LTA 2
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AGED 260
Path Goal Leadership Theory

The underlying principle of the path goal theory is the leader identifying what motivates his/her followers and putting these methods into action. It involves the recognition of knowing what motivates a person such that they feel competent and confident enough to do the task at hand. The path goal theory can be broken down into leader behavior, subordinate characteristics and task characteristics. There are four types of leader behaviors in this theory, each of which satisfies the motivational needs of different types of followers. They are; directive, supportive, participative and achievement orientation. A leader that is equipped manage all these behaviors will be more capable of achieving a task with all kinds of employees.

The questionnaire helped us identify how competent we are with each type of leader behavior. The two styles that were considered high were participative and achievement oriented. On the other hand for both directive and supportive I was in between the common and high level score. Linking the types and questions really helped me understand ways of improvement. With directive behavior, I have started being clearer about exact expectations from my group members. I used to hesitate with being curt or direct about certain basic role responsibilities but, I have started to overcome that knowing it will help the group in the end. With supportive, I have started trying to reach out to help my members individually. I always wonder about overstepping someone’s role and have tried to become better at managing that fine line to be a better support. I notice that each individual is different and getting to know them to see what gives them confidence makes it a great way to work together and complete a task.

The path goal leadership theory is one of the more complex theories. It is one of the few that has individual focus as well. It also assumes that the leader is flexible enough to manage the change in needs of different employees.
The leader-member exchange theory brings out the dyadic relationship between leader and followers. Most theories either focus on the leader or the follower. In this case, we recognize that it’s not a one way street. There are two types of linkages known as the in-group and out-group. The in-group subordinates receive more information, involvement and concern from their leaders compared to those in the out-group which is more based on formal employment contracts. Although this link is dyadic it is the leader’s job initially to be interactive enough to see where subordinates end up fitting in. There are several stages to this interaction process. They are; stranger, acquaintance and partnership. They each mark the developing levels of roles, influences, quality of exchanges and interests. The Despicable me video that we watched in class emphasized how the process goes from self-interest all the way to group. One of the most unique points of this theory is how both leaders and followers play a role in creating quality exchanges and hence enhancing roles, benefitting the organization as a whole. These relationships are built on and pave the way for success.

The LMX questionnaire intended for us to find out the kind of exchanges we were having. I personally found this one to be a little different than the others we have done. I also noticed that if we took the survey as a leader, the score may be different from taking it as a follower. I answered the questions in terms of my leadership positions and one thing that stood out to me was the reliability between the team and also the leader. That includes using one’s position to help solve problems on the job and also the understanding of the other’s problems and needs. When it comes to team members, I feel like it can be forgotten very easily that the leader has a role that may have challenges. I think I need to work on bridging this edge where even the followers can understand the job of the leader and to be able to help and contribute to make the overall goal successful.
**Transformational Approach**

The transformational approach is the first approach that talks about the process of changing and transforming people. I think of the transformational approach as the way in which you get someone to invest their own personal interest in the wellbeing of the group. The leadership that goes with this approach is more charismatic than anything else. Most other approaches can be considered transactional focusing on followers and leaders interactions etc. In the transformational approach the level of motivation and connections are improved, and one goes beyond their described role in trying to achieve the goal. Some factors that fall into building this connection are charisma, inspiration, intellectual stimulation and individualized consideration.

The example of Mahatma Gandhi is something I have studied all my life and learning about this approach and being able to apply it to that example helps me see how the theory applies. Being able to inspire people around you in such a way that they make the common cause their own cause is an amazing task. The transformational approach stands out from other approaches in this area the most. It is the only theory that talks about change and growth. It is also one of the few that focuses of individuals.

The questionnaire for this theory was more detailed than the others. My highest score was in intellectual stimulation and my lowest score was on Laissez-faire. Laissez-faire is the measure of how much one expects from others and how much they let them do their own thing. I was a little confused by this area in terms of application. I definitely feel its situational in terms of my personal practice. Taking the definition of that literally I think based on what type of job it is I might fall anywhere on that range of options. While learning about this I observed how I behaved in my extra-curricular leader roles, academic groups etc. Depending on my role in each place and also my level of trust in the group I behaved differently. It makes me realize how this is a trait that if modified accurately to our surroundings would be beneficial for me to work better.
LEADERSHIP SUMMARY

“Leadership” is a word that we all hear on a daily basis and most of the time we assume we know what it means. Since the time I started taking this course I have asked myself the question, “What is leadership?” several times. It dawned on me as we went through the several varied assessments of leadership that there isn’t a prescribed description to this word. It differs amongst all individuals and is a built upon process. I have built up a lot of my views on leadership during the process of learning about it in this course.

According to Northouse, leadership is -, “a process by which an individual influences a group of individuals to achieve a common goal”. The trait theory focused on the most obvious – what characteristics does a leader need? Personally, although trait theory states that leadership is inborn and cannot be learnt, I always found it very relevant. When you meet someone, there are certain instant personality traits that you notice and identify with leaders. Confidence, extroversion etc. are some of these traits and are applicable in a lot of situations where you are recruited based on your personality match to the role.

Next, came along the skills approach that said that personality, cognitive skills, motivation are huge parts of leadership and can be developed over time. The style approach then proceeded to split the leader’s behavior into task and relationship. Task primarily focused on goal achievement compared to relationship that primarily focused on building relations and bring together the team. They worked hand in hand to being a good leader. This really emphasizes how it’s very important to keep the goal in mind but to also make sure relationships are built for the team to get the job done.

The situational approach was one of the more prescriptively laid out theories. It focused on how a leader has to be flexible in their behavior to reach all types of group members. Two of the main behavior types were directive and supportive. Based on the level of competency and confidence of a member the leader should be able to provide the accurate balance of directive and supportive leader behavior. I think this theory is very relevant to the growth of members in an organization. When you start off you usually need a different level of support compared to once they are experienced. It differentiates the needs of individuals based on their current level of competence and confidence which will help them and the leader grow.
The LMX theory focused on the quality and level of exchanges between leader and follower. The concept of in-groups and out-groups are introduced. It’s very important to notice each individual’s interaction with the leader which grows over time and also based on their in group, out group status. Then comes the question, “Isn’t leadership all about bringing about a change?” The social change model touched upon it by expressing how a group and leader based on their individual and community values can bring about a change in the society. This is very relevant in all parts of history and today as well. Nothing changes without an individual and the people supporting him/her towards a common goal.

We then discussed the path goal theory which focused on how important it is for a leader to be responsible for the inspirational and motivational needs of the followers. That ensures commitment of individuals to the group and cause. The transformational model brought out the process of growth in leaders and followers based on their influences on each other. Their exchanges enhance the leader and follower. Lastly, the servant leadership theory talks about a leader as someone who serves. That mindset of wanting to give and do something makes the leader responsible and committed to his/her job.

I joint the Illini Union Board last year as Director of Cultural and transitioned to VP Programs on executive board this year. The situational theory comes to mind immediately with regards to my experience. At first I had to manage a group of general members who changed occasionally, as my committee. This year I guide the directors who have committees themselves instead. It really makes me notice how I cannot lead the same way with all individuals. Directors are usually experienced and confident and require different types of guidance compared to committee members who needed more inspiration to commit. It makes me think of how to reach out and lead based on confidence, role and competence on each level.

My definition of leadership has not changed much but means a lot more to me now. Leadership is the process of bringing together a group of individuals as a team, working towards a desired outcome and maximizing efficiency by catering to the diverse needs of the members on the team. It is also the path of transformation of leaders and followers when they interact with each other.
PATH-GOAL LEADERSHIP QUESTIONNAIRE

**Instructions:** This questionnaire contains questions about different styles of path-goal leadership. Indicate how often each statement is true of your own behavior.

**Key:**
- 1 = Never
- 2 = Hardly ever
- 3 = Seldom
- 4 = Occasionally
- 5 = Often
- 6 = Usually
- 7 = Always

1. I let subordinates know what is expected of them.  
2. I maintain a friendly working relationship with subordinates.  
3. I consult with subordinates when facing a problem.  
4. I listen receptively to subordinates' ideas and suggestions.  
5. I inform subordinates about what needs to be done and how it needs to be done.  
6. I let subordinates know that I expect them to perform at their highest level.  
7. I act without consulting my subordinates.  
8. I do little things to make it pleasant to be a member of the group.  
9. I ask subordinates to follow standard rules and regulations.  
10. I set goals for subordinates' performance that are quite challenging.  
11. I say things that hurt subordinates' personal feelings.  
12. I ask for suggestions from subordinates concerning how to carry out assignments.  
13. I encourage continual improvement in subordinates' performance.  
14. I explain the level of performance that is expected of subordinates.  
15. I help subordinates overcome problems that stop them from carrying out their tasks.  
16. I show that I have doubts about subordinates' ability to meet most objectives.  
17. I ask subordinates for suggestions on what assignments should be made.  
18. I give vague explanations of what is expected of subordinates on the job.  
19. I consistently set challenging goals for subordinates to attain.  
20. I behave in a manner that is thoughtful of subordinates' personal needs.

**Scoring**

1. Reverse the scores for items 7, 11, 15, and 18.  
2. Directive style: Sum of scores on items 1, 5, 9, 14, and 18.  
3. Supportive style: Sum of scores on items 2, 8, 11, 15, and 20.  
4. Participative style: Sum of scores on items 3, 4, 7, 12, and 17.  
5. Achievement-oriented style: Sum of scores on items 6, 10, 13, 16, and 19.

**Scoring Interpretation**

- Directive style: A common score is 23, scores above 28 are considered high, and scores below 18 are considered low.
- Supportive style: A common score is 28, scores above 33 are considered high, and scores below 25 are considered low.
- Participative style: A common score is 21, scores above 26 are considered high, and scores below 16 are considered low.
- Achievement-oriented style: A common score is 19, scores above 24 are considered high, and scores below 14 are considered low.

The scores you receive on the path-goal questionnaire provide information about which style of leadership you use most often and which you use less often. In addition, you can use these scores to assess your use of each style relative to your use of the other styles.


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LMX 7 Questionnaire

Instructions: This questionnaire contains items that ask you to describe your relationship with either your leader or one of your subordinates. For each of the items, indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

1. Do you know where you stand with your leader (follower) ... do you usually know how satisfied your leader (follower) is with what you do?
   Rarely 1  Occasionally 2  Sometimes 3  Fairly often 4  Very often 5

2. How well does your leader (follower) understand your job problems and needs?
   Not a bit 1  A little 2  A fair amount 3  Quite a bit 4  A great deal 5

3. How well does your leader (follower) recognize your potential?
   Not at all 1  A little 2  Moderately 3  Mostly 4  Fully 5

4. Regardless of how much formal authority he or she has built into his or her position, what are the chances that your leader (follower) would use his or her power to help you solve problems in your work?
   None 1  Small 2  Moderate 3  High 4  Very high 5

5. Again, regardless of the amount of formal authority your leader (follower) has, what are the chances that he or she would “bail you out” at his or her expense?
   None 1  Small 2  Moderate 3  High 4  Very high 5

6. I have enough confidence in my leader (follower) that I would defend and justify his or her decision if he or she were not present to do so.
   Strongly disagree 1  Disagree 2  Neutral 3  Agree 4  Strongly agree 5

7. How would you characterize your working relationship with your leader (follower)?
   Extremely ineffective 1  Worse than average 2  Average 3  Better than average 4  Extremely effective 5

LMX 7 Questionnaire
Response Sheet

1. Transfer your scores from the LMX 7 Questionnaire.
2. Add the column to determine your score.

4  1.
3  2.
4  3.
3  4.
3  5.
4  6.
4  7.
27 Total

*This score determines my relationship as a leader/follower (circle one).

Scoring interpretation

Although the LMX 7 is most commonly used by research to explore theoretical questions, it can also be used to analyze your own leadership. The scores you obtain on the LMX 7 can be interpreted using the following guidelines:

- Very high: 30-35
- High: 25-29
- Moderate: 20-24
- Low: 15-19
- Very low: 7-14

Scores in the upper ranges are indicative of stronger, higher-quality leader-member exchanges (e.g., in-group members), whereas scores in the lower ranges are indicative of exchanges of lesser quality (e.g., out-group members).

Multifactor Leadership Questionnaire (MLQ) Form 6S

Instructions: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members.

Key: 0 = not at all  1 = once in a while  2 = sometimes  3 = fairly often  4 = frequently, if not always

1. I make others feel good to be around me. 0 1 2 3 4
2. I express with a few simple words what we could and should do. 0 1 2 3 4
3. I enable others to think about old problems in new ways. 0 1 2 3 4
4. I help others develop themselves. 0 1 2 3 4
5. I tell others what to do if they want to be rewarded for their work. 0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards. 0 1 2 3 4
7. I am content to let others continue working in the same way as always. 0 1 2 3 4
8. Others have complete faith in me. 0 1 2 3 4
9. I provide appealing images about what we can do. 0 1 2 3 4
10. I provide others with new ways of looking at puzzling things. 0 1 2 3 4
11. I let others know how I think they are doing. 0 1 2 3 4
12. I provide recognition/rewards when others reach their goals. 0 1 2 3 4
13. As long as things are working, I do not try to change anything. 0 1 2 3 4
14. Whatever others want to do is OK with me. 0 1 2 3 4
15. Others are proud to be associated with me. 0 1 2 3 4
16. I help others find meaning in their work. 0 1 2 3 4
17. I get others to rethink ideas that they had never questioned before. 0 1 2 3 4
18. I give personal attention to others who seem rejected. 0 1 2 3 4
19. I call attention to what others can get for what they accomplish. 0 1 2 3 4
20. I tell others the standards they have to know to carry out their work. 0 1 2 3 4
21. I ask no more of others than what is absolutely essential. 0 1 2 3 4

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Multifactor Leadership Questionnaire (MLQ) Form 6S
Response Sheet

1. Transfer your scores from the MLQ.
2. Add each row to determine your factor score.

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<thead>
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<th>3</th>
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<td>21.</td>
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Score range: high = 9-12, moderate = 5-8, low = 0-4

Scoring Interpretation

Factor 1. *Idealized Influence* indicates whether you hold subordinates’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

Factor 2. *Inspirational motivation* measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3. *Intellectual stimulation* shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs and those of the organization.

Factor 4. *Individualized consideration* indicates the degree to which you show interest in others’ well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5. *Contingent reward* shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Factor 6. *Management-by-exception* assesses whether you tell others the job requirements, are content with standard performance, and are a believer in “if it ain’t broke, don’t fix it.”

Factor 7. *Laissez-faire* measures whether you require little of others, are content to let things ride, and let others do their own thing.

Introduction and Leadership Definition – LTA 1

Adventure, friendship and responsibility are some of the values that mean a lot to me as a person. These values lead up to and support my core value of personal development. Each of them plays a very important role in how I lead or even how I make choices. I believe that every experience has something that we can take away from it. Regardless of the experience being good or bad, we can learn and grow from that situation.

There are several ways in which I incorporate these values to my daily life. Adventure equals challenge to me. Easy things are fun enough but a challenge is what provides an opportunity. It gives you a chance to prove yourself and achieve a goal and learn how to and how not to do something. You can never predict the outcome but you know the struggle will be worth it. The sense of belonging and the value of friendship are things that have a very high importance in my life. This includes my family, friends and colleagues. These are the people that give you support when you are having a hard time and also push you to do better in life. Building personal bonds always take you a long way. Wrapping quite a few of these things together is the duty or sense of responsibility. It drives me to try my best in everything I do. When assigned a job, or trusted with something responsibility keeps me rooted and gets me through all my tasks.

Leadership is a process and a journey of an individual who gathers and influences a group to work towards a common goal or destination. A leader is someone who is capable of leading change, is empathetic to people who work alongside and is constantly striving to find a better way to get a job done. A leader is also the one who binds together a group of individuals to form a team. They manage to balance the line between professional and personal relationships at the same time understanding that both of these are important in leading a team. The values I believe in and my perception of leadership fuse together pretty well. A leader is always ready for a challenge and faces it on the way to any achievement. They learn from their mistakes and strive ahead. They understand that as a leader they are responsible for the job tasked, regardless of anyone who contributes as well. They build relations with people they work with and understand the worth it has in achieving the team’s potential. This course has provided a lot of structure in my leadership understanding so far. For some reason the trait theory stood out to me. I do not believe that leadership as a whole is inborn but this theory made me look at the qualities I think I
have, and that others think I have and gave me the understanding of using those natural traits to your advantage.