable, a task oriented style produces the desired performance.

Conclusions

1.   Task oriented leaders perform best at the extremes i.e. where the control and influence of the exercise is very low or very high.

2. People centred leaders perform best in situations that are moderate i.e. where the leaders influence and control is neither very high nor very low.

According to Fiedler, the most appropriate leadership style depends upon the situation faced by the leader. Persons performing miserably in one situation may turn out to be excellent performance in other situations. The situation in turn is a function of the leaders relationship with a group, the task structure and the leaders position power. To improve organizational performance, it is highly essential to identify the situation in which a specific leadership style will be most appropriate. The leader's performance depends on personality and situational favourableness. In Fiedlers view, the most feasible alternative is to engineer the job to fit the manager through a 3 step process.
1. Determine whether leaders are task or relationship oriented.
2. Classify the situational factors of leadership position.
3. Select the appropriate strategy to bring about improved effectiveness.

Criticisms

1. It is unidimensional i.e. leaders are either task or people oriented.
2. Fundamental deficiencies exist e.g. a situation of high position power in one study might be considered to be one of low position power in another study.
3. All three situational factors are equally important but Fiedler makes the leader-member relations to be the most important.
4. There are other situational factors Fiedler overlooked e.g.
   i. Subordinates expectation of leader behaviour
   ii. Congruence of leadership styles among organizational level
   iii. The ability of the leader to influence other supervisors
5. It includes elaborate procedures and statistical analysis.
6. It is highly complex.
7. Fiedler doesn't explain how situational variables affect the leadership style.
8. His contention that a change in job is preferable to a change in the leadership style contradicts the actual practice of human resource management.

2. Path – Goal Theory

Developed by Robert J House. According to his theory, leaders are effective because of their influence on the followers' motivation, ability to perform and their satisfaction. It is termed a path – goal theory because the **leaders smooth the path towards goals and provide rewards for achieving them**. It is an extension of Vroom's expectancy theory.

The main propositions

1. Leader's behaviour is acceptable and satisfying to the extent that the subordinates perceive such behaviour as an immediate source of satisfaction and as instrumental for future satisfaction.
2. Leader behaviour is motivational if it leads to satisfying employees needs and complements the environment of workers by providing the guidance, clarity of direction and rewards necessary for effective performance.

In summary leaders should:
-clean paths
-Classify goals

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-Provide support
-Provide rewards
-Analyses the situation, task and employees' needs.

To achieve these functions, leaders are to adopt the following styles of behaviour.
1.   Supportive – The leader should be friendly and approachable to the employees, show concern for the status, well being and needs of the employees i.e. consideration.

2.   Directive – The leader focuses on planning, organizing and coordinating subordinates' activities i.e. initiating structures.

3.   Participative – The leader consults employees, solicits their suggestions and incorporates the good decisions.

4.   Achievement oriented – The leader should set challenging goals, expect workers to perform at their best and continuously seek to improve their performance.

Situational factors

1. Characteristics of subordinates – The leadership style should be compatible with the ability, needs and personalities of the followers e.g. If the subordinates have high ability – adopt supportive style. If they have low ability –adopt Directive/achievement oriented style. Where there is high affiliation need, encourage supportive and even participative style.
2. Work environment – This includes the subordinates tasks, formal authority and the primary work group e.g. if tasks are unstructured directive style should be used. If structured, supportive style should be used. For the unstructured jobs, a high level of directiveness is associated with high job satisfaction. For the structured tasks a high level of directive behaviour is associated with low job satisfaction.

Conclusion

The Path-goal theory asserts that leader's behaviour will be effective to the extent that it assists subordinates to cope with environmental uncertainty. This determines job satisfaction and performance.

Criticisms

1. It is complicated as testing becomes difficult
2. It is backed by negligible support
3. It doesn't explain the effects of leader behaviour and factors other than subordinates acceptance, satisfaction and expectations.

3. Life – Cycle theory – (Hersey and Blanchard)

According to this theory situational leadership is based on interplay among 3 variables.

1. Task behaviour
2. Relationship behaviour
3. Maturity of the follower

-      **Task behaviour** is seen with amount of guidance and direction a leader gives.

- Relationships behaviour is determined by the social emotional support provided by the leader.

- The maturity of the followers is reflected by the readiness level exhibited by subordinates in performing a given task. Maturity is the bench mark for choosing the appropriate style.

  ➢ Maturity is defined in terms of achievement motivation i.e. the ability and willingness of people to take responsibility for directing their own behaviour.

  ➢ Ability refers to the knowledge and skill of the follower to do the job and is called job maturity.

  ➢ Willingness refers to the psychological maturity and has much to do with the confidence and commitment of the follower.

Style of leader v/s maturity

Starting with structured task behaviour which is appropriate for working with mature people, the life cycle theory suggests that leader behaviour moves from.

1. A high task – low relations behaviour to
2. High task high relations behaviour to
3. high relationships low task behaviour to
4. Low task – low relations behaviour, as followers progress from immaturity to maturity.

Four leadership styles can be adopted (leadership style designation)
1. **Telling**.   Where followers are both unable and unwilling to do the job, they require specific direction as to what, how and when to do various task. It emphasizes directive behaviour (a high task low relationship behaviour).
2. **Selling**.   For followers of moderate maturity who are unable but willing to do the job, leader behaviour must be both supportive and directive. This is because the followers are confident but lack the skills. This style involves high task behaviours and high relationship behaviour.
3. **Participating**. Employees are able but unwilling to do the job and they require an adequate motivational force. The leader opens the door to support the follower. The leader facilitates and communicates. This involves low task behaviour and a high relationship behaviour.
4. **Delegating**. Here employees have both job maturity and psychological maturity. They hardly require direction. A low task, low relationship behaviour is adopted.   When situational leadership was applied correctly, subordinate's job performance was judged higher and the gains in job performance were significant.

Criticisms:

1. The theory has not been defined or properly tested.
2. It assumes that the leader has the ability to perceive the actual maturity levels of the subordinates and exercises the appropriate leadership style. If the followers disagree with the leader assessment conflict results.
3. In a situation of high employee turnover, the theory implies a task oriented style will always be adopted because most of the employees will be new and have low job maturity.
4. The leader may be unable to change the style as subordinates mature.

4. The "Decision participation" model – V. Vroom and Yetton

They contend that the effectiveness of leaders is largely reflected in their track record of making the right decisions. They conclude that normative (standard) theory of leadership effectiveness should specify leader behaviour precisely enough so that a person may determine with certainty whether or not he/she is acting in accordance with the prescriptions offered by the theory.

Assumptions

1.   Decision making style varies with the situation.
2.   The leadership style varies with number of subordinates who are affected by the decision.
3.   No single decision making style is appropriate to all situations.
4.   The leader must select the best process that will influence the amount of participation by subordinates in decision making.

Decision making styles

1.   **Autocratic 1 (AI)**. The manager solves the problem of making the decision himself using information available at that time.
2.   **Autocratic II (AII)**. The manager obtains the necessary information from the subordinates and then makes the decision.
3.   **Consultative I (C I)**. The manager shares the problem with relevant subordinates individually getting their ideas and suggestions without bringing them together as a group.
4.   **Consultative II (C II).** The manager shares the problem with the subordinates as a group, collectively obtaining the ideas and suggestions.
5.   **Group II (G II)**. The managers share the problem with the subordinates as a group. The group generates and evaluates alternatives and attempts to reach an agreement on a solution.

Choice of the leadership style
Depends on the outcome of 3 variables.
1.   Decision quality or rationality.
2.   Decision acceptance
3.   The amount of time required to make a decision.

Decision quality or rationality

This refers to the objective aspect of a decision that has influence on the performance of subordinates. Some decisions are linked to performance while others are relatively unimportant. When decision quality is important to increase performance, the leaders should use participation procedure.

Decision acceptance

When subordinates accept decisions as theirs, they will be more inclined and show tremendous interest in implementing it.

Time required

If a leader has ample time at his /her disposal, he can rent subordinate's participation.