Vision, Influence, and Motivation

Robert Forto

School of Business, Liberty University

Authors Note

Correspondence concerning this article should be addressed to Robert Forto. Email: rforto@liberty.edu

By submitting this assignment, I attest this submission represents my own work and not that of another student, scholar, or internet source. I understand I am responsible for knowing and correctly utilizing referencing and bibliographical guidelines.

Haque, M. D., Liu, L., & Titi Amayah, A. (2020). The Relationship Between Vision and Organizational Readiness for Change: The Mediating Effects of Empowerment and Trust in the Leader. *Journal of Organizational Psychology*, *20*(2).

Haque et al. (2020) investigated the relationship between vision and readiness for organizational change directly through the mediating effects of empowerment and trust. This author has used this article on several occasions in his coursework, and it keeps coming up in relevant keyword searches for his research. For this study, data were collected from 409 managerial and non-managerial personnel from four business organizations (Haque et al., 2020). Using structural equation modeling, the study tested the direct and mediating effects of the visual relationship within the firms. The analysis provided strong support for the immediate effects of vision on organizational change, and the results of vision on the readiness for change were mediated by trust and empowerment.

Haque et al. (2020) maintain that the importance of vision-creating readiness is necessary and that a vision should be persuasive and meaningful, demonstrating change appropriateness and effective execution. The practical implications for this author's research are that this article can provide compelling insight on how vision can improve employee readiness for change by empowering and motivating them and further developing trust in the leader. This author's research interest is in family business research and the development of a project for a business that focuses on the clarity, challenge, stability, and desirability of creating a compelling vision for an organization. This research project can show leaders how to gain employee support, trust and feel empowered (Haque et al., 2020). It is suggested that further research be conducted on

how organizations implementing change should consider the findings of the present study

and attempt to address the role of vision in organizational readiness for change and the

mediating role of psychological constructs such as trust and empowerment (Haque et al.

2020).

Lumpkin, A., & Achen, R. M. (2018). Explicating the synergies of self-determination

theory, ethical leadership, servant leadership, and emotional intelligence. *Journal of*

Leadership Studies, *12*(1), 6-20.

Up to this point in this author's doctorate journey, little attention has been given to the

importance and relevance of theoretical models related to leadership. Therefore, the

professor of this course suggested including relevant theory and opposing viewpoints in

subsequent bibliographies to demonstrate an understanding of theories and concepts

relevant to the topic of this author's research and how they relate to the broader areas of

knowledge being considered.

Lumpkin and Achen's (2018) study used self-determination theory as a foundation to

examine ethical leadership, servant leadership, and emotional intelligence to ascertain

any shared characteristics contributing to effective leadership. They argue that self-

determination theory espouses the centrality of autonomy, competence, and relatedness to

human motivation (Lumpkin & Achen, 2018). Furthermore, ethical leadership requires

leaders to consistently make moral and reasoned decisions as they attempt to influence

their followers. At the same time, servant leadership and emotional intelligence allow

leaders to be self-aware, self-regulating, nurturing, and empathetic (Lumpkin & Achen,

2018).

Lumpkin and Achen (2018) analyzed the literature and revealed ten shared characteristics connecting the three components of self-determination theory, including awareness, empathy, fairness, integrity, moral values, motivation, trust, relationship management, respect, and self-management (Lumpkin & Achen, 2018). In addition, synergies among ethical leadership, servant leadership, and emotional intelligence to leadership in various settings emerged (Lumpkin & Achen, 2018).

One of the research topics that this author considers is how best to utilize small business coaching in a family firm. Lumpkin and Achen (2018) suggest that leaders consider professional development to cultivate emotional intelligence and effective leadership. One option may be coaching or assessment to determine any weaknesses. Then leaders could focus on personal development through coaching while enlisting employee (or other stakeholders) feedback (Lumpkin & Achen, 2018). For example, leaders who struggle with creating a mission or vision for their organization may find executive business coaching useful, especially a solutions-focused model.

Matthews, S. H., Kelemen, T. K., & Bolino, M. C. (2021). How follower traits and cultural values influence the effects of leadership. *The Leadership Quarterly*, *32*(1), 101497.

Matthews et al. (2021) propose that follower traits and cultural values are essential context variables that influence the effectiveness of leader behaviors on employee motivation. The author argues that there have been crucial pursuits in the leadership literature over the past few decades. They seek to improve the collective understanding of the role of follower traits and cultural values exist in a leadership context (Matthews et al. 2021). The article provides a comprehensive review of the existing research and, based on this analysis, and identifies crucial patterns in the literature. Finally, the article

highlights methodological shortcomings and solutions that should enhance the theoretical

insights for future research (Matthews et al., 2021).

One way is to understand better the causal processes that explain how follower traits

moderate leader behaviors by coupling experimental designs with traditional correlational

survey designs (Matthews et al., 2021). Experimental techniques can provide greater

clarity on how followers' traits influence the effects of leader behaviors by isolating the

leader's behavior (Matthews et al., 2021). For example, in an experimental design that

manipulates leader behaviors, researchers can more accurately assess the role of follower

perceptions of leader behaviors because all followers are exposed to the same leader

behavior (Matthews et al., 2021). This design enables researchers to examine follower

perceptions as a control, predictor, or meditating variable. Experimental designs can also

rule out the possibility of leaders treating followers differently (Matthews et al., 2021).

This is noteworthy because it provides an example of the type of research design this

author could use to develop his project.

Up to this point, this author has paid little attention to the importance of including

relevant theoretical models, much less finding opposing views, in his research projects.

However, Matthews et al. (2021) maintain that recently, scholars have been examining

moral-oriented leadership styles with greater frequency. In addition, over the past decade,

researchers have shown increasing interest in humble leadership. Still, more studies are

needed to fully understand how follower traits may influence the outcomes of this type of

leadership behavior (Matthews et al., 2021). In addition, although many studies in our

review examined which follower traits minimized (or exacerbated) the adverse effects of

active, destructive leader behaviors, researchers have yet to consider how follower traits

might affect passive destructive leader behaviors (Matthews et al., 2021). Moreover,

further research is warranted on followership behavior. In particular, adopting a

followership perspective can push scholarly knowledge forward and provide additional

insights into the role of follower traits and cultural values (Matthews et al., 2021).

Myrtle, R. C. (2018). The Challenges of Leadership. *The health care manager***,** *37***(2), 158-**

163.

This concise article was chosen because it mentions all the topics required for this

assignment; influence, vision, and motivation. Myrtle (2018) maintains that perhaps the

challenges leaders face having been so profound in no other period in recent times.

Today, leaders are required to create a sense of purpose, generate feelings of trust and

optimism, motivate talent, and ensure the organization's success. The author supports that

along with this creation of a vision, and a leader must devise means of aligning the

followers' actions, establishing a context that allows stakeholders to behave consistently,

and thorough knowledge acquisition (Myrtle, 2018).

The author maintains that the real job of a leader is to inspire the organization to take

responsibility for creating a better future (Mytrle, 2018). People are moved by a clear

vision of a hoped-for future and want a vision that reflects their aspirations and goals

(Myrtle, 2018). However, the author challenges that creating a vision is not something

that most leaders are good at, and they struggle with influence and motivation (Myrtle,

2018).

Regarding influence, in many organizations, the approaches used to align people with the

vision, and the strategies necessary to be successful have not kept pace with these

changes (Myrtle, 2018). As a result, nearly 20% of working people in America are

actively disengaged from their organizations and their work (Myrtle, 2018). Lastly, much

of what is learned from the literature about motivation states that the efforts workers give

to their assigned responsibilities are shaped by two factors; the behaviors and actions of

the leader and the work that they are asked to do (Myrtle, 2018). Leaders who get their

people to do their best create a working environment that empowers them through

opportunities to learn, grow, and develop (Myrtle, 2018).

Seemiller, C., & Whitney, R. (2020). Creating a taxonomy of leadership competency

development. *Journal of Leadership Education*, *19*(1).

Seemiller and Whitney (2020) maintain that much of the literature focus on what to teach

regarding leaders, how to teach it, and who to teach it to, but what seems to be lacking is

the order in which to teach various leadership concepts. Without a roadmap of

sequencing, leadership educators may use their methods for ordering a leadership context

and often lack theoretical backing or other unordered subcategories (Seemiller &

Whitney, 2020). The study aimed to design an empirically grounded, hierarchal

taxonomy that offers a roadmap for intentionally sequencing leadership development

curriculum and experiences based on an increasing complexity (Seemiller & Whitney,

2020). The methodology analyzed leadership competencies and outcomes of 522

accredited academic programs in the United States. The participants included 54

seasoned leadership educators and were chosen based on reputation and membership in

one or more professional organizations (Seemiller & Whitney, 2020). The results lead to

creating a taxonomy dispersing 60 leadership competencies within five hierarchal tiers,

with each tier representing increasing complexity (Seemiller & Whitney, 2020). The

order of leadership training, in other words.

The study can offer insight into the amount of time one might want to devote to developing specific leadership competencies. For example, more complex competencies like decision-making, vision, and systems thinking may require more time (Seemiller & Whitney, 2020). This article is relevant because of its roadmap, and this author can glean insight into the leadership process in developing a research design for his doctorate project.

Thomas, M. (2018). The indispensable mark of Christian leadership: Implications from Christ's leadership development methods in Mark's gospel. *Perichoresis*, *16*(3), 107-117.

Thomas (2018) examines how leadership should be developed in a Christian context using the gospel of Mark as a guide. The article encourages Christian leaders to seek to identify with Jesus' mission and paradigm in developing future leaders by creating vision, influence, and motivation. Through an examination of the passage of Mark 3:12-19, Thomas (2018) postulates that Jesus is an example of esteemed leadership, and he passes this leadership on to his disciples through succession. Thomas (2018) argues that this succession is primarily accomplished by personally shaping his disciples in a close, mentoring relationship and by Jesus having them near him to complete the task he proposed for them.

This review article was chosen for its relevance in determining how Christian leadership plays in an organization. Christian leadership must be concerned with the mentor's personal and spiritual connection (Thomas, 2018). It is noted that Jesus modeled a life of prayer, humility, and dependence on His Father, indicating that his qualifications to develop other leaders rested on the life he lived (Thomas, 2018). As this author moves

toward a doctorate project, one of the requirements is to include a biblical worldview. His

primary research topic is family business succession. Christian leadership must be

concerned with succession, or replication, as the measurement of success. The goal of

Jesus' training was that future generations would be impacted by the gospel's message.

His reliance on prayer indicates his desire for the message to be heard from the twelve to

future generations in the gospel of John (Thomas, 2018).

Thompson, G., & Glasø, L. (2018). Situational leadership theory: a test from a leader-

follower congruence approach. *Leadership & Organization Development Journal.*

This author spends a lot of time leading individuals in extreme environments, and

situational leadership is often widely used as a model to achieve desired results and

outcomes for the stakeholders. This author would argue that transformational leadership

should be the preferred model in this endeavor, but often it is the necessities of situational

leadership that guide the vision. Thompson and Glasø (2018) posit that situational

leadership principles for dealing with newer employees use more directiveness and then

gradually substitute directiveness with supportiveness as employee seniority

increases. This aligns with the theory that allows for follower development as a crucial

moderator in the relationship between leader behavior and efficiency (Thompson &

Glasø, 2018). This moderator variable comprises follower competence and commitment

toward the leader. This competence relies upon task-relevant knowledge and skills gained

through education and experience. Commitment from the leader and follower allows for

motivation and confidence. It requires follower interest in the task and a sense of security

or self-assuredness, to which the follower trusts they can work independently and

perform well (Thompson & Glasø, 2018). Hence the influence component of situational

leadership. Moreover, this allows the leader-follower relationship to consist of two

significant dimensions supportiveness and directiveness.

For this study, data were collected from 168 supervisors and 830 employees from

Norwegian non-profit organizations (Thompson & Glasø, 2018). Questionnaires were

distributed, and each leader and follower completed a package of questions used to

measure leader behavior (Thompson & Glasø, 2018). The results found that situational

leadership predictions are more likely to hold when follower self-rating is applied

(Thompson & Glasø, 2018). Interestingly, but not unexpected, due to the increasing span

of control in most organizations today, we believe leaders can no longer tell their

followers what, how, and when to do everything (Thompson & Glasø, 2018). Therefore,

the authors argue that situational leadership could probably benefit from a revision that

more accurately reflects the current leadership practices of organizations (Thompson &

Glasø, 2018). Specifically, the authors propose a taxonomy consisting of three leadership

styles, ranging from coaching leadership to achievement-orientated leadership, and a

framework for matching each type to specific situations. This is relevant because of the

nature of this author's work in outdoor leadership and the potential of research projects

examining this leadership model within the leader-follower relationship that is not in a

confined space, like a corporate office environment.

Turner, J. R., & Baker, R. (2018). A review of leadership theories: identifying a lack of

growth in the HRD leadership domain. *European Journal of Training and*

Development.

Turner and Baker (2018) aim to identify the life cycle of leadership theory from both the

human resource development and the organizational/leadership literature while

contrasting the two bodies of literature. The current research identifies which theories are being represented within the human resource literature while focusing on the directions of the current leadership methodology.

Recent research has called for abandoning transformational leadership, while others focus on the team level of analysis when viewing the relationship between the leader and follower as a "collective" (Turner & Baker, 2018). Moreover, Turner and Baker (2018) suggest leadership impacts the follower and teams/groups of whole organizations. Therefore, research efforts and new or modified leadership theories must be positioned in a multi-level, or hierarchal level, a framework that allows for additional measures to expand leadership to being more of a networked construct in which leadership emerges as a network of leaders using a shared or distributed model of leadership that focuses on influence and motivation (Turner & Baker, 2018).

This study examines 74 leadership theories and identified 20 unique leadership theories using the ScienceDirect database and identified recent trends in leadership research focusing on the following new theories: contextual influences on leadership, development, ethical, leading for creativity, strategic leadership, emotions, leadership in teams and decision groups, political and public leadership, complexity leadership, virtual leadership, pragmatic leadership, destructive leadership, and leading change in organizations (Turner & Baker, 2018). Although considerable advances have been made in specific leadership domains, particular areas were lacking attention. For example, "Females as leaders, International Leadership, Leadership Systems and the impact of Technology on leadership" are underrepresented in the research (Turner and Baker, 2018, p. 489). This is relevant because this author is interested in female leadership in the

family business related to succession. Further, considering today's fluid and dynamic

business environment, the importance of leadership has become increasingly apparent

(Turner & Baker, 2018). Their recommendations have encouraged researchers to "engage

in some risk-taking and spend less time on the low-hanging fruit of convenient research

and more time on research that matters" (Turner & Baker, 2018, p. 489). The field of

human resource development could become an emerging leader in leadership research by

expanding its leadership and supporting theories within human resource development

(Turner & Baker, 2018).

References

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