

# Appendix A

## DETAILS OF LEADERSHIP MODELS

Theoretical models can present conflicting directions for their use as well as commonalities. For example: Is there one best leadership style for all situations or should the manager change styles to match the needs of different situations? Is it true that a manager cannot change the innate style he or she uses and so we should try to match the situation with a manager's immutable style? *Shall we choose the tallest person in the room to lead our team?*

A comment concerning religion might say: "Some religions don't allow men to wear a hat at a service. Others require men to wear a hat. Somebody has it wrong!" Well, you get the leadership style and behavior picture.

Each model has pros and cons about its effectiveness. One of the most common general weaknesses is the lack of direction in the application of the theory of the model to real work activities. Another weakness is they often lack scientific methods to judge their value over time.

A key problem with the approaches is that theories might not take variations in human behavior into consideration when applying the concepts to the workplace. Our work addresses each of these major problems.

Here's a good example of human behavior variations: an hourly worker is entitled to a "twelve to one" lunch period each day. Almost all workers will follow this pattern of behavior. However, instead of having lunch at that time, one fellow often chooses to eat his lunch on company time starting at 11:30 a.m. and uses the allotted lunch hour to roam about the premises to chat with friends or sit outside and enjoy the warm days in New England. It's a union shop, and the disabled worker is 52-years old. Supervisors know about this policy violation but look the other way.

What leadership models should be chosen to deal with these types of environments where workers flaunt policies and managers look the other way? How about stepping back to the past and using "cash and fear" on the workers and supervisors to lead the organization ahead in these times of

continual change and aggressive litigation? Do you see difficulties from using this approach arising down the line?

One of the truths of the various leadership theories is their tendency to focus on developing the ability of the manager to meet the individual needs of the worker while meeting those of the organization. This approach is commonly referred to as “high on people” or “high on task”. Depending upon the model chosen for attacking this goal, actions will often be required to find the one best style to meet the needs of people or adapting the moves to reach organizational goals.

*In a very different view, your author believes that the manager needs the ability to meld the two conflicts into one package and use the emerging behaviors to effectively meet both goals. Please visit the sources on leadership behaviors listed below for confirming your knowledge level for successful consulting.*

## TWO WELL RESPECTED LEADERSHIP MODELS

Let’s contrast and compare two popular concepts and the leadership options they offer. A careful analysis of the two will enable the readers to take a hard look at evaluating other systems that may be in favor and use in their organizations. Please note that these two models form the base for building management consulting knowledge. A quick search on top 15 thinkers for additional leadership research theories is recommended but beyond the scope of this book.

After you read and analyze these two leadership models, take time to choose the action that would best fit the problem of the fellow who ate his lunch on company time and the visited friends in the factory. A pros and cons approach to solving the problem would be helpful here.

The highly regarded research of Blake, Mouton, and McCanse<sup>(3)</sup> suggests that a leader has five primary ways to deal with the conflicting needs of getting organizational tasks done and meeting the needs of people who carry out the tasks. (3: Blake, R. R., & McCanse, A. A. (1991). *Leadership dilemmas-grid solutions*. Gulf Publishing Co.).

Taken in everyday language we see them as being summarized by the following everyday catch phrases:

- a. **“Do it my way or get on the highway”** (win/lose behavior; the task wins, and the people lose)
- b. **“Keep everyone happy and the task gets done”** (lose/win behavior; the task loses, and the people win)

- c. *“If it ain’t broke don’t fix it since this too shall pass”* (lose/lose behavior; the task loses, and the people lose)
- d. *“I always seek a compromise because half a loaf is better than none”* (the task wins a little/loses a little as do the people)
- e. *“What do you need to get this task done?”* (the win/win approach)

*Win or lose behaviors* need to be viewed as either meeting the needs of the people or the needs of the organizations. *Lose/lose behaviors* indicate losses for people and the organizations. Win a little/lose a little, represent compromises and win/win behaviors open the door for meeting the needs of people and organizations.

It seems obvious that the win/win style should solve the “duality of thinking” challenge. In fact, proponents of this style recommend it as the best style for every situation and the behaviors for acting this way make up the curriculum for learning to be a win/win manager.

A win/win manager applies a mixture of task related behaviors for production with those for meeting the needs of the people who produce the work. This is a strength. However, research suggests that the style will not address every group situation successfully and the variances in human behavior, as the style is applied, may cause it to fail. (3. Ibid Northouse).

The second highly respected model is also a style approach with a “wrinkle” in that there are four styles available for application but there is no one “best” style for every situation. The “wrinkle” requires a manager to assess the readiness and ability of an employee to take on a new task.

Research done by Hersey and Blanchard suggests that one of the four leadership styles needs to be chosen to meet the demands of the situation with the ability, skills, and development needs of the person selected to handle it. In everyday terms, they are: (1) “Tell ‘em” what to do; (2) “Sell ‘em” on what to do; (3) “Involve ‘em” with planning what to do; (4) “Give ‘em” the job.

- (1) A “Tell ‘em” style requires detailed direction with very close coaching and perhaps a step-by-step plan to handle the situation.

Example: “Tom, after you receive the photos from the studio, be sure to hand carry them to HR and then report back to me for the next step”. This style becomes a key development activity for the growth of the employee.

- (2) A “Sell ‘em” style involves convincing an employee that he or she can handle the situation and that it is essential that it be done.

Example: “Joan I have every confidence that you will handle this situation very well. After you finish it, our marketing plan will be completed. Remember, I am always here to help, if you have questions.” This person needs development that enhances the skills and abilities that have already shown success.

- (3) An “Involve ‘em” style offers development opportunities for an employee to take on a “stretch” assignment involving his or her participation in mapping out the solution to handling a situation. They might be close to “ready now” for more responsibility in an organization’s operations.
- (4) A “Give ‘em” the job style simply means that the situation is described to the employee and the expected goal of handling it is explained. This is a person who is “ready now” for more responsibility and will most likely respond to the assignment with the phrase “Considerate it done.” It polishes a rising star.

The key is to match a strong leadership model with the readiness of an employee to take on more responsibility. This allows and encourages managers to get to know how willing a person who reports to them is to be ready to do the job. It also focuses on the ability and confidence of a worker who wishes to move ahead. However, it requires the manager to choose the best of four styles to address the situation.

The downside question to doing this is “Can we make a close mix and match between a worker’s strengths and development needs with those skill levels a typical new and dynamic situation demands?” This is not always an easy task with risks for all parties. The constructive coaching skills of a manager who can match the needs of stakeholders with task demands often takes time.

First cabin quality management consultants can facilitate this process especially employing good listening skills. Obviously, this brief discussion of two widely used systems of leadership cannot be complete.

Please refer to our bibliography if you seek more details on them. Also, there are questionnaires that will identify the type of leadership styles managers tend to use most often in your work. They usually offer the manager challenging workplace instances and offer choices that may be made to address them. A quick online search for “management style assessments” will produce a plethora of choices.