

CHAPTER 15

EMPLOYEE MOTIVATION THROUGH QUALITY LEADERSHIP

I don't believe in management. I have no time for it. But I am very interested in leadership.¹

Charlie Trotter, chef/owner, Charlie Trotter's, Chicago

CHAPTER OBJECTIVES

After completing this chapter, you will be able to

- Explain the relationship between employee motivation and quality leadership.
- Define motivation and discuss early theories of motivation.
- Explain how management implements motivational strategies.
- Define leadership and identify the similarities and differences between leadership and management.
- Discuss the evolution of leadership theories and their impact on modern management.
- Explain the difference between formal and informal authority.
- Define technical skills, human relations skills, and conceptual skills, and explain their importance to the overall success of a hospitality manager or supervisor.
- Evaluate the importance of adopting your own leadership style.



HRM IN ACTION

The hospitality industry is a people industry. But, for once, let's not focus on the people who are our guests and customers but on those people who are *serving* our guests and customers. Those who work in the hospitality operation are the company's most valuable asset, more valuable than the equipment, the supplies, and even the building itself. Without the employees, there would be no need for these other "assets." When management takes care of its employees, the employees will certainly be more motivated to take care of the guests and customers. However, this sequence of events does not happen by chance.

As you have learned throughout this book, it takes a great deal of skill and effort on management's part to do things right. Proper interviewing and hiring techniques ensure management matches the right applicant with the right position, a solid orientation and training program ensures that all employees know how to do whatever it is they are supposed to do, and effective communication skills ensure that employees are kept in the loop when absolutely necessary and are provided with quality feedback from management. These are just some of the activities hospitality managers and supervisors must practice every day to ensure the overall success of the operation.

These activities and other management efforts are best accomplished through **quality leadership**. What is quality leadership? Leaders are known to get results, but they cannot do this alone; they need employees to help them achieve their goals. And the best way to get results is to motivate them to perform, rather than ordering them to do so. Yet, many managers fail in their efforts to motivate their employees because they are not completely clear about the concept of motivation and its impact on successful leadership.

RELATIONSHIP BETWEEN LEADERSHIP AND MOTIVATION

To become effective leaders, hospitality supervisors and managers must have some basic understanding of motivation. Motivation is something that comes from within. Managers cannot motivate their employees, but they can provide the kind of work environment in which their employees can self-motivate. This is why it is so important to make quality hiring decisions when seeking new staff because successful hospitality managers must ensure that the individuals they hire have a strong motivational commitment, or the ability to self-motivate. Communication is often the key. Rather than a manager *ordering* employees to get from point A to point B, a leader communicates the task in such a way that the employees *want* to get from point A to point B. No hospitality organization can succeed without a certain level of commitment and effort from its employees. For that reason, successful managers and supervisors must have some basic understanding of motivation and some of the theories behind it to ensure that they maintain a motivated staff.

MOTIVATIONAL THEORIES

Managers and management scholars have developed many theories about motivation. **Motivation** is best defined as the factors that cause and sustain behavior. In other words, motivation explains why people do the things they do. Motivational theories help to inform managers about how they should treat their staff in order to achieve the highest levels of employee motivation. Like other management theories, motivational theory has evolved from early approaches, which sought the one “correct” model for motivating employees, to more modern approaches, which realize that motivation arises from the interplay of both individual and environmental factors.

EARLY THEORIES OF MOTIVATION

The earliest theories of motivation primarily consist of three different views: (1) the Traditional Model, (2) the Human Relations Model, and (3) the Human Resources Model. Basically, the only thing these three theories have in common is that each one attempts to construct a single model of motivation that would apply to every employee in every situation. Aside from that, each one provides a very different way of viewing and explaining human behavior in the workplace.

The Traditional Model

The **Traditional Model** was the brainchild of Frederick W. Taylor (1856–1915). Taylor and other early scholars are credited with an approach to management known as the **Scientific Management Theory**. This theory arose in part due to a need to increase worker productivity in the United States at the beginning of the twentieth century, when skilled labor was in short supply. Based on Taylor’s research, he believed, among other things, that more efficient workers should be paid higher wages than less efficient workers. In other words, managers should determine the most efficient way to perform repetitive, on-the-job tasks and then “motivate” workers with a system of wage incentives: the more they produce, the more they earn. The Traditional Model of motivational theory makes the following assumptions about workers:

- Most people do not like to work.
- Most people will avoid work if at all possible.
- What people do is less important than what they earn for doing it.
- Few people want or can handle work that requires creativity or self-direction.

As you might imagine, this model began to fail as productivity in the United States increased and it took less workers to get the job done. As more workers were laid off and as companies began to reduce the size of the wage incentive, workers started to demand job security over short-term, minor wage increases.

TALES FROM THE FIELD

Before turning my life around by getting an education, I worked as a maid in a large chain hotel. We had a good department and everyone got along, but one day the executive housekeeper came to us and announced that an entirely new system for cleaning rooms was about to be implemented, and anyone who was unable to completely finish a room in 23 minutes would have to be let go. The new system included a new way of making beds called the ‘once-around method,’ which required the maid to start at one corner of the bed and completely make the bed by working down, around the end, and up to the opposite corner. I couldn’t imagine how I would be able to make a bed that quickly and had pretty much accepted that I would be fired. But management conducted plenty of training, and one of the neatest things they did was to move two king-sized beds into our beautiful hotel lobby, break us maids into teams, and stage bed-making contests in the middle of the lobby during peak guest arrival times. The training supervisors wore striped, referee shirts and had whistles and stopwatches. It was amazing how much fun we all had and how quickly we learned to make those beds using the new method. As I recall, every single one of us learned the technique and got ‘certified’ by our executive housekeeper.

Louise, 48, Louisville, Kentucky

The Human Relations Model

The **Human Relations Model** of employee motivation proposes that the boredom and repetitiveness of many tasks actually *reduce* employee motivation, while social contact helps to create and sustain motivation. In other words, management can motivate their employees by making them feel useful and important. This theory of motivation is attributed to Elton Mayo (1880–1949) and some other associates from Harvard, who developed theories of management that would later be known as the **Behavior School of Management**. Mayo was interested in helping managers deal with the “people side” of their organizations. The Human Relations Model of employee motivation assumes the following about workers:

- Workers want to feel important, valued, and useful.
- Workers want to belong and to be recognized as individuals.
- These social needs are more important than money in motivating people to work.

According to the Human Relations Model, workers are expected to accept management’s authority because supervisors treat them with consideration and allow them to influence how tasks should be accomplished to a certain extent.

The Human Resources Model

The **Human Resources Model** is attributed to Douglas McGregor and other theorists, who basically criticized both of the earlier models as being oversimplified and flawed because they focused on just one or two factors of motivation, either money or social relations. McGregor determined that managers have basically two different sets of assumptions about their employees. The traditional view, which McGregor calls **Theory X**, assumes that most people do not like to work and will avoid work whenever possible. A more optimistic view, one which McGregor called **Theory Y**, assumes that people actually do want to work and that under the right circumstances, they derive a great deal of satisfaction from work. Table 15.1 contrasts the Traditional, Human Relations, and Human Resources Models of motivational theory.

TRADITIONAL MODEL ASSUMPTIONS	HUMAN RELATIONS MODEL ASSUMPTIONS	HUMAN RESOURCES MODEL ASSUMPTIONS
<ol style="list-style-type: none"> 1. Most people do not like work and will avoid it if possible. 2. What people do is less important than what they earn for doing it. 3. Few people want or can handle work that requires creativity. 	<ol style="list-style-type: none"> 1. People want to feel useful at work. 2. People want to belong and be recognized as individuals. 3. These social needs are more important than money in motivating people to work. 	<ol style="list-style-type: none"> 1. People like to work and want to contribute to meaningful goals that they have helped establish. 2. Most people can exercise far more creativity and self-direction than their present jobs demand.
MANAGEMENT POLICIES UNDER THIS MODEL	MANAGEMENT POLICIES UNDER THIS MODEL	MANAGEMENT POLICIES UNDER THIS MODEL
<ol style="list-style-type: none"> 1. Employees should be closely supervised and controlled. 2. Tasks must be broken down into simple, repetitive, easily learned steps. 3. Managers must establish detailed work routines and enforce them firmly. 	<ol style="list-style-type: none"> 1. Managers should make each worker feel useful and important. 2. Managers should keep employees informed and listen to their objections to management's plans. 3. Managers should allow employees to exercise some self-direction on routine matters. 	<ol style="list-style-type: none"> 1. Managers should utilize their employees' underused abilities and talents. 2. Managers should create an environment in which all employees may contribute. 3. Managers must encourage full participation in important matters.
MANAGEMENT EXPECTATIONS UNDER THIS MODEL	MANAGEMENT EXPECTATIONS UNDER THIS MODEL	MANAGEMENT EXPECTATIONS UNDER THIS MODEL
<ol style="list-style-type: none"> 1. Employees will only tolerate work if the pay is decent and the boss is fair. 2. If tasks are simple enough and people are closely controlled, they will produce. 	<ol style="list-style-type: none"> 1. Sharing information and involving employees will satisfy their needs to belong. 2. Satisfying these needs will improve morale and reduce resistance to authority. 	<ol style="list-style-type: none"> 1. Expanding employees' influence will lead to direct improvement in operating efficiency. 2. Worker satisfaction improves as employees are allowed to fully use their personal resources.

Table 15.1

Comparison of three historical views of motivational theory.

Before we criticize these early theorists for what may appear to be a very antiquated view of employee behavior, we need to remember that most of their research was conducted in the early years of the United States' Industrial Revolution, when management science was just in its infancy. Much of McGregor's later theories led to what is known today as **participative management**, which is currently practiced by many successful hospitality managers and supervisors. We will learn more about this management style later in this chapter.

LATER THEORIES OF MOTIVATION

Later theories of motivation include Maslow's Hierarchy of Needs and Herzberg's Motivation-Hygiene Theory. These theories focus on the worker's inner needs and how they motivate behavior.

Maslow's Hierarchy of Needs

Abraham Maslow's **Hierarchy of Needs** has no doubt received the most attention from managers than any other theory of motivation, since it classifies human needs in a logical, convenient way. His theory was published in 1943 in his book *Motivation and Personality*. His theory, simply known as Maslow's Hierarchy, has important implications for hospitality managers and supervisors. Maslow's theory viewed human motivation as a hierarchy of five needs, ranging from the most basic physiological needs such as food, water, and air to the highest needs for self-actualization, the desire that most individuals have to maximize their own potential. Maslow's Hierarchy of Needs is often arranged in a pyramid as in Figure 15.1. He believed that each *need* must be at least partially satisfied before the individual desires to satisfy a need at the next higher level.

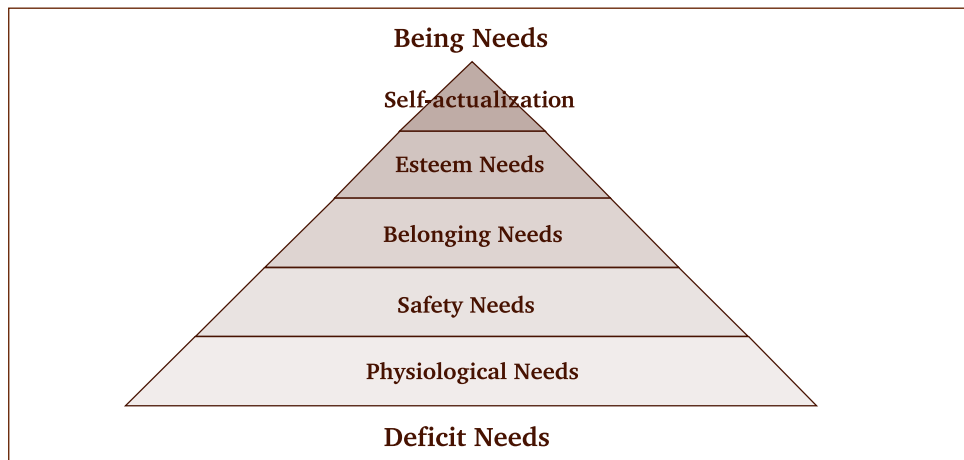


Figure 15.1 Pyramid of Maslow's Hierarchy of Needs.

As you can see, Maslow's five needs, beginning with the most basic to the highest, are arranged on a pyramid from the bottom up. The five human needs identified by Maslow are as follows:

1. *Physiological needs.* Our most basic human needs such as air, water, shelter, and food.
2. *Safety and security needs.* Our need for a safe working environment as well as wages to sufficiently feed, shelter, and protect ourselves and our families.
3. *Social or belonging needs.* Our need to feel like we are an integral part of the company in which we work, that the work we do matters.
4. *Esteem needs.* Our desire for achievement, competence, status, and recognition.
5. *Self-actualization needs.* Our desire to look for meaning and personal growth in our work, as well as our desire to seek out new responsibilities.

Maslow identified the bottom four needs as **deficit needs**; in other words, if you don't have enough of something, you have a deficit, or a need. He identified these four basic needs as survival needs. Maslow referred to the highest level as **being needs**.

Before hospitality managers attempt to offer incentives designed to provide employees with opportunities to grow esteem, or feelings of belonging, (Maslow's top three needs), employees require a sufficient living wage as well as job security, freedom from coercion or arbitrary treatment, and clearly defined rules and regulations. Maslow stresses two important beliefs: (1) that the employee will not be motivated to move to a higher level on the hierarchy until the most basic level needs are met and (2) that individual differences are greatest at the highest level. For example, some employees find self-actualization by producing work of the highest quality, while others may prefer to develop creative, useful ideas. When managers and supervisors take the time to get to know their employees and become aware of their different self-actualization needs, they can use a variety of motivational approaches to enable employees to achieve personal as well as company goals.

HERZBERG'S MOTIVATION-HYGIENE THEORY

Frederick Herzberg conducted a study in the late 1950s in which he determined that employee job satisfaction and job dissatisfaction is a result of two separate sets of factors. This theory was called the **Two-factor Theory**, and today is widely known as the **Motivation-Hygiene Theory**.² Job *dissatisfiers* were termed **Hygiene factors**, which included such things as salary, working conditions, company policy, and the employees' relationships with their supervisors.

Figure 15.2 The figure illustrates Herzberg's two-factor theory.

Job *satisfiers* were called **motivating factors**, which included achievement, recognition, responsibility, opportunities for advancement, and the work itself. Figure 15.2 illustrates Herzberg's two-factor theory.

Herzberg's work has been criticized because it does not take individual differences into account. In other words, a job-related factor that causes dissatisfaction in one person may bring satisfaction to another. Nevertheless, today, Herzberg's theory is still regarded as relevant because it influences the way that managers think about how job characteristics themselves affect overall employee satisfaction, motivation, and work performance.

MODERN APPROACHES TO MOTIVATION

While each of the previously mentioned theories is important and is still well regarded, the focus is mostly on employee *needs* and how those needs will motivate behavior. More contemporary approaches to motivational theory consider not only employee needs but also such factors as the employees' *abilities* as well as how employees *perceive* their roles in the workplace. The final two theories that we will consider are sometimes called **process theories of motivation** because they consider the *thought process* that helps employees decide how to act. Two key process theories are the expectancy approach and the equity approach.

The Expectancy Approach

This approach to motivational theory has received considerable support from research, and it is easily applied in business settings, including businesses in the hospitality industry. Unlike earlier theories that tend to assume that all employees are alike, the **expectancy approach** focuses on the differences among employees and situations. This theory suggests that employee motivation will depend upon three components or relationships:

1. **Performance-outcome expectancy:** *“If I do this, what will be the outcome?”* Employee expectations will determine employee decisions about their behavior. For example, a hotel room attendant who is thinking about exceeding his daily room-cleaning quota might expect praise, a bonus, no reaction, or even hostility from the other room attendants.
2. **Valence (the power to motivate):** *“Is the outcome worth the effort to me?”* The outcome of a particular behavior has the power to motivate, or valence. For example, to an assistant restaurant manager who values money and achievement, a promotion and a transfer to a higher-paying position in another city may have high valence; to someone who values her home-based colleagues and friends, such a promotion would have low valence.
3. **Effort-performance expectancy:** *“What are my chances of achieving an outcome that will be worthwhile for me?”* An employee’s expectations about how difficult it will be to perform successfully will affect his decision about behavior. Given a choice, employees tend to select the level of performance that seems to have the best chance of achieving an outcome they value.

Implications for Hospitality Managers

These three components or relationships associated with the expectancy approach should help managers to best determine how to provide a motivating work environment for their employees. Managers should be able to answer each of the following questions in the affirmative:

Do the rewards we are giving actually have any value to the employees who receive them? Rewards are not motivators if they are not suitable for the individual who receives them. An award should be tailored to the individual as much as possible. Rather than rewarding a hotel employee with the customary but uninspired gift certificate for dinner for two in the hotel dining room, consider some other creative choices:

- For the housekeeping employee who is a single parent and finds it difficult to get a night out with friends: A bonded babysitter and a rented limousine for an evening out on the town.
- For the hipster bellhop: A six-month subscription to Napster, iTunes, or some other music download Web site.
- For the struggling college student bartender: Three days off with pay during final exam week.

ethical dilemma

Marion accepted a general manager's position at a posh, Midwestern resort, and she and her family made a permanent move to the area. Her eldest son, Steve, soon landed a good job in restaurant point-of-sale systems with the Quacker POS company nearby. As the resort's general manager, Marion soon saw the need for a new POS system that would support the resort's busy food and beverage operations. Although the resort had a bidding policy, Marion purchased a Quacker system, even though some other systems sold for less and had more suitable features. Steve handled the sale and received a healthy commission. Had the purchase gone through the normal bidding process, the Quacker model would not have been selected. However, because Marion was the GM and had final decision authority, she did not feel that it was wrong to bypass the system by skipping the bidding routine. Was Marion's decision to bypass the bidding process an ethical choice, or did she violate one of the *10 Ethical Principles for Hospitality Managers*? If so, which one? How will her decision affect her relationship with the owners of the resort, the resort's other managers, and employees?

Have we determined the performance standards that we desire so that we can tell our employees what they must do to be rewarded? Without proper training and an effective performance evaluation system in place, many employees do not know what to do, how to do it, and how well—or to what extent—they need to do it.

Are our performance goals attainable? If performance goals are too difficult or impossible for employees to achieve, their motivation will be low. For a lot of employees, no matter how hard they try, they are not likely to be high performers. This situation may be the result of inadequate training or a flawed performance appraisal system that judges personality traits as opposed to objective, observable behaviors. If employees feel that they are likely to receive a lukewarm evaluation no matter how hard they try, they are not likely to find the self-motivation to excel.

Are our rewards actually linked to performance? When employees see the relationship between performance and rewards as weak, they are rarely motivated to achieve high levels of performance. This situation occurs when employees are evaluated and rewarded in areas such as seniority, having a “good attitude,” and other subjective performance criteria. The truth is that hospitality organizations usually get what they reward, not what they want. So it is important that management carefully consider a reward system that is actually designed to motivate the employee behaviors that are desired.

Making the Reward System Cost-Effective

Believe it or not, employee motivation is not all about money, gifts, nights out on the town, and days off with full pay and benefits. While money is important, it is often not the key motivator, assuming the hospitality business provides competitive wages and salaries. The actual jobs themselves can be rewarding if they are designed with employees' higher needs in mind. When independence, creativity, and **employee empowerment**—the authority managers bestow upon front-line workers to address customers' problems without the need for management intervention—are built into the job design itself, they can be intrinsically motivating to many employees. While the current trend toward empowering employees has removed many of the traditional control mechanisms used to monitor employees, this has not always been the case. Rosabeth Moss Kanter's book *The Change Masters*³ was one of the earliest books to focus on employee empowerment. Kanter studied corporations that were successful in their efforts related to change and innovation and companies that were not so successful. Kanter said that it was almost as if management within the unsuccessful companies had a set of "Rules for Stifling Innovation" hanging on their office walls. Figure 15.3 lists Kanter's rules, which are still an effective road map today for how *not* to do things in business.

1. Regard any new idea from below with suspicion—because it's new and because it's from below.
2. Insist that people who need your approval to act first go through several other levels of management to get their signatures.
3. Ask departments or individuals to challenge and criticize each other's proposals (that saves you the job of deciding; you just pick the survivor).
4. Express your criticisms freely and withhold your praise (that keeps people on their toes). Let them know they can be fired at any time.
5. Treat identification of problems as signs of failure, to discourage people from letting you know when something in their area isn't working.
6. Control everything carefully. Make sure people count anything that can be counted, frequently.
7. Make decisions to reorganize or change policies in secret and spring them on people unexpectedly (that also keeps people on their toes).
8. Make sure that requests for information are fully justified, and make sure that it is not given out to managers freely. (You don't want data to fall into the wrong hands.)
9. Assign lower-level managers, in the name of delegation and participation, responsibility for figuring out how to cut back, lay off, move people around, or otherwise implement threatening decisions you have made. And get them to do it quickly.
10. And, above all, never forget that you, the higher-ups, already know everything important about this business.

Figure 15.3

Ten Rules for Stifling Innovation (Source: Reprinted with permission from Simon & Schuster Adult Publishing Group from *The Change Masters* by Rosabeth Moss Kanter. Copyright ©1983 by Rosabeth Moss Kanter.)

The Equity Theory

This final model of employee motivation ties into the rewards system discussed earlier because this theory emphasizes the employee's perception of equity or fairness with respect to the award received. **Equity theory** states that an employee's motivation, job performance, and overall job satisfaction will be dependent upon how the employee perceives the fairness of not only the reward the employee receives but also the rewards given to other employees. Employees make comparisons between their own job efforts and the rewards they are given with the job efforts and the rewards given to other employees within the organization. Imagine how you would feel if you were asked to train a new employee within your department only to discover that your company is paying the trainee a higher wage or salary than you. This inequity does not motivate you to high levels of performance. When employees feel that the reward system is unfair, they are more likely to put less effort into their work, call in sick more often, or even seek employment elsewhere.

PUTTING MOTIVATIONAL PRACTICES TO WORK

If you are starting to feel that motivation practice and theory are difficult subjects that touch on different disciplines, you're right. In spite of enormous amounts of research, and we have only scratched the surface here, the subject of motivation is still not clearly understood because to understand it thoroughly, one must understand human nature itself and therein lies the problem. But if you think about your own workplace experiences, you will probably agree that most employees—no matter what their official rank in the organization—have the same basic desires:

- Employees want to engage in enjoyable activities.
- Employees want to feel good about themselves as individuals.
- Employees want to feel good about their work and their accomplishments.
- Employees want to feel good about their futures or where they are headed.
- Employees want to earn fair pay for their efforts, especially their extra efforts.

In short, most employees seek praise, convenience, fun, money, importance, success, and advancement. We'll refer to these seven conditions as *motivators*, and review some management strategies that will encourage these conditions.

Employees Seek Praise

Employees are more likely to be motivated when they receive sincere praise from their managers and supervisors and recognition and honest appreciation for a job well done. Hospitality managers can utilize a variety of techniques to accomplish this type of motivation, and the important thing to remember is that there are usually little to no financial costs involved. Recognition of em-

employees at staff and department meetings and more formal activities such as providing monthly employee luncheons, employee of the month programs, and even company newsletters are effective ways for managers to let employees know that their hard work is appreciated.

Employees Seek Convenience The work process needs to be hassle-free, and hospitality managers need to remove as many roadblocks as possible that may prevent employees from effectively accomplishing their required tasks and duties. One hotel housekeeper thought she was “saving on supplies” by holding so many wash cloths in emergency storage that room attendants were forced to make up rooms and then had to come back to those rooms hours later with clean washcloths, once laundry had finished washing, drying, and folding them. Needless to say, many room attendants simply waited on the clock for the laundry to catch up, and many guests did not receive clean washcloths in their rooms. Not much of a motivator! It is critical that management identify such needless aggravations and inconveniences and eliminate them.

Employees Seek Fun Employees are most productive when they enjoy the work that they are doing. If you think that nobody really enjoys washing dishes in a restaurant kitchen or cleaning guest rooms in a hotel, you are wrong. Humans differ in their affinity for performing various types of activities: What one person loves, another person hates. When there is a choice of two or more tasks to be done, management should *ask* the employee which one she would prefer to do. Another way of finding out what employees like is through observation. When an employee is pursuing an activity with tireless effort and a smile, it usually means the employee enjoys what he is doing. If the employee is having trouble mustering energy and a smile, it usually means he finds the task nonenjoyable. It is also important during the application and interviewing process to match job applicants with the kinds of tasks and activities that they enjoy.

Employees Seek Money Everyone wants to be fairly compensated for a day’s work, and hospitality industry employees are no exception. Management must first ensure that the organization is paying competitive wages and salaries that are in line with what competing hospitality businesses pay their employees. Surprisingly, most employees will not rank wages or salaries as their number one motivational factor, so it is not necessary to attempt to meet a competitor’s wages dollar for dollar. An employee who receives routine praise and respect and who is offered opportunities to grow, both professionally and personally, simply will *not* leave a well-run operation to work for the competition because it pays 50 cents more per hour. Employees who go above and beyond what is expected of them or who occasionally do extra work for management should be given a comparable, one-time bonus.



Photo 15.1

Employee-of-the-month awards are an effective way to recognize employee achievement and foster a positive work environment.

**Employees
Seek
Importance**

Not everyone wants to be a manager or a supervisor, so this is not the type of importance referred to here. But all employees want to feel that the work they do is important to the overall success of the operation, so it is up to management to let them know how important they and their accomplishments are. An employee who does important things is important; an employee who does unimportant things is unimportant.

**Employees
Seek Success**

Success means winning, so employees need to be engaged in winning situations. How does management accomplish this? Management encourages winning situations by helping employees to set realistic goals that benefit both the employee and the company and then celebrating every employee's success in meeting these goals, as if a favorite horse has just won the Kentucky Derby. This also requires that management be willing to share information with their employees so that significant "wins" can be communicated. For instance, "Congratulations team! We increased hotel occupancy last month by 14 percent!"

Employees Seek Advancement	<p>Employees who consistently perform above and beyond what is expected of them should be offered career advancement opportunities that are directly tied to their good work. Larger hospitality organizations have more flexibility in this respect because there are often more opportunities to promote employees to higher levels of responsibility. But even smaller operations can be successful if they think creatively. Often employees simply want to be given more challenging work, so management must think of ways to continually challenge the employee so that, she is always learning new things. Teach a front-desk agent how to handle group reservations, train the dishwasher in end-of-month inventory reporting, allow the restaurant cashier to assist with the weekly schedule, train a line cook on how to place weekly orders with the restaurant's purveyors, encourage bar staff to audition live entertainment. The list is endless, but the tasks should be approached in such a way that management is not simply piling on extra duties, but rather helping to develop employees so that they can step up to the next level when and if they desire to do so.</p>
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WHAT IS LEADERSHIP?

What is leadership and how is it different from management? There are probably as many different definitions for leadership as there are people who have attempted to define the concept. And since thousands of scholars have studied leadership, the definitions seem endless. One definition that has gained wide acceptance is this: *Leadership is the process of directing and influencing the task-related activities of the organization's employees.*⁴ In other words, successful leaders are able to encourage people to perform their duties voluntarily, willingly, and to the best of their abilities. Leadership involves other people—employees. By their willingness to accept directions from the leader, employees help make the leadership process possible; without them, the leadership qualities of a manager would be irrelevant and ineffective.

EARLY LEADERSHIP THEORIES

Are leaders born or do they possess traits that can be learned? Some of the earliest efforts made by researchers in their attempt to understand leadership were to identify the personal characteristics of leaders. This **trait approach to leadership** compared the traits of effective leaders with those of ineffective leaders. These studies also compared the traits of those in organizations who emerged as leaders with those who did not. As a group, leaders were found to be brighter, more extroverted, and more self-confident than nonleaders, but the

theory ultimately failed because it did not determine whether these traits were the *causes* of leadership ability or actually the *results* of the kind of characteristics people exhibit once they have reached leadership positions.

The **behavioral approach to leadership** attempted to isolate the *behaviors* that effective leaders exhibited. In other words, instead of focusing on who effective leaders were, this approach focused on what effective leaders *did*. Researchers using both the trait and behavioral approaches primarily learned that effective leadership depended upon many variables, such as organizational culture, the nature of the tasks, and even the nature of the employees themselves. No one trait or style was common to all effective leaders or effective in all situations.

A new theory of leadership began to evolve when researchers determined that an individual's personality as well as certain situational factors could impact overall leadership effectiveness. The **contingency approach to leadership** concentrated on such factors as the leader's personality, past experiences, and expectations; the expectations of the higher-level managers; the nature of the job tasks that employees needed to perform; the characteristics, expectations, and behaviors of the employees themselves; the expectations and behavior of peers or other equal-level managers; and, finally, the culture of the organization and its policies. So, based on these approaches to leadership, what personal traits or behavioral characteristics must an individual possess to give him the ability to lead others? Management scholars have been debating this question for years, and there is still no real consensus. A decidedly unscientific answer might be this: "We can't really define leadership, but we know it when we see it." Figure 15.4 contrasts some management and leadership behaviors.

1. <i>Managers</i> drive people and instill fear and uncertainty.	1. <i>Leaders</i> guide people and inspire enthusiasm.
2. <i>Managers</i> say, "Go and do it!"	2. <i>Leaders</i> say, "Let's go!"
3. <i>Managers</i> make work a grind and wear people down.	3. <i>Leaders</i> make work interesting.
4. <i>Managers</i> are all about "me, me, me."	4. <i>Leaders</i> are all about "we."
5. <i>Managers</i> seek front and center for themselves.	5. <i>Leaders</i> quietly give guidance from the sidelines.
6. <i>Managers</i> often seek credit for themselves.	6. <i>Leaders</i> believe in giving credit where credit is due.

Figure 15.4 Managers versus leaders.

MODERN VIEWS AND CHARASMATIC LEADERSHIP

One area of growing interest is **charismatic leadership**, in which the focus is on individuals who have exceptional impact on their organizations. A good example of a charismatic leader from the hospitality industry is Norman Brinker, who has either started or has been instrumental in the development and growth of several well-known casual dining chains including Steak and Ale, Bennigan's, Chili's, On the Border, Romano's Macaroni Grill, and Rockfish Grill.⁵ One thing that almost everyone agrees on is that charismatic leaders tend to be **change masters**, or individuals who are not content with doing things according to the status quo. The primary characteristics associated with charismatic leadership are as follows:⁶

- Possesses a compelling vision or sense of purpose.
- Has an ability to communicate that vision in clear terms that followers can understand.
- Demonstrates consistency and focus in his or her leadership efforts.
- Understands his or her own strengths.

FORMAL AND INFORMAL AUTHORITY

While it is true that all managers are not leaders, there may also be leaders in the organization who have no actual managerial duties. Managers have been given **formal authority** to supervise others in accomplishing the tasks necessary to meet the organization's goals and objectives. Employees are expected to follow and adhere to the wishes of management, or suffer the consequences. Sometimes employees who do not have managerial duties and who lack formal authority emerge as leaders in organizations because they possess **informal authority**. This means that these individuals have certain traits or characteristics that compel others to follow them, despite the fact that they are not officially in charge. To function as both a manager and a leader, an individual needs both formal and informal authority. When hospitality managers promote a line employee to the position of supervisor and, thus, grant the new supervisor formal authority, problems often occur when the supervisor's employees reject that formal authority. Situations such as this may occur for a number of reasons, but the primary one is that managers often promote the wrong person.

DECIDING WHOM TO PROMOTE

Perhaps one of the hospitality manager's most important tasks is promoting an hourly employee to the position of supervisor. Decisions such as this should be given very careful consideration, but all too often, some managers take the easy way out by promoting the individual with the most seniority or the individual with the greatest amount of technical skills, such as the fastest line cook or the most efficient server. The result of such poor decisions can be disastrous. The skills required to be an effective supervisor or manager are different than those of a good line cook or server, so past success in a nonsupervisory role has limited value in predicting how well an employee might perform as a supervisor. This is simply because managerial work is different from nonmanagerial work.

Becoming a successful manager requires that you develop three broad categories of skills: **technical skills**, **human relations skills**, and **conceptual skills**. Robert Katz first identified these three categories of skills and determined that an employee's place in the organization determines their relative importance.⁷

Technical Skills Technical skills are probably the ones that new supervisors are most familiar with. A recently promoted front-desk shift supervisor would likely have a closer working knowledge of the technology and skills of those who report to her. The supervisor's job would be to assist the desk clerks in either acquiring these skills or utilizing them to achieve the hotel's desired financial results. As the supervisor moves up the organizational chain, a direct, hands-on knowledge of technical skills becomes less necessary.

Human Relations Skills Human relations skills are the supervisor's interpersonal skills and are, frankly, the glue that holds everything else together. The new supervisor must be able to get along well with others, communicate effectively, be a good coach, deliver constructive feedback, guide performance, and sometimes even make difficult choices about whether a particular individual should continue on the team. These are perhaps the most important skills of all for employees who manage and supervise others, yet they are frequently the skills that are most lacking.

Conceptual Skills Conceptual skills refer to the supervisor's ability to see the big picture. In other words, managers need to be able to see how each action and task fits into the overall scheme of the entire organization. Managers with excellent conceptual skills are able to develop ideas and solve problems creatively.

While most entry-level employees will eventually develop effective technical skills, managers and supervisors are expected to place more emphasis on human behavior and have a more highly developed set of interpersonal skills. For the supervisor, skills such as listening, providing constructive feedback on employee performance, competently dealing with difficult people, and sometimes orchestrating complicated team dynamics are more important than being the fastest cook on the line or the most efficient server in the dining room. All this takes place while the supervisor continues to meet her own personal work goals, guiding the people she manages towards theirs. Most supervisors do not fail due to a lack of technical skills; they fail because they lack human relations skills.

Because effective supervisors are linked directly to the overall success of the operation, managers must make wise and informed choices when determining whom to promote. Supervisors must not only manage the task, but they must also manage the work lives of the employees who accomplish the task. Effective supervisors know how to do both at the same time.

What's Your Style?

New supervisors and managers need time, training, and development before they can be expected to find their own voice when it comes to managing others. From the classical approaches to motivation and leadership, which tend to be more autocratic and dictatorial—think, my way or the highway!—to modern-day theories, which focus on democratic, or participative styles of leadership, which style should you adopt in order to be an effective hospitality manager and leader? Frankly, there is no one perfect style of leadership that is effective in all situations. As the executive chef of a restaurant who is brainstorming a new menu, you might choose a more participative style, in which employee input is actively sought and encouraged. If the building is on fire, you would need to be decidedly more autocratic. Figure 15.5 provides an overview of different **leadership styles**.

Today's hospitality industry employees are likely to favor a more creative, participative style of leadership, as opposed to the old-fashioned notions characterized by command-and-obey styles. A more **people-centered approach** to management is one in which leaders focus on the interpersonal relationships they have with employees, exhibiting true caring and concern for employee welfare.

Which Style Is Best?

The truth is that different styles are needed for different situations, and each manager and supervisor needs to know when to exhibit a particular approach. The four leadership styles provided in Figure 15.5 are autocratic leadership, bureaucratic leadership, democratic leadership, and laissez-faire leadership. There are clearly situations and circumstances in which one style may be more

LEADERSHIP STYLE	DESCRIPTION	WHEN EFFECTIVE	WHEN INEFFECTIVE
Autocratic leadership	A classical approach to leadership sometimes called the carrot-and-stick approach. It is characterized by reward and punishment. The manager retains the power and the decision-making authority.	May work when supervising new or untrained employees, with employees who need detailed orders and tasks, when there is limited time in which to make a decision.	Ineffective when employees expect to have their opinions heard; with more educated, creative employees; or when morale is low and turnover and absenteeism are high.
Bureaucratic leadership	Management is “by the book,” everything is done according to procedure and policy. Manager is more a police officer than a leader.	May work with employees who perform routine, repetitive tasks; when employees are working with equipment that require set procedures to operate.	Ineffective when work habits form that are hard to break or when employees have lost interest in their jobs, or when employees only do what is expected of them and no more.
Democratic leadership	A participative style of leadership that encourages employees to be a part of the decision-making process. The leadership style is more coach or facilitator.	Style is effective when used with skilled and experienced employees or when changes must be made that affect employees.	Ineffective when there is no time to seek employee input or when manager is threatened by this style of management.
Laissez-faire leadership	A “hands-off” or “free-reign” style in which manager gives employees the freedom and authority to set goals, make decisions, and resolve problems.	Effective when employees are highly skilled, experienced, and educated or when employees are trustworthy and take pride in their work.	Ineffective when it makes employees feel insecure about lack of management or when manager cannot provide regular feedback to let employees know how they are doing.

Figure 15.5 Overview of leadership styles.

or less effective than another, so it is safe to say that the most effective style of leadership depends upon the situation. Following are some other factors that may also determine which style of leadership a manager should use:

1. *The manager’s personal background, including such things as personality, experience, values, ethics, and knowledge.* These factors tend to influence the manager’s thinking in terms of what she thinks may or may not work.

2. *The employees being supervised.* Because employees are individuals with different personalities and backgrounds, the style a manager uses will vary depending upon the employee and to what he will best respond.
3. *The hospitality business itself.* This will influence the manager's leadership style because of company values, beliefs, policies, and philosophies.

When choosing a leadership style, successful hospitality managers and supervisors must remain adaptable and not get themselves locked into only one way of doing things. When managers have a vision and demonstrate effective leadership qualities, committed employees will follow them anywhere. Consider the following example from nature:

“LESSONS FROM THE GEESSE”⁸

Do you have as much sense as a goose? When geese fly in the “V” formation, the whole flock adds considerably more to its flying range than if each bird flew alone. Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the power of the formation. When the lead goose gets tired, it rotates back in the wing, and another goose flies point. The back geese honk from behind to encourage those up front to keep up their speed. Finally, when a goose gets sick and falls out, two geese fall out of formation with it until it is either able to fly or it is dead. They then launch on their own, or with another formation, to catch up with the group.

Good leaders are made, not born. If you have the desire and willpower, you can become an effective leader. Good leaders evolve from a never-ending process of self-study, education, training, and experience.

SUMMARY

- Effective management efforts are best accomplished through quality leadership and motivation.
- Managers cannot motivate their employees, but they can provide the kind of work environment in which employees can self-motivate. This is why only individuals who have a strong motivational commitment should be selected during the hiring process.
- Motivation consists of the factors that cause and sustain behavior, and scholars have been studying motivational theories since the early twentieth century.
- Modern scholars realize that there is no one correct theory of motivation, that motivation arises from the interplay of both individual and environmental factors.

- Early theories of motivation associated with the scientific school of management are the Traditional Model, the Human Relations Model, and the Human Resources Model.
- Later theories of motivation included Maslow's Hierarchy of Needs and Herzberg's Motivation-Hygiene Theory.
- More modern approaches to motivational theory include the expectancy approach and the equity approach.
- Employees are motivated by a number of job and manager-related factors, including praise, convenience, fun, money, importance, success, and advancement, so managers must practice motivational strategies that encourage these conditions.
- Leadership is the process of encouraging employees to perform their duties voluntarily, willingly, and to the best of their abilities, but leadership is not the same as management because employees willingly follow leaders.
- Early approaches to leadership theory include the trait approach and the behavioral approach. Newer models include the contingency approach and charismatic leadership.
- All managers have formal authority but may lack informal authority; leaders not only have formal authority but will also possess informal authority.
- There are various styles of leadership, including autocratic, bureaucratic, democratic, and laissez-faire, but the best approach is one that takes into account specific conditions, situations, and circumstances.

**PRACTICE
QUIZ**

1. Managers cannot motivate employees; only employees can motivate themselves.
A. True B. False
2. Early motivational theories focused on charismatic leaders to determine which traits would best define motivational leadership.
A. True B. False
3. Theory Y model of leadership suggests that people actually like to work and that they derive satisfaction from their jobs under the proper conditions.
A. True B. False
4. McGregor's later theories of motivation led to participative management.
A. True B. False
5. The style of leadership that works best in today's hospitality industry is the laissez-faire style.
A. True B. False

6. This theory of motivation states that employee motivation and job performance is dependent upon how the employee perceives the fairness of the reward.
 - A. The employee empowerment theory
 - B. The motivation-hygiene theory
 - C. Maslow's pyramid theory
 - D. The equity theory
7. Which style of leadership would be best when training inexperienced kitchen employees on the proper method for operating a deep fryer?
 - A. Autocratic style
 - B. Bureaucratic style
 - C. Democratic style
 - D. Laissez-faire style
8. Which of Maslow's five needs defines the employee's need to feel like he is an integral part of the company?
 - A. Physiological needs
 - B. Safety and security needs
 - C. Social or belonging needs
 - D. Esteem needs
9. According to Herzberg, job dissatisfiers are referred to as
 - A. Deficit needs
 - B. Process factors
 - C. Higher-level needs
 - D. Hygiene factors
10. The Human Relations Model of employee motivation focuses primarily on
 - A. Employee wages
 - B. Employee social relations
 - C. Leadership personality traits
 - D. Leadership behavioral traits

**REVIEW
QUESTIONS**

1. Explain which leadership style—autocratic, bureaucratic, democratic, or laissez-faire—would be most effective when dealing with a hotel sales manager who you recently hired to boost corporate group bookings. Which management style would be least effective? Why? What other factors would you want to consider before determining the best leadership style to use in this situation?

2. Apply Maslow's Hierarchy to a typical hotel or restaurant kitchen where employee morale and motivation is low. What specific conditions would you want to investigate to ensure that employee needs are fulfilled in all five of Maslow's categories?
3. Describe two or three situations that may occur in either a hotel or a restaurant when management decides that the autocratic style is the best leadership style to use. Explain why you chose the situations you did. Describe a situation where this leadership style might be least effective. Why?
4. Compare and contrast the traits and behaviors of an effective manager with whom you have worked with those of an ineffective manager. How did their personality traits and behaviors differ? Were there any similarities? Explain your answer.
5. Explain employee empowerment in your own words and write a short policy in which you *empower* the waitstaff in your full-service restaurant. Be sure to include the reasons that you are empowering the employees as well as any limitations you may impose in your policy. As written, what is the logic behind your new empowerment policy? Could it be changed in any way to make it more effective? Explain.

HANDS-ON HRM

The Delmar Hotel is a turn-of-the-century property that is located in the heart of a mid-sized, northeastern city. The hotel has been meticulously restored, and its upscale restaurant, The Mahogany Room, was recently awarded five-diamond status by the prestigious AAA organization, making it the only five-diamond restaurant in the state. Joel Mersch has been a waiter at The Mahogany Room for more than three years, and he has observed closely as Adam, the hotel's food and beverage director, has turned the restaurant around. First, the hotel hired a new chef who had an excellent reputation in fine dining. Then, Adam went to work on the service aspect, training all of the waitstaff in the finer points of fine-dining service. Thousands and thousands of dollars were invested into improving the depth and breadth of the restaurant's wine list, and, now, rumor has it that The Mahogany Room is being considered for a prestigious award to be given by the magazine *Wine Spectator*. To top it off, the restaurant's chef has been invited to prepare a special meal at New York's famed James Beard House. *We've really hit the big time, thought Joel. Business will be booming for months with all this great publicity.*

One afternoon as Joel is arriving to work, Adam calls him into his office. "Joel," Adam begins, "You're one of the best waiters I've ever seen. Your tips are consistently among the highest of all of the wait staff, and your ability to manage and organize your work station is impressive." Adam goes on to praise Joel's knowledge of the menu as well as the quick manner in which he memorized the new wine menu. After a few more minutes of heaping

praise on Joel, Adam says, “I’d like to offer you a promotion. We are creating a new position of head waiter, and I think you would be perfect for the job.”

At first, Joel is shocked; he is one of the youngest and least experienced of the entire waitstaff. While he is pleased that Adam is impressed with his abilities, he is not sure that he would be the best choice for the position. “What exactly would this position entail, Adam?” asks Joel. Adam explains that Joel would be responsible for training all new hires, developing the weekly work schedule, and handling some routine paperwork that he would have to complete at the end of each evening’s shift. Adam adds, “This is something that corporate wants to happen. I won’t be able to spend a lot of time training you, but I will get you started on the right foot, and then, of course, make myself available to you as the need arises.” Adam tells Joel to think about the offer over the weekend and to come in Monday to let him know what decision he has made.

QUESTIONS

1. Should Joel accept this promotion? Why or why not? What additional questions might Joel want to ask Adam before deciding to accept or decline Adam’s offer?
2. What skills does Joel possess that would assist him should he decide to accept the promotion? What skills would he need to further develop and why?
3. If Joel does accept the promotion, what challenges is he likely to face considering that he is among the youngest and least experienced of the current wait staff? How could Adam better prepare Joel to face those challenges?
4. Does Joel risk his future with this organization should he decide not to accept Adam’s offer? Why or why not? How might Joel present his reasoning to Adam should he decide to decline the offer?

KEY TERMS

Leadership The process of directing and influencing the task-related activities of employees.

Motivation The factors that cause and sustain an employee’s behavior.

Traditional Model An early model of motivational theory that assumes that managers understand the work better than the employees and that employees are essentially lazy and can only be motivated by money.

Scientific Management Theory An early approach to management that sought to scientifically determine the best methods for performing work tasks and training and motivating employees.

Human Relations Model A model of motivational theory that assumes that managers can motivate employees by making them feel useful and important.

Behavioral School of Management An approach to management in which scholars trained in sociology, psychology, and other fields see to understand how to effectively manage people in organizations.

Human Resources Model A model of motivational theory that assumed that employees want to work and that under the proper conditions, employees could derive a great deal of satisfaction from work.

Theory X According to Douglas McGregor, a traditional view of motivation that assumes that employees dislike work and can only be motivated by money and coercion.

Theory Y According to Douglas McGregor, a view of motivation that assumes that employees actually enjoy work and derive a great deal of satisfaction from work when the proper conditions are met.

Participative management A democratic style of management in which employees participate in the decision-making process.

Hierarchy of Needs A theory of motivation that states workers are motivated to meet five types of needs that can be ranked within a hierarchy.

Deficit needs Basic, lower-level needs associated with Maslow's Hierarchy.

Being needs Higher-order needs associated with Maslow's Hierarchy.

Two-factor Theory Frederick Herzberg's theory that job satisfaction and dissatisfaction arise from two different sets of factors: motivating and hygiene.

Motivation-Hygiene Theory See *Two-factor Theory*.

Hygiene factors According to Herzberg, dissatisfying workplace factors such as low pay, and poor working conditions and company policies.

Motivating factors According to Herzberg, satisfying workplace factors such as achievement, recognition, and responsibility.

Process theories of motivation Motivational theories that study the thought processes by which people decide to behave in certain ways.

Expectancy approach A motivational theory that specifies that an employee's effort to achieve high performance is determined by the employee's perception of whether high performance *can* be achieved, whether it will be appropriately rewarded, and whether the reward will be worth the effort.

Equity theory A motivational theory that emphasizes the employee's perception of whether or not rewards and punishment are equitable and fair as a determiner of self-motivation.

Performance-Outcome Expectancy Employee expectations will determine employee decisions about their behavior. For example, if I do this, what will be the outcome?

Valence The motivating power of a specific outcome of behavior.

Effort-Performance Expectancy An employee's expectations about how difficult it will be to perform successfully will affect his decision about behavior. For example, what are my chances of achieving an outcome that will be worthwhile for me?

Employee empowerment Giving employees the authority to make decisions and solve problems without the need for management approval.

Trait approach to leadership Leadership theory that compares the traits of effective and ineffective leaders in order to determine which personal traits are necessary for effective leadership.

Behavioral approach to leadership Leadership theory that compares the behaviors of effective and ineffective leaders in order to determine which behaviors are necessary for effective leadership.

Contingency approach to leadership Leadership theory that assumes that the best management technique will depend upon different types of situations and circumstances.

Charismatic leadership Leaders who, through their personal vision and energy, inspire followers and have a major impact on their organizations.

Change masters An individual who is successful in guiding the process of change in organizations. Charismatic leaders are typically referred to as change masters.

Formal authority Authority given to a manager by virtue of his or her position in the organization.

Informal authority A type of authority that comes from having certain traits or characteristics that inspire followers, whether the "leader" has formal management authority or not.

Technical Skills These include basic techniques or processes that employees must be able to perform in order to accomplish specific tasks.

Human Relations Skills These skills include the individual's ability to communicate effectively with employees and to interact in a positive way with others.

Conceptual Skills The ability to conceptualize or to see the big picture. Examples include the ability to think creatively and to solve problems.

Leadership Styles The four leadership styles are autocratic leadership, bureaucratic leadership, democratic leadership, and laissez-faire leadership. The circumstances of a particular situation will help to best determine the type of leadership style necessary.

People-centered approach A style of management that focuses on interpersonal relationships with employees and exhibits caring and concern for employee welfare.

NOTES

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