

University of Central Florida

**STARS**

---

Motivation 101: A Guide for Public Servants

School of Public Administration

---

Spring 2018

## Part 2: Content Theories of Motivation

Jen Ritchie

*University of Central Florida*

Find similar works at: <https://stars.library.ucf.edu/motivationforpublicservants>

University of Central Florida Libraries <http://library.ucf.edu>

This Book is brought to you for free and open access by the School of Public Administration at STARS. It has been accepted for inclusion in Motivation 101: A Guide for Public Servants by an authorized administrator of STARS. For more information, please contact [STARS@ucf.edu](mailto:STARS@ucf.edu).

---

### Recommended Citation

Ritchie, Jen, "Part 2: Content Theories of Motivation" (2018). *Motivation 101: A Guide for Public Servants*. 2.

<https://stars.library.ucf.edu/motivationforpublicservants/2>

**Contents**

**SECTION INTRODUCTION ..... 3**

**CASE SCENARIO..... 3**

**TRANSACTIONAL LEADERSHIP ..... 6**

    Author: Robert Roy ..... 6

**Definition of Theory ..... 6**

**Background..... 8**

        1. Contingent Rewards: ..... 9

        2. Active Management by Exception: ..... 9

        3. Passive Management by Exception:..... 9

        4. Laissez-faire: ..... 9

**How It’s Been Used ..... 10**

**Application of Transactional Theory..... 12**

**Resources..... 17**

**TRANSFORMATIONAL LEADERSHIP ..... 21**

    Author: Jen Ritchie ..... 21

**Definition of theory ..... 21**

**Background..... 22**

        Charisma ..... 23

        Inspiration Motivation ..... 24

        Intellectual Stimulation..... 24

        Individual Consideration ..... 24

        Comparison of theories..... 25

**How It’s Been Used ..... 26**

**Application..... 28**

**Bullet Points of Theory Application..... 35**

**Resources..... 37**

**CONTINGENCY THEORY ..... 40**

    Author: Natasha Solomon ..... 40

**Background..... 40**

**Explanation of Theory ..... 41**

        Strengths. .... 43

Weaknesses.....	43
<b>Contemporary Contingency .....</b>	<b>44</b>
<b>Contingency Theory in the Public Sector .....</b>	<b>45</b>
<b>Application.....</b>	<b>47</b>
Recap. ....	50
<b>Resources.....</b>	<b>53</b>
<b>EMOTIONAL INTELLIGENCE .....</b>	<b>54</b>
Author: Chandenía Lucas .....	54
<b>Background.....</b>	<b>54</b>
<b>Explanation of Theory .....</b>	<b>55</b>
<b>Contemporary Emotional Intelligence.....</b>	<b>59</b>
<b>Emotional Intelligence Theory in the Public Sector .....</b>	<b>61</b>
<b>Application.....</b>	<b>62</b>
<b>SECTION CONCLUSION .....</b>	<b>67</b>
<b>Resources.....</b>	<b>67</b>

## **SECTION INTRODUCTION**

Leadership often takes several styles to be successful. Especially, when adapting to circumstances, when a single theory can be insufficient to obtain the desired result from your subordinates. The most important question that needs to be asked and answered is; how much direct influence is required to achieve the goal? For example, when an organization is functioning like a well-oiled machine, a more empowering style may be the most effective way to motivate the employees. While other circumstances such as a crisis or significant change within the organization may require a more directive approach. Thus, we will provide you with four styles of leadership to achieve the highest possible employee performance that are not traditional foundation theories of content or process. We will take you through transactional and transformational leadership, look at emotional intelligence and finish with contingency theory.

## **CASE SCENARIO**

You are mid-level management with a state agency that deals with creating and implementing policy and regulations in regards to child care centers. Your boss has a unexpected medical leave that forces him to take extensive time off of work. You have been put in charge in their absence, and there is an important deadline looming. Thirty (30) days from now, you must represent your boss and the entire organization by presenting a proposal to the local county council to request implementation of a policy that will establish requirements for vehicle safety within childcare centers. The proposal must include a budget impact study, legislation action review, data analysis report that supports the proposed change and a general survey of the target population. Unfortunately, all of these tasks remain incomplete.

To complete the proposal, you have a team made up of eight (8) individuals, two senior level employees, three entry level employees, two administrative assistants and one unpaid

intern. The following brief descriptions provide a general overview of your team:

Your two senior team members are complete opposites:

- One is a “career state employee” that lacks motivation, is disengaged, is resistant to change, and takes excessive leave from work (both planned and unplanned).
- The other senior employee is engaged, aspires to be a supervisor, and is willing to go the extra mile, and has been characterized as the “ultimate team player.”

Like your senior team employees, your three entry level employees, also have very distinct personalities.

- One entry level employee is an outspoken individual who routinely challenges authority and will only complete assignments explicitly stated in their job description.
- Another, entry level employee has low morale, openly expresses discontentment and does the bare minimum to get by.
- The third, and final entry level employee, has a wealth of knowledge in the field, seeks to improve the department and is always willing to offer their skills without being asked.

There are two Administrative Assistants, who like your senior team members and your entry level team members, have totally opposite personalities and are in different stages of their career.

- The first is an older person of about 54 years old. This assistance enjoys being detail oriented and can be counted on for accuracy and timeliness but likes to keep to herself and doesn't initiate communication often with others. This assistant has a hard time with flexibility and likes her routine days and work hours.
- The other Administrative Assistant is 32 years old and is used to multi-tasking due to a larger family at home that requires her to conduct multiple tasks at once. Additionally,

this Assistant is super friendly, a team player and is joyfully outgoing. There are no issues here with adapting to change or working extra hours.

Rounding out your team is one intern.

- They are an unpaid intern, an overreaching, enthusiastic 21-year-old trying to prove their worth and earn themselves a paid position.

How do you lead your team to ensure the deadline is met?

## **TRANSACTIONAL LEADERSHIP**

Author: Robert Roy

### **Introduction**

What type of leadership, maintains the “status quo,” gives followers clarity about rules and standards but requires close monitoring and correction of follower’s errors to ensure short-term success all through exchanges? If you guessed Transactional Leadership, you would have guessed correctly. This section of the guide will explain the definition and the background of Transactional Leadership Theory. In addition, this section will also explore how the theory has been used in the public sector and apply it to the mid-level manager scenario, showing the best way to motivate his employee in achieving their goals.

### **Definition of Theory**

Transactional Leadership Theory, also known as managerial leadership, focuses on the exchanges that occur between leaders and followers (Bass 1985; 1990; Burns, 1978). These exchanges allow leaders to accomplish a multitude of things such as; accomplishing their performance objectives, completing required tasks, maintaining the current organizational situation, motivating their followers through contractual agreement, directing behavior of followers toward achievement of established goals, emphasizes extrinsic rewards, avoiding unnecessary risks, and focusing on improved organizational efficiency (McCleskey, 2014). However, leaders are not the only ones that benefit from these exchanges, followers also benefit by fulfilling their own self-interest, reduced workplace anxiety, and being able to concentrate on clear organizational objectives, that include but are limited to, increased quality customer service, reduced cost and increased production (Sadeghi & Pihie, 2012).

Transactional Leadership Theory conforms to the existing structure of an organization and measures success according to that organization's existing system of rewards and penalties (Park & Huh, 2017). Thus, the theory is based on the fundamental principle that in order to get something you have to give something. Simply put, managers give employees something they want in exchange for getting something they want. So, in theory, as assumed by a transactional leader, workers are not self-motivated and require structure, instruction, and monitoring to complete tasks correctly and on time.

What is a transactional leader? A transactional leader is a person that values order, structure, has formal authority and a position of responsibilities in an organization (Juneja, 2018). So, they are more concerned with the process than forward-thinking ideas (Odumeru and Ifeanyi, 2013). Transactional leaders focus on the exchange relationship between themselves and their followers and monitor deviation from agreed-upon normative standards (Bass 1985). Therefore, by design transactional leaders are responsible for maintaining the “status quo” by managing individual performance and facilitating group performance. They achieve this by setting criteria for employees according to defined performance expectation and use performance reviews to judge or rate an employee's performance.

This type of leadership style or motivation works best with employees who know their jobs and are motivated by the reward-penalty system. Therefore, if one wants to maintain the “status quo” of their organization, then transactional leadership theory is the leadership and motivational style to use. Likewise, this style of leadership is effective in crisis and emergency situation, as well as when projects need to be carried out in a specific fashion (Odumeru and Ifeanyi, 2013).



## **Background**

Transactional Leadership Theory was first described by the German sociologist, Max Weber, in 1947, when he conducted an extensive study of leadership styles by dividing each style into three categories: 1) Traditional, 2) Charismatic, and 3) Rational-Legal or Bureaucratic (Maboloc, 2015). Weber was also the first to describe rational-legal or bureaucratic leadership, which eventually came to be known as transactional leadership or “the exercise of control on the basis of knowledge” (Weber, 1947, p.g. 339).

Then in 1978, a political scientist, prominent author and pioneer in the study of leadership, James McGregor Burns, advanced Weber’s theories in his book “Leadership.” Burns devoted his professional life to the study of leadership and is still considered an influential force in the field of leadership studies (Political-science.williams.edu, 2018). For example, his theory of transactional and transformational leadership has been the basis of more than 400 doctoral dissertations (Political-science.williams.edu, 2018).

In his book “Leadership,” Burns introduced the theory of “Transformational Leadership” and explained the difference between “transactional” leaders and “transforming” ones. Burns defined “transactional” leaders as those who take a more short-term approach to achieving goals through negotiations and compromise (McGregor, 2014). In contrast, he defined “transformational” leaders as ones that seek to create change by helping followers become better versions of themselves (McGregor, 2014). Thus, making transactional theory the foundation theory for transformational theory and intertwining them to be used together. Transformational Theory will be explained in the next section of this guide.

In the 1980s, Transactional Leadership Theory was revisited by researcher Bernard M. Bass. For instance, between 1981 and 1990, Bass and fellow researchers Jane Howell and Bruce Avolio defined the four (4) dimensions of transactional leadership (Bass, 1990):

1. **Contingent Rewards:**

Mutually agreed upon rewards that transactional leaders link to goal achievement. This is achieved by setting **SMART** (specific, measurable, attainable, realistic, and timely) goals set for their employees.

2. **Active Management by Exception:**

Leaders actively monitor the work of their employees, watch for deviations from rules and standards and take the appropriate corrective action to prevent mistakes that would interfere with goal achievement.

3. **Passive Management by Exception:**

Leaders intervene only when standards are not met or when the performance is not to the level of expectations. Leaders may even use punishment as a tool to correct unacceptable performance.

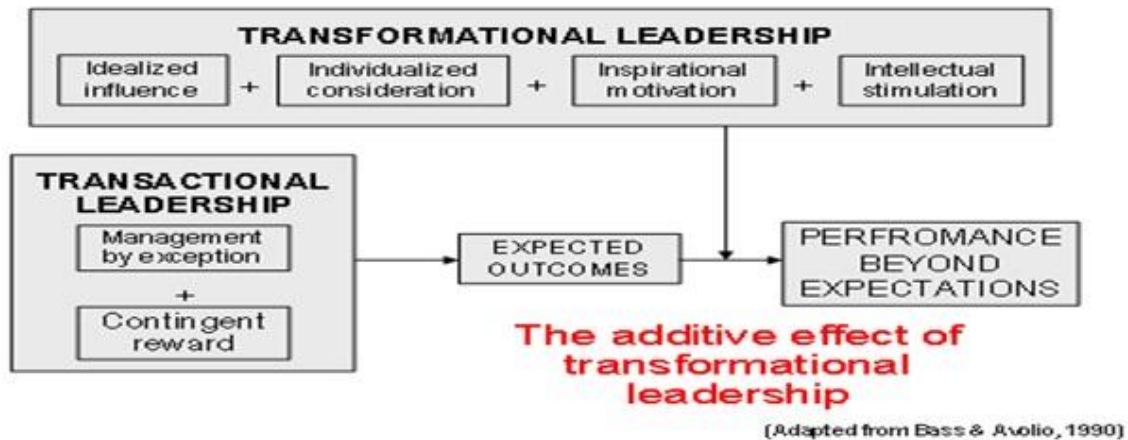
4. **Laissez-faire:**

Leaders leave it up to their subordinates to complete responsibilities in a manner they choose, without requiring strict policies or procedures. Simply put the leader abdicates responsibilities and avoids making decisions.

Therefore, leaders using transactional skills focus on three goals based on the four dimensions above: 1) clarifying expectations by helping team members better understand their work-related responsibilities via providing clear goals; 2) motivating improvement by challenging team members to continuously improve their performance; and 3) recognizing

achievements by creating opportunities for the efforts of team members to be recognized and rewarded (Corrigan & Garman, 1999)

Figure 1: Elements of transactional leadership and transformational leadership



### How It's Been Used

If we look at Transactional Leadership through the microscope of another leadership or motivational theory, Maslow's hierarchy of needs, which is also explained in this motivational guide, which indicates that everyone has a certain number of needs and that these needs are arranged in a hierarchy. With some needs being primitive or more basic than others such as physiological and safety. Therefore, one could conclude that transactional leadership focuses on the lower levels of the hierarchy due to its model giving rewards for good work or positive outcomes and punishing poor work and negative outcomes until the problem is corrected (Odumeru and Ifeanyi, 2013).

In 1978, Burns argued that transactional leadership practices led followers to short-term relationships of exchange with the leader. Therefore, these relationships tend to be shallow, temporary exchanges of gratification and often create resentment among participants

(McCleskey, 2014). In fact, several scholars have criticized transactional leadership theory for using a one-size-fits-all approach to leadership theory construction that disregards situational and contextual challenges (Beyer, 1999; Yukl, 1999; 2011; Yukl & Mahsud 2010). Similarly, Thomas Packard (2008) stated in his paper “Leadership and Performance in Human Services Organizations,” “To effectively lead professional staff, transactional leadership will probably not be enough to achieve outstanding performance.” (p.g 151).

So, why use Transactional Leadership Theory in the public sector today? The simple answer is, Transactional Leadership is highly effective in crisis and emergency situation; especially if “augmented by the use of transformational leadership” (Packard, 2008). This is the premise of Dr. Corrigan’s and Dr. Garman’s Administrative Update titled “Transformational and Transactional Leadership Skills for Mental Health Teams.”

In their administrative update, Dr. Corrigan and Dr. Garman, identify the need for mental health teams to be led by effective leaders. Likewise, they state that research conducted by organization psychologist, and validated on mental health teams, have identified a variety of skills related to transformational and transactional leadership (Corrigan and Garman, 1999). For example, leaders using transformation skills help team members to view their work from a more elevated perspective and develop innovative ways to deal with work-related problems (Corrigan and Garman, 1999). While transactional leadership skills include goal-setting, feedback, and reinforcement strategies which help team members maintain effective programs (Corrigan and Garman, 1999). Dr. Corrigan and Garman (1999) concluded that transformational leadership skills are essential for building a cohesive and motivated team due to transformational skills improved the team’s abilities to think critically about the program. Whereas, transactional leadership skills help the team maintain effective programs (Corrigan and Garman, 1999).

Therefore, leaders who learn to incorporate both transformational and transactional skills will produce a better functioning team; which will improve the quality of services provided to patients of this said team (Corrigan and Garman, 1999). Hence, strengthening Thomas Packard's belief that transactional leadership is highly effective; especially if augmented by the use of transformational leadership.

### **Application of Transactional Theory**

As previously stated, transactional leadership theory is effective in crisis and emergency situation, as well as when projects need to be carried out in a specific fashion (Odumeru and Ifeanyi, 2013). Likewise, this type of leadership and motivation creates clear roles of and for personnel with the ease of tracking the performance of employees and projects. Thus, making transactional leadership popular among crisis agencies who seek to resolve emergencies. On the other hand, transactional leadership is not a good leadership style or motivational tool for situations or organizations where creativity and innovation ideas are valued.

The question is, how does transactional leadership theory help the mid-level manager motivate his employee in achieving their goal in regards to the same scenario given below and at the beginning of this section?

You are mid-level management with a state agency that deals with creating and implementing policy and regulations in regards to child care centers. Your boss has an unexpected medical leave that forces him to take extensive time off of work. You have been put in charge in their absence, and there is an important deadline looming. Thirty (30) days from now, you must represent your boss and the entire organization by presenting a proposal to the local county council to request implementation of a policy that will establish requirements for vehicle safety within childcare centers. The proposal must include a budget impact study,

legislation action review, data analysis report that supports the proposed change and a general survey of the target population. So, how do you lead your team to ensure the deadline is met?

Let's first look at some assumptions of transactional leadership theory and then apply the four dimensions; 1) contingent rewards, 2) active management by exception, 3) passive management by exception, and 4) laissez-faire, of the theory to each individual employee. As previously stated transactional leaders assume that workers are not self-motivated and require structure, instruction, and monitoring to complete tasks correctly and on time. Therefore, if we apply the previously stated dimensions of the theory to each individual employee while keeping in mind the above-mentioned assumptions of transactional leadership, we should have a positive outcome and achieve our goal of a well written and researched proposal that is adopted, passed and implemented by the local city council.

#### **Mid-Level Manager:**

So, in order for the mid-level manager from the scenario to appropriately motivate his employees using transactional leadership he needs to set clear and concise criteria for his employees according to already defined performance expectation. He can achieve this by setting **SMART** (specific, measurable, attainable, realistic, and timely) goals for his employees. Likewise, he needs to have the working assumption that his employees are not self-motivated and require structure, instruction, and monitoring to complete tasks correctly and on time. Thus, he will have to be able to move in and out the four (4) dimensions of transactional leadership according to the motivational need(s) of his subordinates.

#### **Senior Team-Career State Employee:**

When motivating this employee with transactional leadership theory the mid-level manager should use **Active Management by Exception** due to the employee's lack of

motivation, is disengaged, resistant to change and takes excessive leave from work, both planned and unplanned. Using this dimension of transactional leadership theory allows the mid-level manager the ability to micro-manage this employee. For example, the mid-level manager will actively monitor this employee work, watch for deviations from the rules and standards and take the appropriate corrective action to prevent mistakes that would interfere with goal achievement.

### **Senior Team-Aspiring Supervisor:**

When motivating this employee with transactional leadership, the mid-level manager should jump back and forth from **Passive Management by Exception** and **Laissez-faire**. This employee, by description, is willing to go the extra mile and has been characterized as the “ultimate team player. “Thus, they do not need to be micro-managed to ensure that they are completing their work and/or that there are deviations from rules and standards that would interfere with goal achievement. Therefore, the mid-level would only intervene when standards are not met or when the performance is not to the level of expectations. However, if intervention is not needed or warranted the mid-level manager can take a Laissez-faire approach with this employee because of their competence and their willingness to complete the task as directed, without mistakes and on time.

### **Entry Level (1) - Outspoken Employee:**

When motivating this employee with transactional leadership, the mid-level manager should ensure that they have set clear **SMART** (specific, measurable, attainable, realistic, and timely) goals. Likewise, they should use **Active Management by Exception** that will allow them to actively monitor this employee’s work, watch for deviations from the rules and standards and take the appropriate corrective action to prevent mistakes that would interfere with goal achievement. By setting clear SMART goals and using Active Management by Exception, this

will also allow the mid-level manager to deal with any issue or conflict that may arise with the employee challenging that the assignment given is not explicitly stated in their job description.

**Entry Level (2) -Low Morale, Barely Get By:**

When motivating this employee with transactional leadership, the mid-level manager should use **Active Management by Exception** due to the employee's low morale, being openly discontentment and does the bare minimum to get by attitude. By using this dimension of transactional leadership theory, it allows the mid-level manager the ability to micro-manage this employee. For example, the mid-level manager will actively monitor this employee work, watch for deviations from the rules and standards and take the appropriate corrective action to prevent mistakes that would interfere with goal achievement.

**Entry Level (3)- Knowledge:**

When motivating this employee with transactional leadership, the mid-level manager should jump back and forth from **Passive Management by Exception** and **Laissez-faire**. This employee, by description, has a wealth of knowledge in the field, seeks to improve the department and is always willing to offer their skills without being asked. Therefore, the mid-level would only intervene when standards are not met or when the performance is not to the level of expectations. However, if intervention is not needed or warranted the mid-level manager can take a Laissez-faire approach with this employee because of their competence and their willingness to complete the task as directed, without mistakes and on time.

**Administrative Assistant 1:**

When motivating this employee with transactional leadership, the mid-level manager should jump back and forth from **Active Management by Exception** and **Passive Management by Exception**. This employee, by description, enjoys being detailed oriented and can be counted



on for accuracy and timeliness. However, they have a hard time with flexibility and likes her routine days and work hours. Therefore, the mid-level manager will have to know when this employee has to be micro-managed with Active Management by Exception and when Passive Management by exception is the better option, which could be a daily or task decision on the mid-level managers part.

### **Administrative Assistant 2:**

When motivating this employee with transactional leadership, the mid-level manager should jump back and forth from **Passive Management by Exception** and **Laissez-faire**. This employee, by description, is a multi-tasker and team player. Therefore, the mid-level would only intervene when standards are not met or when the performance is not to the level of expectations. However, if intervention is not needed or warranted the mid-level manager can take a Laissez-faire approach with this employee because of their competence and their willingness to complete the task as directed, without mistakes and on time.

### **Intern:**

When motivating this employee with transactional leadership, the mid-level manager should jump back and forth from **Active Management by Exception** and **Passive Management by Exception**. This employee, by description, is an Intern, who is overreaching, enthusiastic, trying to prove their worth and earn themselves a paid position. Thus, at times they need to be micromanaged to understand their limitations and teach them the position. However, the mid-level manager does not want to discourage this employees enthusiasm, drive or desire to prove their worth. Therefore, the mid-level manager needs to find that balance between Active Management by Exception and Passive Management by Exception needed for the task at hand that will not demotivate this employee.

## **Conclusion**

In conclusion, one has to agree with Thomas Packard's belief that in order to effectively lead professional staff; transactional leadership alone will not be sufficient to achieve outstanding performance. In 1978, Burns too agree with Packard's supposition when he argued that transactional leadership practices led followers to short-term relationships with the leader; which in turn tended to be shallow, temporary exchanges of gratification and often create resentment among participants. Likewise, as indicated by research a one-size-fits-all approach to leadership theory does not work. Therefore, in order for the mid-level manager to be an effective leader, while using transactional leadership, he needs to augment it by use of transformational leadership.

## **Resources**

What Kind of Leader Are You? (Quiz) <http://www.tuw.edu/content/business/what-kind-of-leader-are-you/>

Are you a Transactional Leader or a Transformational Leader? Check your characteristics <http://charlesstone.com/are-you-a-transactional-leader-or-a-transformational-leader-take-this-test-and-find-out/>

### References

- Bass, B.M. (1985). *Leadership and Performance Beyond Expectations*. New York: Free Press.
- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18, 19-31.
- Burns, J.M. (1978). *Leadership*. Oxford: Harper Row
- Corrigan, P. W., & Garman, A. N. (1999). *Community Mental Health Journal*, 35(4), 301-312. doi:10.1023/a:1018757706316.
- Beyer, J.M. (1999). Taming and Promoting Charisma to Change Organizations. *The Leadership Quarterly*, 10(2), 307-330. doi: 10.1016/S1048-9843(99)00019-3
- Juneja, Prachi. Transactional Leadership Theory - Meaning, its Assumptions and Implications. (n.d.). Retrieved from <http://managementstudyguide.com/transactional-leadership.htm>
- Maboloc, C. R. (n.d.). Max Weber's 3 types of authority. Retrieved from <http://opinion.inquirer.net/85293/max-webers-3-types-of-authority>
- McCleskey, J.A. Situational, Transformational, and Transactional Leadership and Leadership Development. *Journal of Business Studies Quarterly*. 5 (4), 117-130
- McGregor, J. (2014, July 17). Remembering James MacGregor Burns and his leadership wisdom. Retrieved from: [https://www.washingtonpost.com/news/onleadership/wp/2014/07/17/remembering-james-macgregor-burns-and-his-leadership-wisdom/?utm\\_term=.1fbba1b98667](https://www.washingtonpost.com/news/onleadership/wp/2014/07/17/remembering-james-macgregor-burns-and-his-leadership-wisdom/?utm_term=.1fbba1b98667)

- Odumeru, J. A., & Ifeanyi, G. O. (2013). Transformational vs. Transactional Leadership Theories: Evidence in Literature. *International Review of Management and Business Research*, 2(2), 355-361.
- Packard, T. (2009). Chapter 7- Leadership and Performance in Human Services Organizations. In *The Handbook of Human Services Management* (2nd ed., pp. 143-164). Los Angeles, CA: Sage.
- Moon, P. S., & Man, H. K. (2017). The Relationship Between the transactional Leadership of the Professor Perceived by the College Students of the Physical Education for Major Satisfaction, Learning Commitment, and Employment Strategy. *ISOR Journal of Sports and Physical Education (IOSR-JSPE)*, 4(1), 19-22.
- Sadeghi, A., & Pihie, Z.A.L (2012). Transformational leadership and its predictive effects on leadership effectiveness. *International Journal of Business and Social Science*, 3(7), 186-197.
- Weber, M. (1947). *The Theory of Social and Economic Organization* (T. Parson Trans.). New York, NY: Free Press
- Yukl. G. (1999). An Evaluation of Conceptual Weakness in Transformational and Charismatic Leadership Theories. *The Leadership Quarterly*, 10(2), 285-305. doi: 10.1016/S1048-9843(99)00013-2
- Yukl. G. (2011). Contingency Theories of Effective Leadership. In A. Bryman, D. Collinson, K. Grint, B. Jackson & M. Uhl-Bien (Eds.), *The Sage Handbook of Leadership* (pp. 286-298). Thousand Oaks, CA: Sage

Yukl, G., & Mahsud, R. (2010), Why Flexible and Adaptive Leadership is Essential.

*Consulting Psychology Journal: Practice and Research*, 62(2), 81-93. doi:

1037/a0019835

## **TRANSFORMATIONAL LEADERSHIP**

Author: Jen Ritchie

### **Introduction**

Leaders and followers have been studied for decades by social scientists in order to understand how to get followers to successfully accomplish tasks and meet goals assigned by their leader. Motivation plays a large role in the leadership of others, but it can come in many forms and is different to each and every person. Based on this knowledge a transformational leader will use their own charismatic personality to develop individual relationships with their employees in an effort to raise each person up to their highest potential and greatest level of production for the organization. Additionally, a transformational leader inspires their followers by being a role model to them. But this leadership is not all about emotions and feelings, it is, also, about intellectually stimulating every employee under their tutelage. To do this a transformational leader must be willing to access and potentially utilize ideas and suggestions of their employees. When executed correctly, transformational leadership, according to a leading social scientist Bernard Bass, outperforms the productivity of transactional leadership (a highly effective leadership style discussed later in this section of the guide).

### **Definition of theory**

Looking for a transformational leader to develop a long-term organizational culture change to make your department perform at its greatest levels? The skills possessed by a transformational leader are up to the task of improving morale while improving performance. Moreover, transformational leadership can assist with many facets of leadership in public services, such as the finesse needed to handle an organizational change, potential to save money

by developing their current personnel into the leaders of tomorrow, increase morale and maximize the productivity of staff. To do this the characteristics found in this type of leader involve creativity, the ability to inspire, to create autonomy among those led, develop trusting relationships with subordinates and motivational skills to push people passed their own perceived limits.

There is a drawback to this type of leadership for an organization which is the transformational leader may become so good empowering lower employees that it can make a manager rely on them inordinately while they become lackadaisical and unaccountable. Thus, to avoid this caveat, the leader should always employ some of the characteristics of this type of leadership; self-motivation and participative leading.

## **Background**

In 1978, dissatisfied with the inadequacies of the leadership theories of the time, political scientist James MacGregor Burns looked for more qualitative research of leadership theories than had previously been provided in other research and theories of the time. According to MacGregor Burns (2003), “quantitative changes are not enough; they must be qualitative too” (pg. 24). The thought behind this quote is that it’s not the number of changes you make that help an organization become better, but the quality of each change. Thus, MacGregor Burns stresses the “transform” reference in transformational leadership. Though, he asserts, there is no specificity in the “transforming” function, whether organizational or personnel, the point is that status quo is obliterated for a more participatory and democratic environment.

With further research in 1982 by Warren Bennis and Burt Nanus (1985) authors of “Leaders. The Strategies for Taking Charge.” found four leadership strategies on

transformational concepts when 90 leaders were interviewed, and the following conclusions were published:

1. They have a clear, concrete *vision* of their organization's future, based on the needs of the organization's members.
2. They operate as *social architects*, encouraging followers to create and adopt a new group identity and a philosophy shared by all.
3. They build *trust* by providing a clear direction and consistently behaving according to their stated principles.
4. *Positive self-regard*: They know their strengths and weaknesses and fuse their sense of self with the organization's goals (Bennis and Nanus, 1985).

In 1990, Bernard Bass came along and expanded the transformational leadership theory to include four behaviors applicable to the success of this leadership style. According to Humphries and Einstein (2003) article *Nothing New Under the Sun: Transformational Leadership from a Historical Perspective*, these four behaviors are; 1. Charisma (idealized influence), 2. Inspiration, 3. Intellectual stimulation and 4. Individual consideration” (pg. 2). These behaviors, when used in leadership, have joint power of motivation and productivity among the team members which results in higher overall performance.

### **Charisma**

This trait is essential to transformational leadership based on how charisma can establish an emotional connection with followers which is necessary in order to get your followers to trust in your leadership and ideologies. Max Weber, a preeminent social scientist of his time, defined



charisma as “a special personality characteristic that gives a person exceptional powers is reserved for a few and results in the person being treated as a leader” (Weber, 1922).

### **Inspiration Motivation**

Inspiration is a feeling generated in employees that encourages a positive belief in what the leader is highlighting as paramount for the organization and having a shared vision (or mission) between the leader and employees that everyone is working toward. When all involved feel supported by those surrounding them and empowered to speak up, inspiration will be the catalyst for long-term change.

### **Intellectual Stimulation**

Once inspiration is added to the dynamic of the group by the leader, those following will start to open up and share their creativity and critical thinking. Instead of employees maintaining the status quo, they speak up with problem-solving ideas and help arouse the intellect of the other employees.

### **Individual Consideration**

Individual consideration is about taking the initiative to treat each employee independently when it comes to the leader’s relationship with the employee. Especially, when it comes to knowing the employees intrinsic and extrinsic motivators. Furthermore, a transformational leader is always looking to push employees beyond their limits in an effort to show the employee they can accomplish more than they expected of themselves.

**Table 3: Elements of transformational leadership**

Transformational leadership			
Charisma	Inspirational motivation	Intellectual stimulation	Individualized consideration
<ul style="list-style-type: none"> <li>• Conveying enthusiasm</li> <li>• Acting as a role model</li> <li>• Acting with integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighting the importance of goals and tasks</li> <li>• Motivating by providing a compelling vision/mission</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging entrenched patterns of thinking</li> <li>• Providing new insights</li> </ul>	<ul style="list-style-type: none"> <li>• Considering employees as individuals</li> <li>• Leading and encouraging employees on an individual basis</li> </ul>

Source: The authors, based on Wunderer (2007)

Source: Stippler, M., Rosenthal, S., Moore, S., Doerffer, T., (2011)

In the 80’s a model was constructed after 1300 leaders were interviewed by James Kouzes and Barry Posner who then published five fundamental leadership practices as a model for transformational leaders (Neuberger, 2002). Stippler, Moore, Rosenthal, and Doerffer (2011) laid them out as follows; 1. modeling the way, 2. inspiring a shared vision, 3. challenging the process, and 4. enabling others to act (pg. 54).

**Comparison of theories**

Transactional leadership is closely utilized with Transformational leadership in emergency services to inspire followers but maintain high performance (output). However, this is not the only situation in which when these two leadership styles intertwine. There are many uses for both styles together if an organization seeks to get performance from employees that is clear and trackable, but also seek to inspire their employees to perform at their highest levels. For further review of Transactional Leadership theories, they are expounded upon in this section of the guide but under the heading of Transactional Leadership.

Emotional intelligence and transformational leadership share characteristics according to the parameters used in the research study by Barling, Slater, Kelloway, (2000) entitled *Transformational leadership and emotional intelligence: an exploratory study* who used the following characteristics: “1. understanding one’s emotions; 2. knowing how to manage them; 3.

emotional self-control, which includes the ability to delay gratification; 4. understanding others' emotions or empathy; and 5. managing relationships" (pg. 157). However, emotional intelligence varies as no relationship needs to be established between the leader and follower to apply those concepts. Whereas, transformational leadership pivotally uses charismatic behavior based on the established relationship in order to get the required outcome(s) of a goal or vision. (Please see the Emotional Intelligence headings for a deeper analysis of this vernacular.)

Contingency theory and transformational leadership theory are closely related in leadership personality styles, but contingency theory puts much more emphasis on situational favorableness. While this two-fold theory uses a scale to measure personality traits of co-workers and leaders, transformational leadership doesn't put emphasis on the situation or environment. Instead, transformational leadership presumes that every interaction with the employee is a chance to deepen one of its tenant behaviors of Individual Consideration. Additionally, contingency theory is situational in that it is looking to pair the leadership style of the leader with the correct situation. Again, transformational leadership theory doesn't break leadership down to this micro level at this point as they are leading with strategic vision already in place that the employee has been involved in developing. Therefore, the transformational leader now in a supportive role. This is why these theories work well together so that a transformational leader can shift their style as needed. (For further explanation of Contingency Theory, please see the separate heading for this theory as it is also covered in this section of the guide.)

### **How It's Been Used**

Starbucks, the coffee famous company, was taken by storm by Howard Schultz (who was for them and still is) a transformational leader. Prior to Mr. Schultz, Starbucks didn't have a

vision for their company and were not concerned with the company's organizational culture. According to Corinne Coulson (2016), Mr. Schultz's transformational leadership was built on integrity that "helped build trust within the company, and his determination to always focus on employees first" (p. 7). He did this by offering a plethora of company benefits to part-time employees (20 hours or more a week), choosing leaders for the company based on traits that were critical to be an effective leader, creating a culture of open and honest communication within the companies employees and management, as well as, taking ownership of choices made - even in bad times (Coulson, 2016). Schultz realized that employees that are proud to be working for the company would encourage this behavior in their co-workers and, in turn, the customers would feel this too (Coulson, 2016). Coulson (2016) concludes Starbucks is a "company founded upon strong leadership provided by a visionary, transformational leader" which is demonstrated by the company's success during his leadership as CEO from 1982 to 2017 (p. 9).

Transformational leadership is used commonly in the public sector in agencies that are relied upon to provide emergency services. Emergencies come in all shapes, sizes, and severity which is why a trusted, motivational and transformative leader(s) is a necessity to direct assets (personnel and equipment) through the complex bureaucracy of incident command. Jeffrey Fox's (2009) dissertation reiterated assertions by Gene Klann (a crisis leadership author) who would assess public sector crisis incident with a militaristic viewpoint and "Klann stated leaders should concentrate on three key influencing skills during a crisis: communication, clarity of vision and values, and caring for others. These influencing skills fit the definition of transformational leadership" (pg. 34). However, this does not mean that transformational leadership is the only style used by emergency services. While transformational leadership can

create resilience in personnel during the crisis, the best leadership for crisis is a mix of transactional and transformational. Transactional leadership, another common leadership style where reward and punishment for performance are used to motivate personnel, is also used during an emergency crisis with the transformational style. This is because transactional leadership style closely monitors performance and any deviation in performance can be corrected before it becomes a problem. Moreover, author's Tejeda, Scandura, & Pillai (2001) in *Leadership Quarterly* were cited by Sommer, et al. (2016) as saying these two styles so closely work together that “transactional leadership is often measured by three separate subscales (Contingent Reward, Active MBE, Passive MBE), although prior research has questioned whether contingent reward is distinguishable from transformational leadership” (Sommer, et. al, 2016, pg. 184). Thus, transformational and transactional leadership skills often overlap each other in the private and public sector's completion of performance goals and objectives.

### **Application**

The scenario provided will warrant a transformational leadership approach as the mid-level manager tries, in lieu of his boss who is on leave due to an unplanned absence, to complete the short-term goal of preparing and presenting the vehicle regulation for child care centers proposal to the local counsel in 30 days. The proposal is incomplete, and the manager must task eight staff with successfully creating a budget impact study, legislation action review, a data analysis report that supports the proposed change and a general survey of the target population.

The mid-level Manager may have been working with these eight employees prior to this project, but it is unknown how long. Thus, the Manager will need to quickly establish a relationship with the employees if he does not already have one. This may be a simple undertaking with some of the employees who are more social and eager to connect with this

Manager. With these employees, he can begin to analyze their individual personality traits and establish what their intrinsic and extrinsic motivations are. For other employees, it may be systemic interactions that are of “high value” to that employee when it comes to establishing trustworthiness and integrity. Additionally, the Manager will need to use the intuition established from his years of leadership. This intuition will include listening to his inner voice or a gut feeling, observing everything, and using his listening skills. All of these skills will help him establish a feel for the employees (expertise level of the subject matter and personality traits) he will need to utilize to complete this project in a timely manner.

### **Mid-Level Manager**

As a mid-level manager, your organization has put you in a position where you manage personnel but must also answer to the administration by meeting timelines, completing projects and establishing productive personnel morale. Your span of control within your office in the agency is broad and you have been given significant authority, delegation and oversight control. Your challenge is to use this in a charismatic way that is inspirational and motivating to those around you, even when there are errors made and negative information must relayed. Your transformational style requires an organizational structure that can be organic and decisions decentralized. The employees you oversee will benefit from the increased job depth you will provide them as they utilize each of their unique qualities and potential abilities. Thus, a transformational leader is participative and willing to work alongside employees to get the job done. Moreover, our scenario has a short-term deadline, but a transformational leadership style is a long-term approach where employee input is a necessary part of the motivation created. This means, you as the manager, will be focusing on the individuals on your team but decisions of strategy and task will require group input.

**Senior Team - Career State Employee**

The career State employee will be a challenge and a transformational leader will have to quickly establish a relationship of trust with this employee to get the most productivity from them. Moreover, when dealing with this employee, the leader will need to be optimistic and always act confidently in their approach because this will be your complacent employee that is ok being in the same job until retirement. These employees are challenging because motivation is low, so there will need to be an appealing vision and a strongly established collective identity with their teammates to motivate them. One strategy is to determine if they have undeveloped leader qualities. If so, find what they are good at and praise them for it so you can start an emotional connection with this employee in the hopes of leveraging the fledgling relationship to develop their leadership qualities. Thus, if it's properly motivating to their personality, develop their leadership qualities by assigning them to work with the intern (specifically picked because he has positivity and energy). However, if your career person has no desire towards guidance of others, then you can still use their favorite subject/task (that you were complimenting and establishing a connection over) to get the work out of them. Take time out of your schedule to ask about that favorite subject/task and put them in the position that they get to talk about something that makes them feel relaxed, calm and cared about by the organization. Many people feel validation and acceptance when a person, that is in a position of authority over them, takes an interest in them. For a more introvert employee, a good task is generally assigning them a research portion of the project where they can do it on the internet where they can be alone yet productive. In this scenario, for example, they can research the impact your proposal has on the target population, legislation action review, or the data analysis report that supports the proposed change.

**Senior Team - Aspiring Supervisor**

The fact that this employee is eager to move up in ranks and take on more work will assist completing this project and will be a great asset to you and the team. This team member is where you will get the mileage out of your charisma and inspiration as you are a role model for what this employee is seeking for their future. So, make sure to lead by example when dealing with them by emphasizing key values and helping them learn how to be strategic in their projects and personnel interactions. Moreover, make sure you provide individual consideration to them and stimulate their intellect as much as possible. Transformational leaders develop new leaders and this employee is ready for the challenge.

**Entry Level (1) - Outspoken Employee**

Never let that fact that an employee is outspoken rattle you. These types of employees, when inspired by your vision are an asset to any team and will help motivate those around them. The only concern with the “outspoken employee” is keeping them positive and on your plan. Thus, when dealing with them make sure clear, confident and optimistic. Your charismatic influence and inspiration can keep them operating inside the appropriate boundaries when dealing with other team members. The fact that this employee likes to challenge authority is only a distraction if you are not prepared, so it is your job as the leader, to quell their challenges with facts and information that gives them clarity of the vision, keeps them on task and reminds the how the whole team intends to reach the vision. This type of employee is only toxic if you don't pay individual attention to them, you challenge them back, direct negativity their way, allow them to railroad the timeline with of the project with their rants, make them feel disrespected and/or allow their mood to dominate the atmosphere of the team. Thus, keep this employee close so you can monitor the culture they are adding to your team and quickly redirect



it if it becomes a negative energy. This employee will take much of your energy, but it is necessary to keep the positive environment you are creating and the team on task. Make sure to thank them often for their work and never pass by this employee without making a polite gesture, such as a smile or a wave to keep the positive energy flowing without too much interaction and a subtle undertone that reminds them you are there. This type of employee enjoys feeling empowered, so you must create energy and a task that leaves them feeling this way. In our scenario, this employee could be a great researcher or, if they like numbers, the one that compiles the budget impact study.

### **Entry Level (2) - Low Morale, Barely Get By:**

While certainly a challenge, it is a challenge that a transformational leader can overcome. As the leader of this employee, you will need to center in on the individual consideration characteristic of your skills and broadly determine the source of the discontentment of this employee. If it is just their lack of feeling important or stimulated at work, then this project is a perfect place to start a transformation with them. When an employee is doing the bare minimum, it suggests that they are not challenged, they aren't relating to the other team members and feeling a sense of belonging, as well as, the lack of importance to their organization. While transforming this employee, as it is a process, the productivity may be low. Thus, keep this in mind as you are assigning jobs for the project. A task best suited for them may be a research aspect, data collection or even formatting the presentation depending on their forte. Everyone has something they enjoy so look for what they do on their off time. This type of individual exploration can reveal tips for you, such as, do they work on media projects for their church (knowledge of media technology means they can format the presentation or, as church is a social function, have them work on the information about the target population with

team members), do they read mystery novels or solo hobbies (this is likely a good researcher). If you target the intellectual stimulation they need, even the bare minimum employee, will be productive and participative.

### **Entry Level (3) - Knowledgeable**

The knowledge and desire for departmental improvement of this employee can be used to meet your deadlines and inspire your other employees. Workers like this can set a culture for your staff and get everyone excited about the vision and meeting the goal(s). All your leadership qualities of charisma, inspiration, intellectual stimulation and individual consideration will be easy to apply to this employee. As with the aforementioned senior team member and aspiring supervisor, this is your chance to do what transformational leaders believe in and that's leaders develop the next leader. Thus, make sure to lead by example when dealing with them by emphasizing key values and helping them learn how to be strategic in their projects and personnel interactions. The time and energy spent with this employee could really pay off for the organization as they are just starting their career with your agency. Moreover, if they do end up a long-term employee, you will have developed an ally you can rely on for future endeavors.

### **Administrative Assistant 1**

Leading this employee will not be a difficult task, except for the fact that the timeline on this project is expedited. However, with good strategy established for attaining the vision, you should be able to respect this employee's individual characteristic of routine work hours and work days. The detail orientation can be used when intellectually stimulating them by assigning the budget impact part of the project. Since there are other team members that can be utilized to do the research (which might require longer hours), this administrative assistant could be used as

a second party reviewer. Additionally, there are logistics that go into presenting this proposal to the county council and this might be a great area of preparation for this employee to concentrate on too. (e.g. number of copies needed, printers ready with enough ink, equipment needed to be reserved and in working order, etc...) By blending the oversight of the budget impact and the preparations for the presentation, you can keep her intellectual stimulation up and use her detail skills to make sure the presentation is prepared and flawless. Keep in mind that the information you obtain with individual consideration will help you decide if you have selected the appropriate tasks to keep this assistant motivated and happy with her assigned tasks. As far as charisma and inspiration, this employee is no different than any of the others so offer it up in large quantities to keep the positive team culture moving on this fast-paced project!

### **Administrative Assistant 2**

Much like the other administrative assistant, leading this employee will not be hard, but that doesn't mean you should take your leadership duties lightly. The point of your leadership style is to develop the employees you have and cultivate new leaders. Given this employee's charismatic personality, they would be able to be an inspirational motivator easily. Thus, it is up to you to develop this trait. This should provide the intellectual stimulation needed to keep this employee motivated and happy, as well as, on a transformational path. The individual consideration with this employee, per the scenarios detail of her large family, would be to be flexible in their schedule to accommodate family while keeping them clear on the vision and timelines. This will ensure productivity abounds as they will like the flexibility of the schedule in their work-life balance goal(s) and are likely to keep up their work to keep this affability in their life. This is another employee to cultivate the positive culture at your agency and development of reliable personnel for your future tasks and projects.

**Intern**

By far, the intern will be one of the easiest employees to mentor and will be an asset to this project and the agency. Your style of leadership – transformational – will click with this employee. The only caveats are keeping the intern's overreaching personality in check and managing their desire to win your approval (and potentially a permanent job). Thus, there is great importance on communication and making sure your employee feels comfortable with you so use your idealized influence strategically. This employee is easy to inspire and your individual consideration of them will make them feel reassured they are a part of the team and working toward their ultimate career goal of full-time, permanent status. However, since they are not yet a permanent member and they do have an overreaching personality, it is best to keep them at a distance from the senior team member with the career state employee attitude. This could be a toxic mix between them or, if they click, for your team culture. It is best they work with the senior team member that is an aspiring supervisor. The additional benefit to this pairing is the coordination with the aspiring supervisor gives your organization to get that senior team members opinion, after the completion of the project, on how the intern did and if they would be a good fit for your organization.

**Bullet Points of Theory Application**

- A vision for the organization that's clear and generated with the employees
- Strategic thinking for attaining the vision
- Willing to develop relationships with employees and stakeholders
- Positive and inspiring leadership (lead by example)
- Proactive behaviors and active engagement with followers
- Confidence in your ability to lead
- Openly express confidence and appreciation to followers

**Conclusion**

Leadership has been researched for decades by many academic disciplines as researchers try to understand how to amplify employee motivations and value when a leader is exerting their power. The point is to get the best performance, as well as, the most productivity from employees. At the start of the century in the early 1900's, based on the industry at the time, the emphasis for leaders was on production that was controlled from the top-down (Gallo, 2016). Later, as the same century was coming to an end, the prevailing emphasis had changed to focus more on the psychology of employees and how to lead them best with a sense of purpose and autonomy (Pink, 2009). Thus, this section has covered transformational leadership which is a popular style that has been gaining momentum since Bernard Bass helped coin it in the early 1990's. Part of the momentum transformational leadership has gained in recent decades can be attributed to the fact that it is easily blended with other leadership styles.

## **Resources**

Motivational Effect:

<https://pdfs.semanticscholar.org/ace7/fa04bb99a701b43c079c0a35cd91253e67fc.pdf>

Self – Assessment: what are your transformational leader tendencies?

[http://highered.mheducation.com/sites/1259030539/student\\_view0/chapter12/self-assessment\\_what\\_are\\_your\\_transformational\\_leadership\\_tendencies.html](http://highered.mheducation.com/sites/1259030539/student_view0/chapter12/self-assessment_what_are_your_transformational_leadership_tendencies.html)

Transformational leadership qualities (Agree or Disagree):

<https://www.psychologytoday.com/us/blog/cutting-edge-leadership/200903/are-you-transformational-leader>

**REFERENCE**

- Barling, J., Slater, F., & Kelloway, E. (2000). *Transformational leadership and emotional intelligence: an exploratory study* [Electronic version]. *Leadership & Organization Development Journal*, 21(3), 157-161.
- Bennis, W. G. and B. Nanus. *Leaders. The Strategies for Taking Charge*. New York: Harper, 1985.
- Coulson, C. (February 12, 2016). Howard Schultz: Blending Leadership Approaches at Starbucks. Retrieved from <https://sites.psu.edu/leaderfoundationsdobbs/2016/02/12/howard-schultz-blending-leadership-approaches-at-starbucks/> .
- Fox, J. (August 30, 2009). Analyzing Leadership Styles of Incident Commanders. Retrieved from <https://training.fema.gov/hiedu/docs/fox,%20jeffrey%20-%20analyzing%20leadership%20styles%20of%20incident%20commanders.pdf> .
- Gallo, P. (2016). These 3 Management Styles Belong in the Past. Accessed April 23, 2018. Retrieved from <https://forbes.com/sites/worldeconomicforum/2016/02/03/these-3-management-styles-belong-in-the-past/#79e8ce64eb90> .
- Humphreys, J., and Einstein, W., (2003) "Nothing new under the sun: transformational leadership from a historical perspective". *Management Decision*, Vol. 41 Issue: 1, pp.85-95, <https://doi.org/10.1108/00251740310452934>.
- Johnston, K. (2018). *Examples of Transformational Leadership Organizations*. Retrieved from: <http://smallbusiness.chron.com/examples-transformational-organizations-23313.html>.

MacGregor Burns, J. (2003). *Transforming Leadership: A New Pursuit of Happiness* (pp. 24-25).

N.p.: Grove Press.

Neuberger, O. *Führen und führen lassen*. Stuttgart: UTB, 2002.

Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. New York, NY:

Riverhead Books.

Sommer, S.A., Howell, J., and Hadley, C. (2016). Keeping Positive and Building Strength: The

Role of Affect and Team Leadership in Developing Resilience During an Organizational

Crisis. *Group & Organization Management*. 2016, Vol. 41(2) 172–202. Retrieved from:

<http://journals.sagepub.com.ezproxy.net.ucf.edu/doi/pdf/10.1177/1059601115578027>.

Stippler, M., Moore, S., Rosenthal, S., & Doerffer, T. (2011). *Leadership approaches -*

*developments - trends* (p. 45-62). Gutersloh, Germany: Verlag Bertelsmann Stiftung.

Retrieved April 21, 2018.

Tejeda, M.J., Scandura, T.A., & Pillai, R. (20010). The MLQ revisited: Psychometric properties

and recommendations. *The Leadership Quarterly*, 12, 31-52.

Winter, L. (2017, November 6). *Transformational versus Servant*. In *Leadership*. Retrieved from

<http://sites.psu.edu/leadership/2017/11/06/transformational-versus-servant/>



## CONTINGENCY THEORY

Author: Natasha Solomon

### Introduction

The following section seeks to explore contingency theory as a circumstantial leadership theory. Circumstantial leadership implies that the situation affects the desired style of leadership. Contingency theory is the epitome of circumstantial leadership as it is founded on the notion that “it depends.” Within the section, contingency theory will be explained in detail as well as relevant application to the public sector. Contingency theory will be explored as it pertains to the aforementioned scenario. There will also be a reference list and resource guide for further exploration.

### Background

Austrian psychologist Fred Edward Fiedler is credited for the birth of the original contingency theory. His studies in the late 1950s led to the publication of his literature “A Contingency Model of Leadership Effectiveness” in 1964 (Miner, 2015, p. 233-234). Fielder’s theoretical framework followed the working of other psychologists and schools of thought who produced theories attempting to identify what makes an effective leader. The crux of his research indicated that, in fact, there was no one best style of leadership. Fiedler argued that the effectiveness of an organization depends on the leader’s personality and the situation (or environment) (Miner, 2015, p. 233-235).

Fiedler recognized that an organization is the sum of the internal and external factors. Internal factors refer to such concepts as organization structure, process, and employment behavior; while, political, economic, technical, and institutional influences are considered external factors (McGrandle, 2016, p. 528). McGrandle (2016) states that “organizations are highly

interdependent on [their] environment” (p. 528). These factors produce an organizational culture which in turn creates “the situation” that Fielder identifies as one of the essential features of the contingency theory equation. By his account, these environments vary and therefore a ‘one size fits all’ leadership approach is not equipped to address the uniqueness of organizations.

### **Explanation of Theory**

Contingency theory is two-fold:

1. leadership personality and
2. situational favorableness

Fielder identifies two types of leadership personalities: task-motivated and relationship-motivated. Task-oriented leaders focus on accomplishing tasks while relationship-motivated people emphasize interpersonal relationship. To determine a leader’s style, Fielder developed the Least Preferred Co-Worker Scale as a measurement tool. Using a scale 1-8 and identifying personality traits of co-workers, leaders are given a score that determines which style of leadership defines them. A high score on the scale indicates a more relationship motivated leader and a low score is indicative of a task-oriented leader (Mitchell, Biglan, Oncken & Fielder, 1970, p. 254).

The second aspect of contingency theory is situational favorableness which attempts to match the leadership style with the atmosphere that will make them most effective. Three areas have been identified:

1. leader-member relations - how co-workers view the leader and have established a positive relationship/rapport,

2. task structure - how tasks are defined, clarified, and organized to ensure completion, and
3. position of power - how much power via rewards and punishment a leader possesses over its co-worker (Mitchell, Biglan, Oncken & Fielder, 1970, p. 254)

Fiedler provides that a relationship-motivated leader thrives the most in situations or organizational environments in which their interactions with their co-workers is highly developed. On the contrary, task-oriented leaders are most effective when task structure and their power is high. Simply, the leader is deemed most effectiveness is when their style (leadership personality) matches the situation (favorableness) (Miner, 2015, p. 235). Below is a chart of the eight combinations in which each type of leader will reach optimal performance.

	Leader-Member Relation	Task Structure	Position Power	Leadership Personality
<b>1</b>	Good	Structured	Strong	Task-Oriented
<b>2</b>	Good	Structured	Weak	Task-Oriented
<b>3</b>	Good	Unstructured	Strong	Task-Oriented
<b>4</b>	Good	Unstructured	Weak	Relations-Oriented
<b>5</b>	Poor	Structured	Strong	Relations-Oriented
<b>6</b>	Poor	Structured	Weak	Relations-Oriented
<b>7</b>	Poor	Unstructured	Strong	Relations-Oriented
<b>8</b>	Poor	Unstructured	Weak	Task-Oriented

(Mitchell, Biglan, Oncken & Fielder, 1970, p. 254)

**Strengths.**

Contingency theory is recognized as a major leadership theory and has laid the framework for more contemporary version of contingent styles of leading. Its proponents support the following strengths:

- Contingency theory is established by empirical research indicating validity in its ability to increase organizational effectiveness (Miner, 2015, p. 235).
- Contingency theory initiated a shift from the idea of a single, best way to lead towards an emphasis on situational-focused leadership whereas the approach is going to depend on a combination of factors (McGrandle, 2016, p. 528).
- With the transition towards human resource management, contingency theory can be useful in developing leadership profiles that can be helpful in identifying leaders. Contingency theory has been described as predictive in detecting the appropriate leadership style given the context (McGrandle, 2016, p. 528).
- Contingency theory reduces the burden of leaders by addressing the idea that leaders are not always going to be effective and by placing some responsibility on ensuring the leader is suited for the task at hand.

**Weaknesses.**

While contingency theory is regarded as a valid and reliable leadership theory as evidenced by substantiated empirical evidence, critics argue that the theory still possess some shortcomings. An overall theme is the concern for ambiguous concepts and variables that lack clarity. Below are several criticisms of the theory:

- Contingency theory does not provide explanations for the “why.” The theory suggests that certain leaders, in certain situations, are more effective. It does not explain why this is. It fails to incorporate growth or organizational changes that may require varying leadership styles (McGrandle, 2017, p. 529).
- Contingency theory enables leaders to maintain rigid leadership styles by promoting the idea that leadership effectiveness is based on the situation. It does not address adaption, growth, or development of leaders.
- According to Pink (2011) in his Motivation 2.0 guide, motivation is intrinsic and reliance on rewards and punishment is limited in its effectiveness however a major aspect of contingency theory is a leader’s power and use of rewards and punishment.

### **Contemporary Contingency**

Fielder laid the framework for contingency theory as the first of its kind with a risky concept of basing leadership effectiveness on the circumstances. Since then, contingency theory has broadened into its own category as a style of leadership with Fiedler’s concept becoming the “model” for contingency theories. While several hybrids exist, the most consistent theory that expounds upon Fielder’s ideas is situational leader.

**Hersey-Blanchard Situational Leadership Theory.** This theory of leadership addresses Fiedler’s shortcoming of assuming leaders cannot change or should not change. Blanchard’s theory contends that leaders must adapt to the maturity level of their co-workers and the type of task. Depending on these factors, the leader must decide whether to emphasize tasks or relationships to be effective. The major difference with Blanchard’s theory is that the leader must be dynamic in their role and their leadership style may change from employee-to-employee or from task to task

(Graeff, 1983, p. 285). A chart is provided to summarize his four types of leadership styles based on the identified maturity levels.

Maturity Level	Leadership Style
M1: Lack of skills/confidence to work independently	S1: Directing (Telling)
M2: Willingness to work but lack of skills to complete	S2: Coaching (Selling)
M3: Able and willing to help but not confident in ability	S3: Supporting (Participating)
M4: Able to work independently with high confidence and strong skills	S4: Delegating

(Graeff, 1983, p. 286-287)

**Contingency Theory in the Public Sector**

Contingency theory has an extensive history in the school of public administration and research as a beneficial way to bridge the gap between the public sector and private sector rate of success (Andrews, Beynon, & McDermott, 2015, p. 239). Arguably, the public sector can benefit from the implementation of contingency theory as it controls for disadvantages such as resources, bureaucratic processes, and market forces. Andrews, Beynon, and McDermott (2015) discusses public sector management as a “bidirectional relationship” between structural attributes and organizational capabilities. Organizational capabilities include leader’s personalities, policies, mission, and resources of an organization. Structural attributes that affect organizational effectiveness are size, organizational structure, structural desegregation, turnover, and the use of temporary employees (p. 241-243). Each of these characteristics can have a positive or negative

impact on the organization. This, too, is reliant on leadership. The overarching premise is that the varying needs and characteristics of an organization, especially with the limitations in the public sector, creates a strong argument for contingency theory.

Recently, the public sector shows a trend in diversifying organizations via employees, resources, and technology. With diversity comes an emphasis on human resource management as a means of collaborating employee as resources and utilizing leaders to ensure personnel is aligned with organization needs and goals. As a result, the public sector identifies contingency theory as being a strong model that aligns with the human resource school of thought. Several studies exist that show contingency theory as a method for effective organizations within the public sector today.

McGrandle (2016) produced a study on diversity management (DM) as a public-sector technique birthed from contingency theory. She studied two organizations in Canada to highlight how the uniqueness of each organization required diversity in management styles (contingencies). The foundation of her study was that organizations are diverse in size, demographics, organizational culture, politics, and mission. By comparing these categories to the two provincial organizations, McGrandle (2016) found that external and internal factors create organizational environments that require tailored and structured approaches to “reflect its own diversity, structure, and organizational culture, and tailor...practices and programs to its own specific needs” (534).

Another example of contingency theory and its implication in the public sector is a studied performed by Groeneveld and Van de Walle (2010) on representative bureaucracy. Representative bureaucracy refers to have a representative governing body as it relates to the population it serves to ensure best interest in decision making (p. 240). Groeneveld and Van de

Walle (2010) addressed power, equal opportunities, and diversity as a contingency approach. Their study addressed the hard questions of political and social impact on policy: why is representation necessary and who is represented (Groeneveld and Van de Walle, 2010, p. 252)? What they found was that representative bureaucracy is a method to increase organizational effectiveness and success by which the dimensions (power, diversity, and equal opportunities) can be utilized in specific contexts to fit the needs of the organization (Groeneveld and Van de Walle, 2010, p. 253-255). In layman's terms: it depends.

There appear to be a few themes when looking at contingency theory which can be summed up in a few bullet points:

- Contingency theory is so ambiguous to simply mean “it depends.” It becomes a “catch-all” theory to explain why variance exists in decision-making and leadership.
- Contingency theory helps explain why it is necessary to be circumstantial as the public sector is heavily reliant on its environment.
- Today, contingency theory is beneficial with the trend in diversity and human resource management as it promotes differences.

### **Application**

It is important to keep in mind that contingency theory is criticized as being ambiguous concept that does not explain the “why behind the why.” Empirical research provides an explanation on what works however it fails to explain why the theory is effective. This can be an advantage or disadvantage to leaders. Optimistically, contingency theory provides a clear guide to effective leadership. On the downside, there is no guidance on why a leader should act in a certain manner.



Looking back at the scenario and applying it to Fielder's framework, there is a mid-level manager who is responsible with completing a major project on a short deadline. While there is not much information about the leader or his style of leadership, there are some basic assumptions that can be made given the circumstances. The mid-level manager is temporarily acting in a role. Additionally, specific tasks must be accomplished. For this reason, the mid-level manager can be most effective as a task-oriented leader because relationship building is not mandatory in a temporary role and accomplishing the project (task) is of paramount concern. Contingency theory also looks at organizational size as a contributing factor to organizational behavior. The mid-level manager is managing a rather small group of individuals (eight). Larger organizations can be seen as crippling to effective leadership as coordination of activities and communication can be complex. Smaller groups, while having less opportunity to spread costs and responsibilities, allow for more effective leadership in a task-oriented situation.

The most effective means for accomplishing the task rely on situational favorableness. Most importantly, the mid-level manager must possess a position of power that reflects his ability to implement rewards and punishments. One of the challenges with this will be the relationship the middle-level manager has established in their routine role. Contingency theory contends that the higher a leader's authority, the more favorable the situation and outcome. Likewise, another essential influence relies on task clarity and plan for accomplishing the task. The mid-level manager is overseeing a variety of personalities. From the senior employee with no motivation to the eager entry level position and from the administrative staff requiring directives to the overachieving intern, the mid-level manager must provide clear roles to each staff, deadlines, and a plan of action. The mid-level manager may give creative direction to an employee such as senior employee who is a team player and is dependable requiring limited

oversight. Clear lines of communication will be necessary to ensure task completion. On the other hand, the mid-level manager will need to provide clear directives to administrative staff as they rely more on instruction.

Reviewing the contingency theory as a model, what appears to be the most effective contingency theory is situational leadership which would allow the mid-level manager to be adaptive in his interaction with the various maturity levels of the eight employees. Employees such as the senior employee and entry level employee who lack motivation to work autonomously will require the directing style of leadership with clear expectations of responsibilities with deadlines. On the contrary, the senior employee aspiring to move to management and the entry level employee with knowledge and an investment in the organization will respond best to delegating style of leadership where they are given a task or role and have the freedom to oversee its completion with limited guidance. Still, employees such as the intern, who, while eager to please is limited in knowledge and the administrative assistants who are also willing but require direction; the mid-level manager will be most effective with a coaching style of leadership when engaging with these employees. Coaching will provide the necessary supervision without harsher directives based on their own willingness. As situational theory suggests, a leader must be adaptive to the situation and responsive to change to be effective.

## **Conclusion**

What does all this mean? Contingency theory respects the open systems approach to organization as unique entities in which leaders must be identified that fit the environment of the organization. There is no optimal way to lead an organization as strategic development of management must create a balance to meet internal needs and respond to external influences.

**Recap.**

- There is no one optimal style of leadership or best model for organizational effectiveness.
- Contingency theory = leadership style + situation
- Leadership effectiveness will fluctuate as not all leaders will not always be faced with ideal circumstances.
- Leaders should be selected based on the organizational culture and the needs of the internal environment (more task-related activities or more emphasis on human relations).
- Situational leadership provides a more comprehensive model of contingency theory that takes into consideration the environment while also making leaders accountable for their styles of leadership being conducive to their co-workers.

### References

- Andrews, R., Beynon, M.J., & McDermott, A. M. (2015). Organizational capability in the public sector: A configurational approach. *Journal of Public Administration Research and Theory, 26*(2), 239-258. doi: 10.1093/jopart/muv005
- Boyne, G.A., James, O., John, P., & Petrovsky, N. (2011). Top management turnover and organizational performance: A test of contingency model. *Public Administration Review, 71*(4), 572-581. Retrieved from <http://eds.b.ebscohost.com.ezproxy.net.ucf.edu/eds/pdfviewer/pdfviewer?vid=3&sid=c0d05e60-38a4-4d0a-bd88-0a2557ceff7d%40sessionmgr4006>
- Donaldson, Lex. (2001). *The contingency theory of organizations*. Thousand Oaks, CA: Sage Productions.
- Durant, R.F., & Wilson, L.A. (1993). Public management, TQM, and quality improvement: Toward a contingency strategy. *American Review of Public Administration, 23*(3), 215-245. doi: 10.1177/027507409302300303
- Graeff, C.L. (1983). The situational leadership theory: A critical view. *Academy of Management Review, 8*(2), 285-291. Retrieved from <http://people.wku.edu/richard.miller/Graeff.pdf>
- Groeneveld, S., & Van de Walle, S. (2010). A contingency approach to representative bureaucracy: Power, equal opportunities, and diversity. *International Review of Administrative Sciences, 76*(2), 239-258. doi: 10.1177/0020852309365670

- McGrandle, J. (2017). Understanding diversity management in the public sector: A case for contingency theory. *International Journal of Public Administration*, 40(6), 526-537. doi: 10.1080/01900692.2015.1136942
- Miner, J.B. (2015). *Organizational behavior one: Essential theories of motivation and leadership*. New York, NY: Routledge
- Mitchell, T.R., Biglan, A., Oncken, G.R., & Fielder, F. (1970). The contingency model: Criticism and suggestions. *The Academy of Management Journal*, 13(3), 253-267.  
Retrieved from  
<http://www.jstor.org.ezproxy.net.ucf.edu/stable/pdf/254963.pdf?refreqid=excelsior:d3f942d0cebba3594d70497f77e1b0c8>
- Nalbandian, J., & Klinger, D. (1980). Integrating context and decision strategy: A contingency approach to public personnel administration. *Administration and Society*, 12(2), 178-202.  
Retrieved from  
<http://journals.sagepub.com.ezproxy.net.ucf.edu/doi/pdf/10.1177/009539978001200204>
- Pink, D. (2011). *Drive: The surprising truth about what motivates us*. New York, NY: Riverhead Books.
- Shepard, J.M., & Houglan, J.G. (1978). Contingency theory: “Complex man” or “complex organization.” *Academy of Management Review*, 3(3), 413-427. doi: 10.5465/AMR.1978.4305714

**Resources**

**Least-Preferred Worker Scale**: Developed by Fiedler as a tool to identify a leader's style, the LPC can be found on various websites and references. Below are a few options available for free versions of the assessment with instructions and interpretation of results:

- <http://practical-management.com/Analytics/Fiedler-LPC.html>
- [www.wiley.com/college/schermerhorn/0471734608/lpc/LPC.doc](http://www.wiley.com/college/schermerhorn/0471734608/lpc/LPC.doc)
- [https://cyfar.org/sites/default/files/Least\\_PreferedCoworkerScale.pdf](https://cyfar.org/sites/default/files/Least_PreferedCoworkerScale.pdf)

## EMOTIONAL INTELLIGENCE

Author: Chandenía Lucas

### Introduction

The following section seeks to explore emotional intelligence theory as a circumstantial leadership theory. Circumstantial leadership tells us that the situation determines the leadership style that is required and most effective. The flexible, practical, real-world application makes emotional intelligence a useful theory of circumstantial leadership. The focus is placed on the ability of leaders to adjust their attitudes, emotions, perceptions and actions as situations vary. Within this section emotional intelligence will be explained in detail and include relevant application to the public sector.

### Background

Peter Salovey and John D. Mayer coined the term ‘emotional intelligence’ or EI in 1990 describing it as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Salovey and Mayer, 1997). Salovey and Mayer Developed EI as a psychological theory. This was the first scientific paper that built on the concept of Social Intelligence. Salovey and Mayer are credited with developing the Ability Model of EI.

In the 1998 Daniel Goleman became aware of Salovey and Mayer’s work, and this eventually led to his book, “Emotional Intelligence”. Goleman was a science writer for the New York Times, specializing in brain and behavior research. Later he researched nearly 200 large global companies finding that truly effective leaders were characterized as having a high degree of emotional intelligence. Goleman’s work studied the private sector but has come to be accepted

in the public sector as well. Goleman argued that it was not cognitive intelligence that guaranteed business success but emotional intelligence. His model regarded as the “mixed model,” described individuals with emotional intelligence as having four characteristics:

- 1.They were good at understanding their own emotions (self-awareness)
- 2.They were good at managing their emotions (self-management)
- 3.They were empathetic to the emotional drives of other people (social awareness)
- 4.They were good at handling other people’s emotions (social skills)

### **Explanation of Theory**

In one word, emotional intelligence (EI) is Awareness. It is the *sais quoi non* of leadership. The evolution of emotional intelligence has resulted in several different definitions depending on the model. EI was originally defined as, “a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions” (Mayer & Salovey, 1993). Later, Goleman defined EI as the ability to “Recognize, understand and manage our own emotions...[and] recognize, understand and influence the emotions of others” (Goleman, 1998).

Emotional intelligence suggests that feelings and moods play a central role in leadership. The ability to manage moods in one’s self and others can be a key part in motivating employees to do their best and obtain organizational goals. As previously stated, Goleman identified five major aspects of emotional intelligence. Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skill. The five major aspects are defined by Goleman (1998) as follows:



- **Self-Awareness** – The ability to understand and recognize your moods, emotions and drives as well as their effects on others.
- **Self-Regulation** – The ability to control or redirect impulsive behaviors and moods
- **Motivation** – A passion to work for reasons that go beyond money or status
- **Empathy** – The ability to understand the emotional make up of other people
- **Social Skills** – Proficiency in managing relationships and building networks

Having a high IQ, training, education and an analytical mind doesn't make someone a great leader.

**Self-Awareness.** Being self-aware as a leader means “having a deep understanding of emotions, strengths, weaknesses, needs and drives” (Goleman, 1998, p.96). These leaders are honest with themselves and others. They recognize how their feelings affect them, people that work with them and their job performance. For example, a self-aware leader will know that looming deadlines such as the scenario mentioned earlier in this chapter may bring out the worst in them. In order to prevent this from happening, they make sure to carefully plan and allow time to complete necessary tasks well in advance. With regards to others, a self-aware leader will be able to work with a difficult employee and understand how that employee's behavior or attitudes may affect their own mood. Being self-aware extends to a person's understanding of their own goals. Someone that is self-aware knows what they want to accomplish and why. People with self-awareness speak accurately and openly, they view themselves realistically (Goleman, 1998). This can be characterized by having a firm grasp of their capabilities and knowing when to ask for help thus being less likely to set themselves up for failure.

**Self-Regulation.** Biological impulses drive our emotions. By this point if you are in a supervisory role you have avoided saying what you really wanted to say, even when provoked.

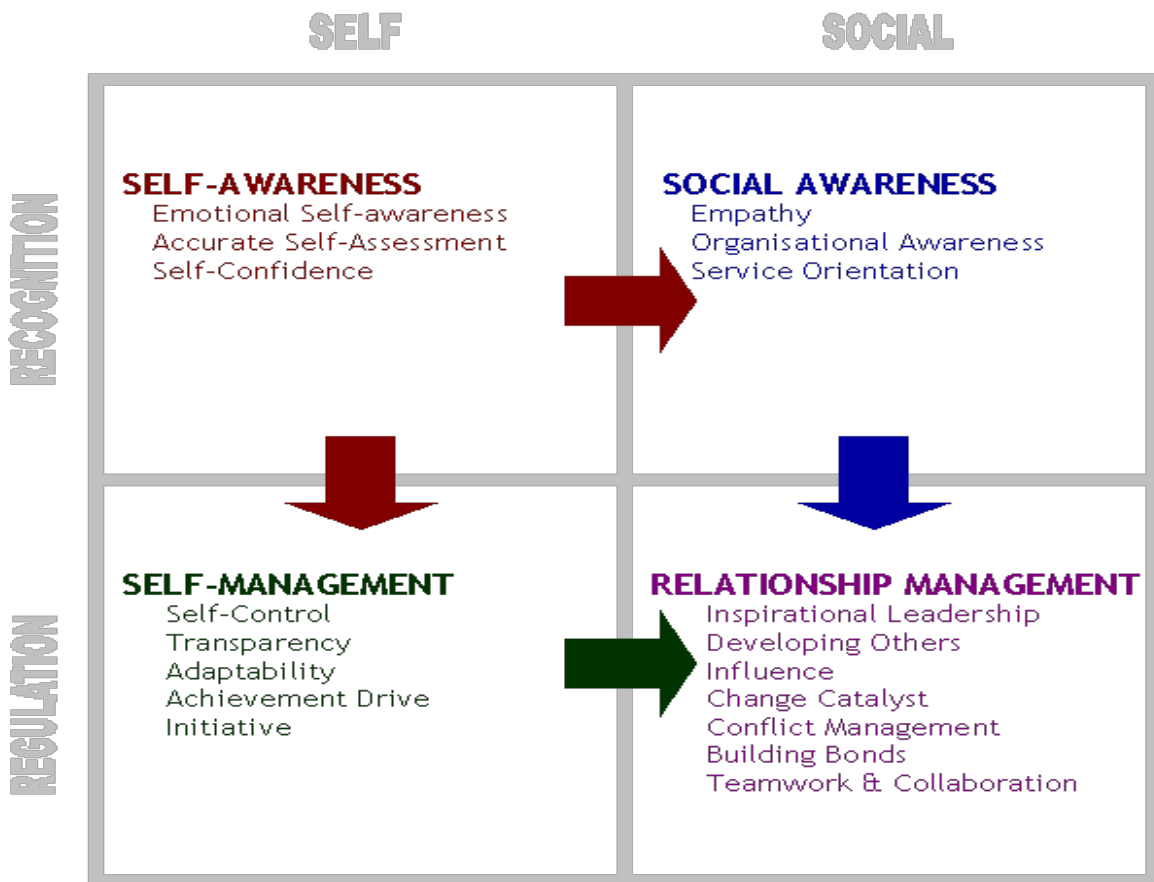
Everyone has bad moods and emotional impulses because despite the official work title, we are all human. It is important to find ways to control those moods and impulses possibly even channeling them in useful ways. Leaders must have self-regulation even in face of embarrassment, disappointment or poor performance of subordinates (Goleman, 1998). In face of failure rather than throwing a chair across the room, a self-regulated leader will consider personal reasons, any mitigating factors and even their role in poor performance of a team. Why is this important? People that have control over their emotions and impulses are able to create an environment of trust and fairness. This in turn will hopefully lead to less internal conflict and increase productivity. We live in a competitive ever-changing society. Leaders with emotional intelligence have the able to roll with the punches. When there is a new change in the organization they don't panic rather they are able to seek information, ask the important questions and listen to upper management explain the change (Goleman, 1998).

**Motivation.** Leaders are expected to carry the torch and lead the way. It goes without saying that motivation is necessary for any organization. This is the one trait that all effective leaders have. Motivation can either be intrinsic or extrinsic. Some people are motivated by pay raises for a short time. Leaders instead are “motivated by a deeply embedded desire to achieve for the sake of achievement” (Goleman, 1998, p.99). People that are highly motivated can be characterized by having passion for the work itself, seeking out creative challenges, the love to learn and taking pride in a job well done. They are persistent in finding out how and why things are done. They remain optimistic even when circumstances are unfavorable. Instances such as this motivation will combine with motivation to overcome frustration and failure. Motivation can be characterized by commitment to the organization. When people take pride in their organization they are likely to stay with that organization.

**Empathy.** This term may seem like it has no place in business. Empathy means being able to thoughtfully consider employees feelings and other factors while making intelligent decisions (Goleman, 1998). Empathy is an important component of leadership for three reasons according to Goleman. The increasing use of teams, the rapid pace of globalization and the growing need to retain talent (1998). Even a small team consist of several different personalities and a medley of emotions. A team leader has to be able to sense and understand the viewpoints of everyone. Globalization in the workplace is another reason to have empathy. Body language and a knowledge of cultural and ethnic differences (Goleman, 1998). Empathy also plays a key role in retention. Coaching and mentoring are needed to increase performance and job satisfaction. Empathetic leaders know how to give effective feedback, push for better performance and when to hold back.

**Social Skill.** Social Skill refers to moving people in the direction you seek. People that are Socially Skilled usually have a big circle of acquaintances and can find common ground with all different kinds of people. They have a talent for building rapport and place value on teamwork. Social Skill is a combination of EI dimensions. Leaders can excel at managing relationships when they can understand and control their own emotions. Motivation is also apparent in Social Skill because it typically leads to optimism and being upbeat which in turn will make a leader more popular to be around (Goleman, 1998).

**\*Goleman’s Model of EI**



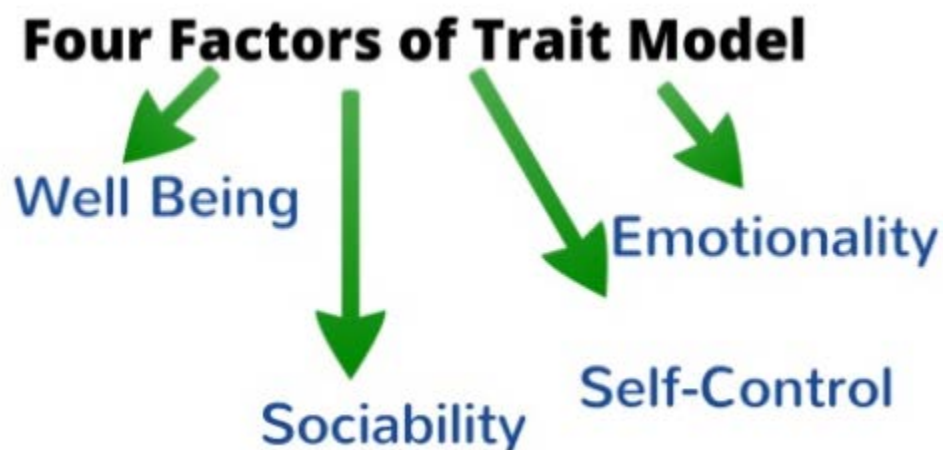
Goleman, D. (1998)

**Contemporary Emotional Intelligence**

Goleman’s popularization of EI has led to continued research on emotional intelligence resulting in additional models, definitions, and methods of measure. Research studies have been conducted in both the private and public sector on individuals and groups in an effort to further conceptualize EI.

**Trait Emotional Intelligence.** Following Goleman’s “mixed model” Konstantinos Vasilis Petrides proposed a conceptual distinction. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality" (Petrides, Frederickson & Furnham, 2004). Basically, this model refers to EI as an individual’s self-perception of their emotional abilities.

The Trait EI model has been used in studies such as academic performance and deviant behavior at school, examining gender differences in public organizations and peer-rated social competence in adolescence. This model of EI encompasses behavioral dispositions, self-perceived abilities, and is measured by self-report. Rather than placing emphasis on actual abilities, these behaviors are self-perceived which can be difficult to report on.



**Research Studies.** Development of EI Theory has led to a considerable amount of research in the public and private sector in an effort to better understand essential concerns for employers and members of management such as job satisfaction, turnover, and levels of stress. In a study conducted on a sample of professionals in a mental health institution a total of 212 participants were administered the Emotional Intelligence Questionnaire along with the Organizational Stress Screening tool. Results indicated that high EI scores correlated to lower stress levels related to the work environment. In addition, researchers also found a high correlation between EI and organizational commitment (Nikolaou & Tsaoasis, 2002). EI has been used in studies exploring the correlation between perceived organizational justice and turnover rates (Meisler, 2013). The implications for the findings of this study suggested that EI training may be a powerful tool that organizations and human resource managers can use in order to increase organizational justice

and reduce employee turnover rates (Meisler, 2013). Studies have also been conducted in the private sector related to the correlation between EI and employee stress. In a study conducted by Oginska-Bulik, human service professionals (nurses, teachers and probation officers) were given questionnaires and results determined the ability to effectively deal with emotions in the workplace assists employees in coping with occupational stress (2005).

### **Emotional Intelligence Theory in the Public Sector**

In Goleman's research he was able to study 200 large global organizations and found that although the qualities commonly associated with leadership, like intelligence, decisiveness, determination, and vision, are necessary for success, aren't enough. Highly effective leaders also have a solid degree of emotional intelligence.

EI is necessary for success at any level of one's career in both the public and private sector. EI Theory has evolved to be included in many of today's human resource practices and has even been applied to group models. Organizations now seek to develop group emotional intelligence amongst their employees. With the emergence of emotional intelligence, there has been a growing increase in managerial literature within the public sector. Researchers such as Eran Vigoda-Gadot and Galit Meisler suggest a model for exploring the relationship between emotional intelligence, organizational politics, and employee's performance in public agencies (2010). The results of their study supported a moderate role of emotional intelligence.

Although not explicitly referred to as emotional intelligence training, many cities engage in activities and trainings that target EI skills. Studies have been conducted to find improvement opportunities for public managers to become more in tune with both their own feelings and the feelings of others. Doing so in an effort to better get to know their own strengths and weaknesses, better deal with negative emotions, increase adaptability, improve communication

and relationship skills (Berman & Evan, 2008). Research suggests that feedback and mentoring are directly associated with increased perceptions of EI. Other practices such as training, selection and policy development are only indirectly associated with EI (Berman & West, 2008)

Since the emergence of EI, there has been increased research performed on workgroups and teams and the effects of EI in predicting outcomes in performance and learning ability. New public management voices have stressed that flexibility, responsiveness and a focus on the demands of the public (Vigoda-Gadot, 2010). Based on research such as that completed by Umar Ghuman (2011), these organizations must use both aspects of the model which include building norms and an outward contextual approach. The practical findings of Ghuman's study suggests developing the existing model in an effort to strengthen group behavior and avoid groupthink. His research suggests that emotional intelligence is multifaceted.

### **Application**

Earlier in this chapter a scenario was given. A Mid-Level Manager was tasked with unexpectedly having to fill in for their boss to submit a proposal in less than 30 days. In order to accomplish this task, the manager must motivate a team of 8 employees with all varying levels of experience, job satisfaction, skills and motivation factors.

Emotional Intelligence Theory (Goleman, 1998) tells us that an effective manager:

1. Understands their own emotions (**self-awareness**)
2. Is good at managing their emotions (**self-management**)
3. Is willing to be empathetic to the emotional drives of other people (**social awareness**)
4. Is good at handling other people's emotions (**social skills**)

In this given scenario the mid-level manager must be able to effectively recognize their own emotions and those of the team. Discernment between different feelings must be done appropriately. They should use this information to guide thinking and behavior. In addition, the manager will need to aim to manage or adjust emotions in an effort to achieve the desired goal. All of that was easy to say, but very difficult in practice. Management doesn't even sound easy on paper. The key in this given scenario and the real life is self-control. Managers must be self-aware. Noting their own triggers, shortcomings and strengths. The eight staff in this scenario each have strengths that should be capitalized on. An effective manager utilizes available resources being self-aware of any of their own shortcomings. It will be critical for the manager to establish clear goals and timelines for this group in order for them to stay motivated and in turn keep the team focused. Assume authority and have self-confidence. In addition to being aware of their emotions, managers should be in full control of how those emotions are displayed. For instance, there are at least two employees mentioned on this team with a low regard for authority and negative attitudes. This manager should be sure to regulate any of their own negative emotions. The key is to lead by example. Think positive, speak positive and stay positive. In addition to having self-control, this means to be adaptive and transparent when working towards team goals.

Social Awareness is key in management. This includes having empathy for the uncertainty the team may feel and having organizational awareness. Managers at all times represent their organization's values and reputation. A good manager is aware of their organizational culture and represents well. Finally, working in groups requires social skills. Despite a manager's own feelings towards employees they are required to remain professional. Get to know the people that are a part of your direct team. Relationship management is just as



important as any other aspect of leadership. Managers should strive for inspirational leadership, build bonds, encourage teamwork and collaboration. Most importantly display effective conflict management. When a manager is motivated, their team is motivated.

## **Conclusion**

It is proposed that emotional intelligence, the ability to understand and manage moods and emotions in one's self and others, contributes to effective leadership in organizations. Four major aspects of emotional intelligence, the appraisal and expression of emotion, the use of emotion to enhance cognitive processes and decision making, knowledge about emotions, and management of emotions, are described in this section. Research in the field of emotional intelligence has continued to diversify as the public sector places an increasing emphasis on employee relations, job satisfaction and service delivery. In order to be effective, managers have to be in tune not only with their own emotions but the emotions of other. Don't just manage, lead.

## References

- Berman, E. M., & West, J. P. (2008). Managing Emotional Intelligence in U.S. Cities: A Study of Social Skills among Public Managers. *Public Administration Review*, 68(4), 742-758.
- Ghuman, U. (2011). Building a model of group emotional intelligence. *Team Performance Management: An International Journal*, 17(7/8), 418-439.
- Ghuman, U. (2016). An empirical examination of group emotional intelligence in public sector workgroups. *Team Performance Management*, 22(1/2), 51-74.
- Goleman, D. (1998). What Makes a Leader? *Harvard Business Review*, 76(6), 93-102.
- Murphy, K. R. (2014). *A critique of emotional intelligence: what are the problems and how can they be fixed?* Psychology Press. Chicago
- Nikolaou, I., & Tsaousis, I. (2002). *Emotional intelligence in the workplace: Exploring its effects on occupational stress and organizational commitment*. *The International Journal of Organizational Analysis*, 10(4), 327-342.
- Petrides, K. V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and individual differences*, 36(2), 277-293. Chicago
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.
- Serrat, O. (2017). Understanding and developing emotional intelligence. In *Knowledge Solutions* (pp. 329-339). Springer, Singapore. Chicago

Vigoda-Gadot, E., & Meisler, G. (2010). Emotions in management and the management of emotions: The impact of emotional intelligence and organizational politics on public sector employees. *Public Administration Review*, 70(1), 72-86.

## **SECTION CONCLUSION**

In conclusion, a one-size-fits-all approach to leadership does not work. One can conclude this from the theories discussed and explained in the Circumstantial Section of this motivational guide. No one theory can be or should be used alone. An effective leader will have a tool box of leadership approaches that can use at any time. To provide the reader with an actual representation of how these leadership styles can be interwoven, throughout this section of the Guide, we have referenced the military's collaborative usage of them. Additionally, the Circumstantial Section, strengthens that belief by showing that each theory in this section can be used in concert with the next only builds cohesive and motivated teams but also helps those teams maintain effective programs.

## **Resources**

### **The Leadership Styles of Every Myers-Briggs® Personality Type:**

<https://www.psychologyjunkie.com/2017/06/28/leadership-skills-every-myers-briggs-personality-type/>

### **The John Maxwell Company:**

<http://www.johnmaxwell.com/blog/5-levels-of-leadership>

### **True Colors Personality Test:**

<https://truecolorsintl.com/>