Management and Leadership

The Myers-Briggs Personality Indicator given during the Introductory Management Workshop gave you an idea of your personality type and how it may influence your ability to work with people.

Leadership styles also have an impact on how we deal effectively with employees. It is important to recognize your leadership style and its strengths and weaknesses. Also, remember that no one style or behavior process is best, but rather a mix of styles.

The following inventory of leadership styles are based on the work of David McClelland and fellow researchers at McBer and Company. When studying leadership or managerial styles, six groupings emerge. These can further be broken down into two major classes or styles, which are transactional and transformational.

A transactional leader is an action leader. They can improvise, do and fix. They roll up their sleeves, get involved and get things done. Transactional leaders can make changes in midstream to efficiently get things done. They are masters of tactics. They are tacticians rather than strategists. Tactical leaders are the ones who make things happen and translate ideas into reality. The two styles of management that fall under the transactional form are coercive and authoritative.

Coercive managers usually expect immediate compliance with their directions and solicit little to no help. They manage by controlling subordinates tightly, requiring many reports, and like to motivate by using discipline. Authoritative managers are often referred to by employees or family members as being "firm but fair." They manage by providing clear instructions, soliciting some input (without leaving any doubt as to whom the boss is), monitors behavior, motivates by both discipline and rewards, and sees influence as a key part of the manager’s job.

The second major form of leadership style is transformational. Transformational leaders are converters. They get people to lead themselves. They have a very managed style. In order for these leaders to be effective they must see those that they lead as having the potential to be leaders themselves. A mentor type of relationship is a transformational relationship.

There are four styles of managing under the transformational leadership style. They are: affiliative, democratic, coaching, and
pacing.

**Affiliative** managers focus on the employee first and the tasks second. They see their job as one of maintaining a pleasant working environment, providing job security and other benefits and amenities to employees as their key task. They provide very little direction, especially response about negative performance.

**Democratic** managers are known for their participative style. They believe that individuals and groups function best when allowed to work together and therefore feel that close supervision and very detailed instructions are necessary. Democratic managers like to hold many meetings, rewarding adequate performance and dislike punishing employees.

**Coaching** managers see themselves as developing their subordinates and are concerned about high performance and standards. They will allow subordinates the flexibility of setting their own goals and determining how to address their tasks.

**Pacesetting** managers perform technical activities as well as manage. They themselves have very high standards and expect the same in others. They usually have high expectations of employee motivational development and assumptions of responsibility. Managers with pacesetting styles have little concern for interpersonal relations and may reassign work if employee ability or willingness hampers performance. They focus on tasks to be achieved rather than those people who must achieve them.

In reality we all tend at times toward any one of the leadership or managerial styles. Once you understand which style you lean toward, you must then be aware of the good and the bad that results from any particular style. This will help us maximize employee performance within the organizational framework we have laid out.

**Managerial Leadership Style Profile**

- The following pages contain a number of questions which requires you to make a choice.

- Answer with the responses that you feel the most comfortable with.

- Your gut level response will give the best indicators of your leadership style.
## Managerial Leadership Style Exercise

Place an X on the line provided which best fits your choice

Adapted from work by David McClelland

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<td>I believe that once goals have been set, each person should have enough motivation to achieve them. OR I give employees responsibility, but reassign if performance is not forthcoming.</td>
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| 14 | I believe that a popular leader is better than an unpopular one.  
OR  
I believe that employees should be able to overcome obstacles by themselves and not be discouraged by setbacks. |   |   |   |   |   |
| 15 | I believe that it is a manager’s job to motivate subordinates by providing performance feedback.  
OR  
I am concerned with high standards or performance and encourage employees to reach these standards. |   |   |   |   |   |
| 16 | I encourage employees to act as advisors to one another when they need help.  
OR  
I often give orders in the form of a suggestion, but make it clear what I want. |   |   |   |   |   |
| 17 | When an employees’ plan is inappropriate, I suggest rethinking the matter and coming up with another plan.  
OR  
I often give orders in the form of a suggestion, but make it clear what I want. |   |   |   |   |   |
| 18 | I believe that job security and fringe benefits are important for employee happiness.  
OR  
When an employees’ work plan is inappropriate, I suggest rethinking the matter and coming up with another plan. |   |   |   |   |   |
| 19 | In the long run, I will fire or transfer a person I consider to be unmanageable.  
OR  
I discourage arguments which lead to conflicts among my employees. |   |   |   |   |   |
| 20 | I feel that the close supervision is not necessary in a situation where employees have participated in discussions of job-related issues.  
OR  
I expect my employees to carry out plans I have prepared. |   |   |   |   |   |
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<td>21</td>
<td>I am more concerned with getting employees to follow my example than with establishing close personal relationships. OR I believe employees’ rights and feelings are more important than the immediate job at hand.</td>
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<td>I focus on improvement in employee performance, rather than insisting on a given level of performance. OR I discourage arguments which lead to conflicts among my employees.</td>
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<td>I am concerned with high standards of performance and encourage employees to reach these standards. OR I believe that firm discipline is important to get the job done.</td>
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<td>26</td>
<td>I discourage arguments which lead to conflicts among my employees. OR I expect my employees to follow my instructions closely.</td>
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<td>32</td>
<td>I tend to rely on group consensus rather than direct supervision or control. <strong>OR</strong> I suggest alternative ways of doing things rather than indicating how I would do it.</td>
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<td>I try to reduce resistance to my decisions by indicating what employees have to gain. <strong>OR</strong> In the long run, I will fire or transfer a person I consider to be unmanageable.</td>
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| 36 | I feel that work plans should represent the ideas of my subordinates.  
OR  
I believe that a popular leader is better than an unpopular one. | | | | | |
**Scoring Key and Profile**

**Scoring The Managerial Style Questionnaire**

To compute your managerial style score for each scale, count the number of X’s you made in Column A; then count those for Column B and so forth through Column F.

Put the number of X’s for each column here.

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**transactional**

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<th>Coercive Column A</th>
<th>Authoritative Column B</th>
<th>Affiliative Column C</th>
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<th>Pacesetting Column E</th>
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Tom Peter’s "Leadership Alliance"

Review: "People Want To Be Great."
Ralph Stayer, the head of Johnsonville Foods in Wisconsin, saw that the company was growing and prosperous, but he also saw that its employees, although happy, were not developing to their fullest potential. He felt it was "immoral as a manager" to not let people develop their own talents to the fullest. He concluded that this was the manager’s fault, not the employees.

He realized that people "want to be great. They really need that. It is a change in view of what people are all about. Watching people grow, watching them expand, seeing the change we make in people’s lives for being connected with this organization is a value that far exceeds anything else in the business."

Now, the employees are members, not workers, in the business. Everyone is responsible for what he or she does, contributing to the entire operation. These members are in teams that do everything -- hiring and firing employees, scheduling, budgeting, recruiting, capital proposals, etc. They also test the product they are producing before it goes out of the plant, and develop new business ideas.

Middle Managers As Educators
The middle managers are considered educators who help employees to grow, rather than dictators. Stair himself also considers himself an educator rather than a "boss."

Increases in wages resulted from an increase in knowledge and skills. The more employees sought to improve themselves and the company, the higher their wages.

The results of this business restructuring was a 20-fold growth in a six year period.
How Does Your Operation Compare?

What parts of the management style of Johnsonville Foods can you see as possibly beneficial to your operation? Why?

What parts of the management style could be problems on your operation? Why?
Situational Leadership

We know that people respond positively to being given responsibility if they are confident they can handle the job. We also know that most of us enjoy the feeling of power that comes from being in charge of some aspect of a business. When an employee enjoys the work, and/or responds positively to responsibility, the quantity and quality of work are enhanced.

Paul Hersey and Kenneth Blanchard of the Center For Leadership Studies have developed a “Situational Leadership” model that illustrates how to effectively lead an employee or “follower” to a position of authority. The model is simple and straightforward. However, if any of the four steps are skipped or passed through too quickly, problems will arise.

Step 1 -- Directing
When you first place an employee into a new area of responsibility, you must tell them what to do. You are very much involved in the job yourself and your relationship with the employee is one of the primarily teacher-student and involves considerable one-way communication.

Step 2 -- Coaching
As the employee or follower advances in competence and confidence, you begin to involve him or her in decisions -- to “buy into” the responsibility. Now your relationship with the employee is becoming one of sharing in decisions.

Step 3 -- Supporting
As you progress through this stage, the employee shoulders the majority of the responsibility and you are shifting from coaching the person on taking responsibility to supporting as needed.

Step 4 -- Delegating
The employee (follower) now has the knowledge and the confidence to take on the responsibility completely. You are there to give support when needed and to evaluate performance. You have turned over the authority to the follower and, therefore, are freed to carry out other management tasks.
Situational Leadership Model

The model involves degrees of two behaviors:

**Directive Behavior**

Key elements:
- Controlling
- Structuring
- Supervising

Directive behavior is more task-oriented than people-oriented.

Directive behavior at the extreme is:
- a) one way communication
- b) not listening
- c) spelling roles
- d) telling
- e) close supervision
- f) know it all
- g) task oriented
- h) control oriented

**Supportive Behavior**

Key elements:
- Listen
- Praise
- Facilitate

Supportive behavior is more people oriented than task oriented.

Supportive behavior at the extreme is:
- a) listens
- b) praises
- c) asks for suggestions
- d) encourages
- e) assures
- f) communicates
- g) involves employees
- h) shows appreciation
Situational Leadership Model
The Four Styles

1. **Directing Style** (D+, S-)
   a) Identifies the problem
   b) Set goals
   c) Defines roles
   d) Develops a plan
   e) Makes decisions
   f) Give directions
   g) Tells
   h) Initiates everything
   i) Announces
   j) Supervises closely
   k) Always evaluates

2. **Coaching Style** (D+, S+)
   a) Identification of problems
   b) Sets goals
   c) Consults with employees
   d) Explains
   e) Listens more
   f) Improves communications
   g) Still makes decisions
   h) Gives direction
   i) Solicits ideas

3. **Supporting Style** (D-, S+)
   a) Involves workers
   b) Gives workers initiative
   c) Provides assurance and support
   d) Serves as a resource
   e) Shares responsibility
   f) Listens actively
   g) Talk to others
   h) Involves others
   i) Praises, supports, reinforces
   j) Concerned with worker’s feelings
   k) Facilitates

4. **Delegating Style** (D-, S-)
   a) Always asks
   b) Works jointly
   c) Collaborates on goals
   d) Accepts worker decisions
   e) Seldom supervises
   f) Workers evaluate
   g) Workers have responsibility
   h) Workers get credit
   i) Others decide
   j) Turns out "peak performers"
   k) Readies for the next step

Four Worker Levels

- **Enthusiastic Beginner** -- **Directing style**
- **Disillusioned Learner** -- **Coaching style**
- **Reluctant Contributor** -- **Supporting style**
- **Peak Performer** -- **Delegating style**
Total Quality Management (TQM) is a management system that is being used by many of the more progressive organizations today. One definition of TQM is:

A systematic and coordinated company-wide effort to continuously improve the quality of the firm’s products and services.

A few of the TQM key concepts are:

* A focus on “meeting customer needs” -- including “internal” as well as external customers and suppliers

* As systematic quality problems are identified, quality circles, task forces and other processes can be used for problem-solving in order to achieve what the Japanese call “kaizen” or continuous improvement

* Production/service in the TQM context is often organized around team-based work systems

* TQM depends on people adopting a systems perspective.

The TQM story is interesting and important in the effective management and development of people. Read the Overview and Historical Background on TQM and Demming’s Fourteen Principles found in the appendix.
Servant-Leadership

Robert Greenleaf, a well-known management consultant back in the ‘60’s and ‘70’s, articulated a vision of servant-leadership in 1970. Since that time, the concept has evolved slowly and only recently has servant-leadership become a widely acknowledged effective leadership style. The Robert K. Greenleaf Center in Indianapolis has a rapidly growing membership and its concepts are being applied in many businesses.

Greenleaf described true leaders as those who lead by serving others -- empowering them to reach their full potential. He saw the ideal leader as one who transforms and integrates an organization; a steward with a commitment to the growth of people and the building of a community.

Servant-leadership is not a management system like TQM but rather an approach to carrying out a management system. A copy of the Center’s newsletter is in the appendix. It discusses the concept in more depth and provides the reader with the Center’s mission and goals. Also, read the article “In Search of Spirit in The Workplace” in the appendix. It discusses servant-leadership along with other insights relative to spirituality in business.

If you are interested in reading more about this concept, recommended reading includes the book “Reflections on Leadership”. It includes essays by M. Scott Peck, who wrote “The Road Less Travelled” and Peter Senge, with the foreword by Max DePree (who wrote “Leadership Jazz” and other books and was the CEO of Herman Miller Furniture, a company famous for its effective management and profitable record).
<table>
<thead>
<tr>
<th>Critical Success Factors covered in this section:</th>
<th>Strength (S) or Weakness (W)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Competence</td>
<td></td>
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Empowerment