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A Comparison of Leadership Skills of Managers of High Performing Fast Food Units vs. Managers of Low Performing Fast Food Units

Jack W. Goodner

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**A COMPARISON OF LEADERSHIP SKILLS OF MANAGERS
OF HIGH PERFORMING FAST FOOD UNITS VS.
MANAGERS OF LOW PERFORMING FAST FOOD UNITS**

This study attempts to differentiate by describing that managers of high performing units may use more appropriate supervisory styles than do those in low performing units.

In an attempt to prove this assumption, responses were collected from ten fast food managers employed by Foodmaker, Inc. (a national fast-food chain). Although it was not revealed to the participants, the company had identified five of them as top producers and the other five as low producers. They were asked to respond to supervisory situations which would measure the appropriateness of their

Jack W. Goodner, B.S.

An Abstract Presented to the Faculty of the Graduate School of Lindenwood College in Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

1991



ABSTRACT

This Culminating Project will examine the difference in supervisory styles used by managers in high performing fast food units and those in low performing fast food units.

While management in its present form has existed only a brief time, countless attempts have been made to explain why some achieve good results and others poor results.

This study attempts to differentiate by demonstrating that managers of high performing units employ more appropriate supervisory styles than do those in low performing units.

In order to prove this assumption, responses were collected from ten fast food managers employed by Foodmaker, Inc. (Jack-in-the-Box). Although it was not revealed to the participants, the company had identified five of them as top producers and the other five as low producers. They were asked to respond to supervisory situations which would measure the appropriateness of their responses on a Situational Leadership matrix. Results of the two groups would then be compared to demonstrate that high

producers supervised in a different manner than low producers.

The author recognizes that even though the sample did represent over 25% of the managers in the company, its size limits conclusions of the Culminating Project only to the sample group. This cautions and guards against the generalization of the findings to other managers whether in the same industry or in different industries.

The research conducted does not support the hypothesis. The responses of both groups were similar. The success of the five high performers in this study could not be explained by a better use of supervisory styles as classified by the Situational Leadership model.

Lu W. Guo, B.S.

A Culminating Project Presented to the Faculty of the Graduate
School of Management, University of North Carolina
Fulfillment of the Requirements for the
Degree of Master of Business Administration

**A COMPARISON OF LEADERSHIP SKILLS OF MANAGERS
OF HIGH PERFORMING FAST FOOD UNITS VS.
MANAGERS OF LOW PERFORMING FAST FOOD UNITS**

Assistant Professor Bob Sullivan, Chairperson

Adjunct Professor Dennis Brundage

Adjunct Professor Ed Griffin

Jack W. Goodner, B.S.

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COMMITTEE IN CHARGE OF CANDIDACY:

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Adjunct Professor Bob Sullentrup, Chairperson

Adjunct Professor Bernie Weinrich

Adjunct Professor Jan Kniffen

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Since the beginning of man's existence he has been a group animal and chosen a leader to provide direction for the group. The leader's goals have evolved as man's groups have grown. From small tribes, man later formed larger, more complex societies. As man's communities are multiplied and combined, man's needs have changed. The leader's immediate goals and responsibilities have changed. From leading a small group of hunters and gatherers to leading the complex world of an organization, a variety of factors have influenced the growth of leadership. The study of leaders has ranged from individual to organizational levels. The search for the predictability of leader effectiveness is the focus of leadership research. This study is the first extensive study of the Culminating Project leaders. It examines the role of the leaders of one particular program, the Leadership Institute.

This Introduction will prepare the reader and provide a general foundation for the Culminating Project. The introduction will cover the use of the terms leader and manager, the manager's impact on an organization, approaches to leadership research, premises and research questions of the Culminating Project, pertinent definitions, and a summary.

Chapter I

INTRODUCTION

Since the beginning of man's existence he has formed groups and chosen a leader to provide direction for the group. The leader's goals have evolved as man's groups have grown. Then small tribes, now large corporations, cities, countries, as well as smaller communities are directed and influenced through leadership. The leader's immediate goals and needs have expanded from acquiring food, and shelter from the elements and danger to meeting the complex needs of groups in today's society, a society which holds dangers of its own. Throughout history the effectiveness of leaders has ranged from excellent to disastrous for the group. The search for the predictability of leader effectiveness is the heart of leadership research. This search has been extensive. This Culminating Project explores leadership research and examines the style of the leaders of one particular company in the St. Louis community.

This introduction will prepare the reader and provide a general foundation for the Culminating Project. The introduction will cover: the use of the terms leader and manager, the manager's impact on an organization, approaches to leadership research, premise and research questions of the Culminating Project, pertinent definitions, the reason

for the industry chosen for this Culminating Project, and a description of the manager's responsibilities.

The purpose of this Culminating Project is to examine and discuss the impact of differing leadership styles on the success of the business unit. It is based upon the hypothesis that managers who appropriately use the supervisory styles identified with the Situational Leadership model will be more successful than those who do not.

Yukl discusses the controversy in leadership research over the differences in the terms leader and manager. Some researchers see leaders and managers as totally different roles. Others view the roles as being compatible and allow a person to function as a manager and a leader. For the purpose of this Culminating Project, the words leader and manager are synonymous (Yukl 253).

Managers have a major impact on the effectiveness of organizations. Top management provides the leadership, mission, and direction of the organization. Middle managers and front line supervisors make decisions and implement them through the organization's staff. The success or failure of a company depends upon the leadership provided by the organization's management. When companies fail to produce and survive, most of the time this is attributed to poor management. On the other hand, when companies are successful, most of the time the credit is given to good

management. A relatively recent example is the Chrysler Corporation. In the middle 1970's Chrysler's average return on investment was a -8%. The company was faced with the real possibility of financial failure. Lee Iacocca was given the responsibility for leading the company. He accomplished this by developing a strong staff, providing a vision for the future, and obtaining strong initial funding from a loan from the U.S. Government. Under Lee Iacocca's direction, in the years 1984 and 1985 the corporation's return on investment was approximately 20% on the positive end (Kotter 17).

There have been many approaches to the study of leadership. The leader has been examined in terms of the natural born traits a leader possesses. This research implies that certain individuals are born with special qualities and are destined to be leaders. Other approaches to leadership research have examined the leader's: specific roles or tasks to be accomplished, relationship and interaction with followers, and environment or situation and its impact on the leadership process. Yukl adds "Most of the studies divide naturally into distinct lines of research and can be classified according to whether the primary focus is on power-influence, leader behavior, leader traits, or situational factors that interact with behavior, traits, or power" (Yukl, 254). As earlier mentioned, the purpose of this Culminating Project is to examine and discuss the impact of the leadership styles of high performance fast food managers and low performance fast food managers. The premise

of this Culminating Project is: managers using appropriate supervisory styles as identified by the Situational Leadership model will have higher performing business units than those who do not. This is suggested by the concept of Situational Leadership. "Effective leaders are able to adapt their style of leader behavior to the needs of the followers and the situation. Since these are not constants, the use of an appropriate style of leader behavior is a challenge to the effective leader" (Hersey and Blanchard 94). The style of the leader needs to vary according to the situation the manager faces.

The main research question addressed by this study is: When given a choice of responses, do high performance fast food managers tend to select more appropriate leadership styles than do low performance fast food managers?

It is the author's contention in this project that leadership styles are skills which are learned and developed as opposed to natural born traits. If this is true, the study and development of management's leadership styles merit a considerable degree of attention because it will add to corporations' success in the marketplace. Another contention of the author is that successful and effective managers learn how to use different leadership styles in different situations. The author takes the point of view that there are a variety of styles available to a manager in working with subordinates to accomplish organizational goals. A successful manager

learns, feels comfortable with, and uses the different styles as a carpenter uses a variety of tools to complete the task at hand. Less successful managers tend to operate with less flexibility in style. This concept will be further developed in the next chapter in the examination of Hersey and Blanchard's work.

While it can be argued that an organization's success depends on many factors other than the use of varied leadership styles by management, the author suggests that the factor of the development and use of leadership skills can make a significant impact on an organization's continued success.

There are a few terms that need to be defined at this point: Foodmaker, Inc.; QSC&F; relationship behavior; and task behavior. These terms will aid the reader in the understanding of this project. The first term is Foodmaker, Inc. This is the name of the organization that owns and operates the Jack-In-The-Box fast food chain which is the subject of this study. Foodmaker Inc. is headquartered in San Diego, California. The fast food (or quick service restaurant) industry is highly competitive and currently enjoys continued growth. Foodmaker, Inc. is a relatively small but growing and innovative company. Foodmaker, Inc. is an industry leader in new products. The company also places a top priority on customer service and satisfaction. Within the company customers are referred to as guests. It is the company's position that every employee should treat and serve each customer as they would a guest in their own home.

Through this brief discussion of Foodmaker, Inc. the reader is able to have a better perspective of the mission and priorities of the managers discussed in this project.

QSC&F is an acronym for quality, service, cleanliness, and friendliness which is a combination of reports generated monthly by Foodmaker, Inc. designed to rate each fast food restaurant's guest service performance within the organization. It is a sophisticated, objective report administered by a single auditor and conducted on each fast food restaurant in the company. It clearly represents an extremely important performance indicator of managers within the company. QSC&F is also part of the measurement which will be used to separate high performance managers from low performance managers.

Relationship behavior is defined as, "The extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing socioemotional support, 'psychological strokes', and facilitating behaviors" (Hersey and Blanchard 96). This type of leadership behavior involves the leader's recognition that the work group is composed of individuals with varying needs who are important to the process of accomplishing the goals of the organization. Task behavior is defined as, "The extent to which leaders are likely to organize and define the roles of the members of

their group (followers); to explain what activities each is to do and when, where, and how tasks are to be accomplished; characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished" (Hersey and Blanchard 96). This type of leadership behavior involves the leader's recognition that leaders provide the direction, definition, and delegation of the work group's task at hand to be accomplished.

As previously mentioned, Jack-In-The-Box managers will be the subject of this study. The criterion used to select high and low performance managers is their respective ranking on the "St. Louis Performance Ranking" report generated by Foodmaker Inc. on a quarterly basis. This report ranks each manager's performance in the St. Louis metropolitan area on: QSC&F scores, labor cost performance, food cost performance, employee turnover, and ratings on questionnaires received by guests. The managers with the top five scores on this report will be defined in this project as high performance managers and the managers with the lowest five scores will be defined as the low performance managers.

The method of research will be to survey five high performance and five low performance managers. This sample represents over 25% of the total population of Foodmaker managers in the St. Louis area. The responses gained from the survey will be used to determine the use of various leadership styles by each manager. The responses of

the group of high performance managers will then be compared with the responses of the low performance managers and the premise will be tested.

The selection of the fast food industry was made because of the author's familiarity with the industry and the fact that fast food managers are directly and highly involved with staff development. Although this study focuses on a select managerial group, it is hoped that the direction of the Culminating Project will encourage managers of all fields to explore and continue to develop their leadership styles and skills to the benefit of their organizations.

A brief description of a fast food manager's responsibilities may be helpful to the reader. Most fast food managers are considered 'working managers', which means their efforts as an employee performing employee tasks are needed to meet labor costs. In addition to this task, fast food managers in quick service restaurants are expected to: build sales; meet food, labor, supply, equipment repair and replacement, and cash control costs; hire; terminate; train; order food and supplies; and, in the case of Foodmaker Inc., meet and exceed QSC&F standards. The next chapter will discuss the author's literature review of leadership research.

Chapter II

LITERATURE REVIEW

This chapter will discuss a review of the literature of leadership research. A historical development is provided to give the reader a background perspective into leadership research. The historical development section is followed by a discussion of leadership practices and approaches. The last section in the chapter investigates a practical application of Situational Leadership research.

Evolution of Management

At this point it may be helpful to familiarize the reader with a brief review of the historical approach to leadership. The trail of research related to management is not as dignified nor as long as that in the sciences such as physics, medicine, astronomy, or even the study of social systems. Management has been born of necessity, not of careful planning. It was born at the point that groups became larger and were required to achieve more complex results. It was given definition by the academic institution and there is still considerable question regarding how accurate is this definition.

Research has been used more to explain what has happened than to probe new avenues of truth.

In Management Tasks: Tasks, Responsibilities, Practices, Peter Drucker states, "In the society of 1900 the family still served in every single country as the agent of, and organ for, most social tasks. Institutions were few and small" (3). Hospitals, universities, and businesses are only a few of the examples of the explosion in size as well as the complexity of services performed. With this size and complexity the unmanaged institution has no hope of attaining any sort of common goal. Neither does it have any hope of surviving as an institution.

While management as a concept had been described in the early 19th Century, the impact of necessity was not felt until after 1900. The new social units needed direction and that direction was labeled management. Business management became the leader in the focus of this movement. This was largely because the leadership of other social institutions such as government and university were an outgrowth of the old. There was less of a need to invent when the old could be modified. There was no precedent for business so it set about creating its own model and testing it against its own reality.

Post World War II marked the beginning of an international focus on management and its meaning. The War had proven its importance. A world wide exchange of ideas began.

Possibly the best historian of the era is Peter Drucker. In his

words, we have learned that management, "is a generic function which faces the same basic tasks in every country and, essentially, in every society. Management has to give direction to the institution it manages. It has to think through the institution's mission, has to set its objectives, and has to organize resources for the results the institution has to contribute. Management . . . is responsible for directing vision and resources toward greatest results and contributions" (Drucker 1: 17).

Leaders: Born or Made?

The question of whether leaders are born or made does not have a definitive answer in leadership literature. An argument can be made to support both sides of this question. Paul J. Patinka states of his research, "Early indications are, however, that leaders, if not born, seem to be made early in their lives by their experiences up to and including high school. While a clear answer to the question is yet to be determined, indications are that there exist basic characteristics in people which can readily develop into necessary leadership qualities under the proper conditions. If these basic ingredients are not present, training for leadership might well be misplaced" (Patinka 37).

Research on traits of leaders supports the concept that leaders are born. Ralph M. Stogdill is noted for his work in trait leadership

research. He surveyed groups of leadership traits which included: physical characteristics, social background, intelligence and ability, personality, task related characteristics, and social characteristics (Stogdill 74-75). A major thrust of trait research is to identify or predict who has leadership qualities and who does not.

Peter F. Drucker continues, "We have defined the purpose of an organization as 'making common men do uncommon things'. We have not talked, however, about making common men into uncommon men. We have not, in other words, talked about leadership. This was intentional. Leadership is of utmost importance. Indeed there is no substitute for it. But leadership cannot be created or promoted. It cannot be taught or learned" (Drucker 2: 158).

James M. Kouzes and Barry Z. Posner express their thoughts on this issue, "We would be intellectually dishonest if we did not say that some individuals clearly have a higher probability of succeeding at leadership than others. Some people are born with it. Some people are especially fortunate to have parents who promote the development of leadership abilities in their children at a very early age. It is the same in any life activity: it is easier for some people than for others. But this does not mean that ordinary people cannot get extraordinary things done, that ordinary managers cannot become extraordinary leaders" (293). Continuing their observations on this issue, Kouzes and Posner note, "People frequently ask us, 'Are leaders born or made?' It's a

judgment call. No one knows for sure. Our experience tells us that leadership is a set of learnable competencies. We can, however, tell you this for certain: every exceptional leader we know is also a learner" (277).

Peter L. Wright and David S. Taylor believe that leadership can be learned and take a skills approach to learning leadership. "We would argue that one of the key factors in successful leadership, and certainly one of the most readily improved, is the possession of certain specific interpersonal skills on the part of the manager. This emphasis on skills, rather than the leader's personality, attitude, style and so on, inevitably has implications for leadership training. We believe that successful leadership behaviour can be learned, and that the most effective way of learning it is by the acquisition of the relevant interpersonal skills through practice with feedback and guidance" (3).

Building Leaders

The author takes the position that leadership can be taught and developed. How is this accomplished? Dana Robinson points in a direction, "To be successful in the 1990's, managers will have to develop a 'leadership' style of management. What does this leadership style entail? First, a manager's primary role will be to

coach and develop people. Second, managers will need to provide wide parameters to employees so that employees are 'self-managed'. Third, managers will both participate and encourage teams and teamwork. Fourth, managers will encourage speed in all facets of the job. Fifth, managers will encourage innovation and risk taking to meet the ever-changing challenges facing organizations. Finally, managers will treat employees as assets, not expenses, and they will need to invest more time and resources in training and development" (10).

As mentioned earlier, Wright and Taylor believe in a skills approach to leadership. Skills they choose to develop are: interaction approach, interaction structure, verbal and nonverbal presentation, selection of approaches, structuring skills, versatility of components, intentions, cause and effect beliefs, and observational skills" (126).

Also mentioned earlier was the work of Kouzes and Posner. Their study of leaders is encouraging to the development of leadership. They have identified ten commitments of leaders in their research which may be helpful in leadership development:

Challenging the Process

1. Search for Opportunities
2. Experiment and Take Risks

Inspiring a Shared Vision

3. Envision the Future

4. Enlist Others

Enabling Others to Act

5. Foster Collaboration

6. Strengthen Others

Modeling the Way

7. Set the Example

8. Plan Small Wins

Encouraging the Heart

9. Recognize Individual Contribution

10. Celebrate Accomplishments (14)

Bernard M. Bass, a strong proponent of transformational leadership states, "Transformational leadership can be learned, and it can - and should - be the subject of management training and development" (Bass 27).

Building leaders is a complex task, but an achievable one. The next section may continue to improve the understanding of this process as practices and approaches to leadership are examined.

Leadership: Practices and Approaches

Leadership research has taken many approaches to leadership.

This section presents various practices and approaches. William Marston's Emotions of Normal People was first published in 1928. In this work Marston outlines his theoretical framework of human emotions. Although his work can be classified as trait research, his work is also useful in understanding the basis for human behavior. Marston's research proved instrumental and inspirational to John Geier's development of the Personal Profile System which will be discussed later in this chapter.

Marston classified emotions in four primary categories: dominance, compliance, submission, and inducement. He believed emotions have a distinct psychological basis. Marston defines, ". . . Dominance as an emotional response which is evoked by an antagonistic motor stimulus of inferior intensity to the motor self of the subject" (100). He gives an example of dominance in nature by describing a river and a dam. The dam represents the inferior motor stimulus. The dam is viewed as an 'antagonistic stimulus'. "A river, for instance, when opposed by a dam, piles itself up against the barrier with accumulative increase of water pressure exerted against its opponent. This increase in the river's power, in the form of water pressure, increases in proportion to the increase of the opponent's force. The higher the dam, the more water accumulates behind the dam, and the more total pressure is exerted by the river against its opponent. When, at last, the river rises above the dam and begins to

flow over it (or when an opening is offered through or around the barrier) the river's domination of its weaker opponent is consummated. The force then exercised by the water pouring over or through the conquered barrier will be greater than the original force of the undammed river by an increment of increase approximately equal to the opposing force of the dam which the river was obliged to overcome in attaining its dominant end" (81).

Marston describes dominance as a primary emotion that presents itself from infancy and continues through adult life. He mentions a story of a father walking hand in hand with his two year old daughter across a busy street. The daughter begins to go in a different way than her father. Her father immediately yanks her hand (antagonistic motor stimulus) to go in the same direction he is going. The daughter then expresses a dominant response by lying in the street and screaming (85). The dominance emotional reaction requires an action to be taken by the self to overcome the inferior motor stimulus.

The second emotion described by Marston is compliance. He discusses two types of compliance, passive and active. "Inanimate physical forces comply with antagonistic forces stronger than themselves by decreasing their own strength in the particular wherein it is opposed. This may be termed passive compliance. If the stronger force, by injecting fresh energy into the reagent, compels the latter to move actively in a new direction, or to change its form or

physical expression this may be termed active compliance" (139). Marston distinguishes between active and passive compliance in returning to the example of the dam and the river. The dam acts passively compliant to the river because it cannot actively dominate the river. However, the sun has the capability of changing a portion of the river through the process of evaporation from a liquid to gaseous state. The river is being forced to comply with the sun. This is an example of active compliance (121-122).

Marston describes the need for the two emotions of dominance and compliance. He suggests that compliance has a definite purpose but dominance is not only useful but essential in human behavior. "In fact the 'instinct of self-preservation' might be defined as a change from compliance response to dominance response at the point where a sufficient proportion of the motor self becomes involved in conflict with the stimulus to render motor self more powerful than motor stimulus" (152).

The third emotion classification described by Marston is submission. He describes submission as being either active or passive. "Passive submission may now be defined as a decrease in the strength of the motor self sufficient to permit the motor self of the organism to be moved by the motor stimulus, but with no active movement on the part of the motor self destined to further the purposes of the motor stimulus. . . . Active submission requires a decrease in the motor self

to whatever point is necessary for the motor self to move as directed by the motor stimulus, and also an active movement of the self to bring about the accomplishment of those ends toward which the motor stimulus is tending to move the subject organism" (187-188). Marston implies submissiveness is composed of a voluntary response and is pleasant as opposed to compliance which is often an unpleasant experience due to an antagonistic motor stimulus. Submissiveness is necessary for meaningful relationships to exist and continue. A couple entering marriage is an example of a submissive response.

The fourth classification of emotions discussed by Marston is inducement. He uses the earth's gravitational force on objects as an example of inducement. "This attraction exercised upon the smaller matter unit may be described as inducement since the stronger attractive force progressively strengthens itself by compelling the weaker attractive force to obey its dictates, while all the time the stronger force remains in alliance with the weaker" (195). This 'alliance with the weaker' differentiates inducement from dominance. Inducement is used to gain desired results without 'conquering' the motor self. Marston makes reference of the use of inducement in the business world when a salesman 'personalizes' a sale to a customer. The salesman makes an effort to establish rapport with a customer through personal friendliness. Marston sees this as a clear form of inducement which is recognized and used in the business world (205).

John Geier, founder of Performax Inc. (based in Minneapolis), gives Marston credit for laying a foundation in the field of personality and human behavior. He sees a weakness in the leadership trait theory. "Primarily descriptive, the trait approach lacked a theoretical formulation that would provide a basis for predicting behavior. However, I (Geier) believed the answer for formulating a theory lay in Marston's construct of the primary emotions--tied to the motor self. The primary emotions of the motor self--dominance, inducement, submission, and compliance--defined how the motor self responded to either an antagonistic or a favorable environment. Standing for clusters of traits, these words are the major parameters for predicting the predominant way the individual perceives the world and will tend to act. Marston also allowed for a dynamic view of the individual who responded to various situations with different behavior. The primary emotions provide a language and a theoretical framework for determining the individual differences in people" (Geier 1:26).

Geier developed an instrument called the Personal Profile System which was developed from Marston's theory of emotions and personality (Geier 2). Geier expounded Marston's concept and replaced the inducement classification with influencing of people and submissiveness with steadiness. Geier used the Personal Profile System to help people understand their behavior characteristics and the behavior characteristics of others. With this understanding people are able to 'order' their world through the accurate identification of

behavior characteristics of themselves and with those they come in contact (Marston 6).

Geier labels his categorization of behavior as the DISC approach. DISC is an acronym for dominance, influencing of others, steadiness, and compliance. Barbara Carnes further explains this approach and its use in her book Increasing Your DiscAbility: How to Improve Your People Skills. Carnes explains the DISC approach represents four distinctly different behavioral styles one of which is a person's 'home style'. This is the style an individual feels most comfortable using. She believes all people use each of the four styles, but predominantly use one style (2).

Carnes describes the positive behavior characteristics, the negative tendencies, and activities necessary to be effective in each of the four styles. "When people use the Dominance style, they appear confident, bold, somewhat self-centered, sometimes domineering and forceful. They are good at solving problems, making decisions, achieving goals, leading people, and coming up with new ideas. The liabilities of being too Dominant are often lack of caution, overrunning people, impulsiveness, and the biggest fear is being taken advantage of. To be most effective, they need status, power, prestige, authority and directness.

People who use a lot of Influencing behavior are optimistic, gregarious, articulate, impulsive, and emotional. They are good at motivating people, communicating, entertaining, cooperating, and

being helpful. Sometimes they can be easy marks, they may have difficulty speaking bluntly, they often have time management problems, and their biggest fear is loss of social approval. To be most effective, they need recognition, acceptance, freedom, variety, and popularity.

People who use a lot of the Steadiness behavior style tend to be loyal, steady, restful, patient, and predictable. They are good at concentrating on the task, specializing, 'sticking to their knitting', remaining calm, and being good listeners. However, they may be too possessive, overly hospitable, slow to change, and they fear loss of security. To be most effective they need the status quo, tradition, job security, appreciation, and a sense of family.

The Compliance style is characterized by accuracy, tact, being systematic, diplomatic, and thorough. They are good at handling details, being careful, maintaining high standards, analyzing information, and using their intuition to solve problems. However, they may be overly precise, procrastinators, non-delegators, and they may fear criticism of their work. They need attention, precision work, reassurance, and they need to be able to finish their job and promote quality in doing so (4).

A study involving CEO's helps to reinforce the concept of using behavioral leadership styles using a situational approach. "In general, the effectiveness of a behavioral style is determined by the needs of the environment and the person's ability to adapt strategies to meet

those needs. Thus, people are not successful because they have a certain behavioral pattern. Rather, people are effective if they know their style, with its strengths and limitations. They are successful if they can evaluate the needs of others and assist in meeting them" (Kostiuk 19).

This approach is also useful in the selection of a team in the work place. "In order to expect to achieve any degree of success in developing the 'ideal team' (which is increasingly important in today's complex world with accelerated change), it is necessary to identify our individual strengths and those of others. We must develop an appreciation of one another's unique values and consciously and continuously employ the strategies (maximize, modify, augment and blend) to maximize the value of our strengths and minimize the effects of our weaknesses" (19).

Robert and Dorothy Bolton, authors of Social Style/Management Style, have a similar theory to Geier. Their work is similar in that they also use a grouping of four styles and the thrust is centered on the understanding of one's personal style and the styles of those with whom they come in contact. The Boltons discuss the value of this understanding to the success of the manager and the consequences of not being able to understand and communicate with others. "The prime cause of failure in virtually all types of work is unsatisfactory relationships. For decades research aimed at discovering the primary reason for the termination of employees has provided surprisingly

consistent results--about 80 percent are fired because of poor interpersonal relationships (Bolton and Bolton 11).

The Boltons' four social behavior styles are Analytical, Amiable, Expressive, and Driver (20). Each of these styles has a greater or lesser degree of two basic behaviors, assertive and responsive. Assertive behavior is defined as, ". . . The degree to which a person's behaviors are seen by others as being forceful or directive" (17). Responsive behavior, ". . . is defined as the degree to which a person's behaviors are seen by others as being emotionally responsive or expressive, or emotionally controlled" (19).

"Analyticals combine a high level of emotional self-control with a low level of assertiveness. Analyticals tend to take a precise, deliberate, and systematic approach to their work. They usually gather and evaluate much data before acting. Analyticals are generally industrious, objective, and well-organized workers. . . . Amiables combine higher-than-average responsiveness with a comparatively low level of assertiveness. They tend to be sympathetic to the needs of others and are often quite sensitive to what lies below the surface behavior of another person. Of all the social styles, Amiables are most likely to use empathy and understanding in interpersonal problem solving. The Amiables' trust in other people may bring out the best in their customers, friends, and subordinates. . . . The Expressives . . . integrate a high level of assertiveness with much emotional

expression. Expressives tend to look at the big picture, often take fresh, novel approaches to problems, and are willing to take risks in order to seize opportunities and realize their dreams. Their love of fun, use of humor, and spontaneous ways often lift the morale of their co-workers. The Expressive's ability to charm, persuade, excite, and inspire people with a vision of the future can be a strong motivating force. Expressives tend to act quickly. . . . Drivers blend a high level of emotional self-control with a high degree of assertiveness. They are task oriented people who know where they are going and what they want. They get to the point quickly and express themselves succinctly. Drivers are typically pragmatic, decisive, results oriented, objective, and competitive. They are usually independent, willing to take sound risks, and valued for their ability to get things done" (21-24).

Although the Boltons feel it is important to understand one's personal social style, they believe it is essential to be able to use this information along with that of other people's styles in order to communicate effectively. The Boltons describe an interesting process which they term 'style flex'. Style flex is defined as, ". . . Doing what is appropriate for the situation by temporarily using some behaviors typical of one's nondominant social styles" (53). This is particularly interesting because, although describing social behavioral styles, the Boltons introduce the situational aspect of styles which will be discussed later in this chapter.

The Boltons describe the process of style flex. "First, identify your own social style. Next, identify the probable social style of the other person. With this information you will be able to predict which aspects of your communication will probably be comfortable for both you and the other person and which aspects may be more strained. You will be able to predict at what points your two styles will mesh and where they are apt to clash. Thus prepared, you can anticipate needless conflicts and miscommunication and head most of them off before they happen. Working with the strengths of others will also become more natural. Third, having diagnosed the gap between your social style and that of the other person, add or subtract some behaviors from your usual way of relating. That will help the other person feel more comfortable. Thus, style flex is the temporary use of less habitual behaviors to foster a mutually beneficial interaction" (7-8).

Bernard M. Bass, author of Leadership and Performance Beyond Expectations, describes transactional leadership and transformational leadership as two different types of behavioral styles in leaders. He recognizes the need for transactional leadership. However, Bass has a strong preference for the transformational leadership style. He sees the transactional leader in a traditional role of a leader and striving for and achieving expected results from their followers. He sees transformational leaders as leaders who strive for change (transformation) and, in achieving change, motivate (as well as

transform) their followers to achieve personal and collective performance beyond expected results' (11).

Bass sees the transactional leader focused on the task at hand and the process through which the task is accomplished. The transactional leader rewards followers based upon their performance. In other words, the transactional leader's goal is task accomplishment. This is accomplished by exchanging rewards for performance (11). Bass discusses the variables involved in a follower's motivation to achieve desired results. "One's effort then depends on two elements: (1) one's confidence or subjective probability or expectation that an outcome can and will be attained by means of one's performance, and (2) the value of the outcome--how much it, in itself, is desired and valued or how much it is perceived as instrumental in realizing other desired outcomes . . . subordinates' or followers' level of effort depends on their confidence that such effort will yield desired outcomes. Furthermore, we assume that the subordinate has the capability to perform as required. Thus, the expected effort is translated into the expected performance" (12). Transformational leaders are not only concerned about the process of completing the task at hand but also question which tasks are important to accomplish. ". . . Transformational leaders attempt and succeed in raising colleagues, subordinates, followers, clients, or constituencies to a greater awareness about the issues of consequence. This heightening of awareness requires a leader with vision, self-confidence, and inner

strength to argue successfully for what he sees is right or good, not for what is popular or is acceptable according to the established wisdom of the time" (17).

Transformational leaders have the ability to support and inspire their followers to achieve performance beyond expectations. This is accomplished by increasing followers' self-confidence in their ability to reach their goals, by raising their followers perceived value of the task, and by promoting a team concept which transcends individual needs (20).

Dian-Marie Hosking and Ian E. Morley outline an integrative theory of skills in leadership. They define leaders, "As those who consistently contribute certain kinds of acts to the leadership processes . . . (who) consistently make effective contributions to social order, and are both expected and perceived to do so by fellow participants" (90). They see the maintenance of social order as being a primary goal which involves a 'complex decision making' process, "In which participants recognize and respond to actual or potential changes in the status quo—changes that imply that they may have something significant to lose (a stake) or gain (a prize). Leaders are defined as those who are both perceived, and expected, to make consistent, influential contributions to such processes" (96).

In Hosking and Morley's leadership skill model leaders demonstrate and use their skills by acquiring a knowledge base, using the process of networking, and applying these to core problems.

Knowledge bases are composed of threats and opportunities, capacities and demands, and dilemmas. A leader's perceptions and presentation to others of threats and opportunities to his organization are essential in the leadership role. The capacity aspect of social skill is that leaders have limitations and skillful leaders utilize their people's resources to meet the demands of the organization. Dilemmas provide the opportunity and challenge to a leader to make definite risks in decision making without holding to a rigid pattern of decision making. Networking is seen as a necessary process for the leader to remain informed on information which is useful in effective decision making. Core problems involve identification, development, and selection.

Identification refers to the definition of the core problem. Development refers to compiling alternative solutions to the core problem and selection is the generation of a policy to combat the core problem. A skillful leader is able to attack core problems effectively by knowing what stage is needed in each core problem that is presented. Hosking and Morley liken the skills of a leader to the skills of a negotiator. The effective, skillful leader is able to use his or her talents to persuade and influence others within and outside of the organization (96-100).

John B. Miner has studied leadership in terms of role motivation. This essentially says that the motivation drives the decision making of the individual who is in the leadership position. Miner listed six role prescriptions he felt necessary to success in managing. These include:

manager behavior that receives positive responses from superiors, willingness to operate in a competitive environment, adopts an active and assertive decision making style, uses power and directs staff, be outstanding and visible, and willingness to conduct administrative activities (Miner 741-742).

Barbara E. Kovach researched people in leadership roles who have spent their careers in large corporations. She uses the term 'fast trackers' to refer to this group. Kovach identifies four basic styles of fast trackers: cooperative creators, competitive creators, cooperative contributors, and competitive contributors (Kovach 30).

"The cooperative creators are identifiable by their references to partnership, working through and with people, taking care of others, making it happen for everybody in the company" (33).

The competitive creators are involved in the creative process but operate from a framework of individualism and competitiveness (34).

"The cooperative contributors are distinguished from their more competitive peers by the fact that they emphasize the people aspects of their jobs. They use the word partnership less than the creators, but they state in other words that their work is with people" (35).

Competitive contributors seem to be more diverse and at an early development in their careers (37).

David P. Gardner presents a consensus style of leadership. He discusses the advantages and disadvantages of this style. He cautions against the risk of this leadership style, "The consensus style of

leadership carries its own risks, of course. One is that consensus may not emerge, and institutional paralysis may result. Another is that opening up the decision-making process invites questioning, criticism, sometimes even abuse, and these can be threatening, both to institutions and to individuals. To put one's ego aside, to listen, to do whatever is necessary to achieve the common good in a given situation, is a formidable challenge. It is a painstaking, slow, and sometimes frustrating process. But the advantages of the consensus style of leadership are considerable. When it works, the institution not only moves forward with confidence and clarity, but those who compose it move forward as well, having tested the boundaries of their own talents and abilities in ways that would be less possible under a more directive style" (130-131).

Gardner argues this consensus style has worked in the past and can be useful to our future. "Anyone interested in leadership for the future would do well to look at the kind and quality of leadership that marked our very beginnings as a nation, for it was from the pens of these extraordinarily gifted, courageous, and well-educated men that our freedoms arose. They believed deeply in the importance of the individual. The document they signed, which was itself a reflection of profound compromises, assumed that the citizens in this new country would be willing not only to take responsibility for their own lives, but also to participate in the civic duties of citizenship and to exercise their newly won freedoms in ways that tested the limits of individual

talent, promise, and potential" (131).

Lars-Erik Wiberg has developed four leadership styles:

"Leadership Style I - "Founding." Decision-making Pattern I produces leadership Style I, which is exercised, as you might expect, through theories, concepts, and principles. Decision making is characterized by rapid identification and integration of applicable data and information. Of special interest is the apparent ease with which such leaders can bring forth decisions and solutions when faced with complicated data and alternatives. Indeed, it is not always apparent that they are leading. But they are synthesizers; they see relationships among facts and phenomena that, on the surface, might appear to be unrelated. They have great skill at decision making in a scientific environment, but they can be burdened by "people problems," which are far more difficult for them to cope with. Style I leaders are strategic by nature; their capacity to plan effectively well into the future is built in. When called upon to produce written plans, they may find it difficult to generate a good product because they are apt to leave out what is obvious to them; what they perceive as evident, others are likely to find obscure. Because of this they may often need trusted associates to interpret for them. But they are the givers of models, many of which, once they have stood the test of common sense and experience, become the precedents and traditions for others to follow. They are pioneers and like to experiment, and have high tolerance for ambiguity, including deliberate duplication of effort.

Leadership Style II - "Managing," Whereas Style I has a 'blue sky' quality, Style II is grounded in practicality. Here decision making typically involves analysis and testing of available data and information-all of it. This process depends heavily on thoroughness, on 'touching all the bases,' and judgment is reserved, decisions held back, until all the facts are in. It is noteworthy that this style of leadership has come to be called 'management' with its emphasis on controls, rules, regulations, systems, policies, and procedures. Style II leaders have just as much trouble with 'people problems' as do those of Style I, but whereas Style I leaders are likely to throw up their hands, Style II leaders will believe in others once they have proved themselves. They are 'organization minded' and highly systematic, and their overall plan-they always have one-contains provisions for every pertinent activity. It is within these 'slots' that subordinates prove themselves. Style II leaders are bureaucratic and forensic by nature. They are also naturally tactical and have that strong sense of 'what to do next.' They are the givers of structure with which to face a given need. When that need changes, they will never hesitate to restructure. Their tolerance for ambiguity is extremely low, and they much prize efficiency and economy of effort.

Leadership Style III - "Developing." Style III leaders are motivated by personal feeling and desire. Issues of character and conviction dominate over those of analysis and testing. Problems are solved and decisions made within a framework of applicable precedent, and

which precedent the leader believes to be applicable can be a matter of powerful, personal certitude. Such leaders customarily adopt principles and structure from among traditional models-those that have withstood the test of practical experience and are 'tried and true'-and they are likely to stick with the models they adopt 'through thick and thin.' They are deft in their resolution of 'people problems'; they believe that people are good until they prove themselves otherwise and will not only try subordinates in various 'slots' in an effort to identify their best niches but even permit subordinates to build their own niches where 'slots' can't be found. They are team builders, loyal up and down the line. They place a great deal of faith in teaching and coaching, tend to go the last mile with their people, and become visibly upset if 'things don't work out.' Style III leaders are neither strategic nor tactical themselves. They try to 'do what's right' and get their supporting strategy and tactics from trusted associates.

Leadership Style IV-"Inspiring." Style IV leaders can experience great difficulty in following those who possess the other styles. They have a highly personal, internal guidance system, based on intuition and inspiration, which helps them to make decisions almost instantaneously, and their problem-solving skills appear to be equally rapid and often baffling to others because of their effectiveness in the absence of formal logic. They have the least trouble of all the styles in establishing their leadership credentials; it is almost as if they

can't avoid leading. Such leaders have immense confidence in what others can accomplish if only they try, and it is to get them to try that Style IV leaders bend their efforts. They lead chiefly by example in a charismatic way. Style IV leaders do not plan as such because they feel intimately involved in a large plan that already exists and prefer to seek their place in that plan through intuitive means. Of all the leaders, their accessibility varies the most with prevailing mood; they are the least self-conscious, invariably idiosyncratic, often mysterious, and sometimes scary.

How do the various leadership styles relate to one another?

Much depends on the specific nature of the tasks at hand since each style is suited to a particular environment. Nevertheless, they are interpersonal risks generated by certain reporting relationships. In general, Style I should report to another Style I or to Style IV, not to Styles II or III unless the leader is gifted. Styles II and III can report to any style. Style IV can report to Styles II and III for brief intervals, to a Style I leader who is older and wiser than the Style IV, or to another Style IV" (7-9).

He acknowledges that combinations of these styles can exist. An interesting aspect of Wiberg's work is that a leader is encouraged to discover his or her personal style and operate within that style and, in his opinion, a leadership mix of these styles is needed to provide the correct organizational climate for success (12).

Hersey and Blanchard are known in the field of leadership research for their model of Situational Leadership. "Situational Leadership is based on an interplay among (1) the amount of guidance and direction (task behavior) a leader gives; (2) the amount of socioemotional support (relationship behavior) a leader provides; and (3) the readiness ('maturity') level that followers exhibit in performing a specific task, function or objective. This concept was developed to help people attempting leadership, regardless of their role, to be more effective in their daily interactions with others. It provides leaders with some understanding of the relationship between an effective style of leadership and the level of maturity of their followers" (Hersey and Blanchard 150).

The leader's determination of the maturity level is an important component in Situational Leadership. "Maturity is defined in Situational Leadership as the ability and willingness of people to take responsibility for directing their own behavior. These variables of maturity should be considered only in relation to a specific task to be performed. That is to say, an individual or a group is not mature in relation to a specific task, function, or objective that a leader is attempting to accomplish through their efforts" (151). Leaders need to be concerned with the determination of the work group as well as individuals within the work group. This may require the leader to use a different leadership style with the group than with individual group members (151). Hersey and Blanchard divide maturity into job

maturity which refers to a person's ability to do the job (job experience) and psychological maturity which refers to a person's willingness (motivation) to do the job (157).

Hersey and Blanchard's Situational Leadership model consists of three major components: the maturity level of the follower, the comparison between task and relationship leader behaviors, and the four leadership styles associated with the first two components. Figure 1, on the next page, is a depiction of Hersey and Blanchard's Situational Leadership model.

Figure 1 demonstrates the comparative levels of leadership task and relationship behaviors, the corresponding leadership styles (S1-S4), and the follower's maturity level (M1-M4). As mentioned in Chapter 1, "... Task behavior is the extent to which a leader provides direction for people: telling them what to do, when to do it, where to do it, and how to do it. It means setting goals for them and defining their roles. Relationship behavior is the extent to which a leader engages in two-way communication with people: providing support, encouragement, 'psychological strokes,' and facilitating behaviors. It means actively listening to people and supporting their efforts" (152).

Hersey and Blanchard's four leadership styles are telling (S1), selling (S2), participating (S3), and delegating (S4). Follower maturity is rated in four different levels, M1 being the lowest level and M4 being the highest level of follower maturity. "It should be clear that the appropriate leadership style for all four of the maturity

Figure 1

Situational Leadership Styles

High Relationship	<p>Quadrant 3 Supervisory Style 3 Participating (S-3) Involves Low Task/ High Relationship (M-3) Most Appropriate for Semi-Competent Workers Beginning to Set Their Own Goals</p>	<p>Quadrant 2 Supervisory Style 2 Selling (S-2) Involves High Task/ High Relationship (M-2) Most Appropriate for Workers With Basic Skills</p>
Low Relationship	<p>Quadrant 4 Supervisory Style 4 Delegating (S-4) Involves Low Task/ Low Relationship (M-4) Most Appropriate for Competent, Self- Motivated Workers</p>	<p>Quadrant 1 Supervisory Style 1 Telling (S-1) Involves High Task/ Low Relationship (M-1) Most Appropriate for Beginning Workers</p>
Low Task		High Task

designations--low maturity (M1), low to moderate maturity (M2), moderate to high maturity (M3), and high maturity (M4)--correspond to the following leadership style designations: telling (S1), selling (S2), participating (S3), and delegating (S4). That is, low maturity needs a telling style, low to moderate needs a selling style, and so on" (154).

A further description is needed for Hersey and Blanchard's Situational Leadership model's four leadership styles, "Telling is for low maturity. People who are both unable and unwilling (M1) to take responsibility to do something are not competent or confident. In many cases, their unwillingness is a result of their insecurity regarding the necessary task. Thus, a directive 'telling' style (S1) that provides clear, specific directions and supervision has the highest probability of being effective with individuals at this maturity level. This style is called 'telling' because it is characterized by the leader's defining roles and telling people what, how, when, and where to do various tasks. It emphasizes directive behavior. Too much supportive behavior with people at this maturity level may be seen as permissive, easy and, most importantly, as rewarding of poor performance. This style involves high task behavior and low relationship behavior.

'Selling' is for low to moderate maturity. People who are unable but willing (M2) to take responsibility are confident but lack skills at this time. Thus, a 'selling' style (S2) that provides directive behavior, because of their lack of ability, but also supportive behavior to

reinforce their willingness and enthusiasm appears to be most appropriate with individuals at this maturity level. This style is called 'selling' because most of the direction is still provided by the leader. Yet, through two-way communication and explanation, the leader tries to get the followers psychologically to 'buy into' desired behaviors. Followers at this maturity level will usually go along with a decision if they understand the reason for the decision and if their leader also offers some help and direction. This style involves high task behavior and high relationship behavior.

'Participating' is for moderate to high maturity. People at this maturity level are able but unwilling (M3) to do what the leaders wants. Their unwillingness is often a function of their lack of confidence or insecurity. If, however, they are competent but unwilling, their reluctance to perform is more a a motivational problem than a security problem. In either case, the leader needs to open the door (two-way communication and active listening) to support the follower's efforts to use the ability he already has. Thus, a supportive, nondirective, 'participating' style (S3) has the highest probability of being effective with individuals at this maturity level. This style is called 'participating' because the leader and follower share in decision making, with the main role of the leader being facilitating and communicating. This style involves high relationship behavior and low task behavior.

'Delegating' is for high maturity. People at this maturity level are both able and willing, or confident, to take responsibility. Thus, a low-profile 'delegating' style (S4), which provides little direction or support, has the highest probability of being effective with individuals at this maturity level. Even though the leader may still identify the problem, the responsibility for carrying out plans is given to these mature followers. They are permitted to run the show and decide on the how, when, and where. At the same time, they are psychologically mature and therefore do not need above average amounts of two-way communication or supportive behavior. This style involves low relationship behavior and low task behavior" (153-154).

Hersey and Blanchard describe the process of choosing the correct leadership style for the situation. "First, you must decide what areas of an individual or group's activities you would like to influence. In the world of work, those areas would vary according to a person's responsibilities. . . . Once this decision has been made, the second step is to determine the ability and motivation (maturity level) of the individual or group in each of the selected areas. The third and final step is deciding which of the four leadership styles would be appropriate with this individual in each of these areas" (156). Hersey and Blanchard make a significant contribution in their development of the Situational Leadership model and the relationship of leadership styles to the maturity of the follower and situation assessment.

Hersey and Blanchard's Situational Leadership model approach to

leadership understanding points to a significant practical application in comparison with other leadership research. Situational Leadership provides a methodology for the leader to assess a given situation and apply the appropriate leadership style in a 'real world' setting. The focus of Situational Leadership is not on the specific traits of a leader. Trait research has not been conclusive in its efforts in leader identification. Even if trait research was conclusive it seems incomplete because it does not aid in the direction of actions the leader is to take. Behavior research, through the observations of leaders, is able to identify general behaviors of the leader. Situational Leadership provides a specific method for the leader to determine use of leadership styles. Skill researchers are also inconclusive in the identification of a specific set of skills which aid in leader identification and direction. Hersey and Blanchard's Situational Leadership model is a tool for any leader to use in any given situation.

A Practical Application of Situational Leadership

The last section of this chapter is a practical application of Situational Leadership and is based upon a discussion of Leadership and the One Minute Manager, by Kenneth Blanchard, Patricia Zigarmi, and Drea Zigarmi. The story begins with an entrepreneur seeking counsel from a person known as the One Minute Manager. The

entrepreneur is having difficulty in her organization with receiving the same high level of commitment that she has from people within her organization. The One Minute Manager invites her to meet with people within his organization to discuss leadership styles. Her meetings center around people in three key positions: The Director of Training and Human Resource Development, the Director of Finance, and the Director of Operations. She learns that the One Minute Manager uses a direct leadership style with the Director of Training and Resource Development because the Director was new in the position. The entrepreneur discovers a participative leadership style is used with the Director of Finance because she has been in the field of finance for fifteen years. The Director of Operations is responsible for production, inspection and quality control, and the hiring and firing of staff. The entrepreneur learns that actually two leadership styles are used with this director. The One Minute Manager uses a delegating style in the operation aspect of the director's job but supervises the director much more closely in the director's personnel responsibilities (Blanchard, Zigarmi and Zigarmi 22-27).

The four basic leadership styles discussed in Leadership and the One Minute Manager are identical to the styles discussed in Hersey and Blanchard's work. However, instead of telling, selling, participating, and delegating they are referred to as directing (S1), coaching (S2), supporting (S3), and delegating (S4). Also, maturity levels of those supervised are referred to as development levels with Hersey and

Blanchard's maturity levels (M1-M4) being replaced by D1-D4 (56). The entrepreneur reviews her notes on these leadership styles, "Directing (Style 1) is for people who lack competence but are enthusiastic and committed (D1). They need direction and supervision to get them started. Coaching (Style 2) is for people who have some competence but lack commitment (D2). They need direction and supervision because they're still relatively inexperienced. They also need support and praise to build their self-esteem, and involvement in decision-making to restore their commitment. Supporting (Style 3) is for people who have competence but lack confidence or motivation (D3). They do not need much direction because of their skills, but support is necessary to bolster their confidence and motivation. Delegating (Style 4) is for people who have both competence and commitment (D4). They are able and willing to work on a project by themselves with little supervision or support" (57).

The One Minute Manager discusses the concept of a manager contracting with an employee the leadership style to be used. The key to contracting is the manager receiving feedback from the individual employee and mutually agreeing on the leadership style needed from the manager (82-85).

The story concludes with the entrepreneur returning to her organization and effectively applying the principles of Situational Leadership. "The entrepreneur was happy and proud that she had learned the essence of good leadership from the One Minute Manager.

She would never forget that effective managers have a range of management styles that they can use comfortably. They have developed some flexibility in using those styles in different situations. Effective managers also have a knack for being able to diagnose what their people need from them in order to build their skills and confidence in doing the tasks they are assigned.

Finally, effective leaders can communicate with their people--they are able to reach agreements with them not only about their tasks but also about the amount of direction and support they will need to accomplish these tasks.

These three skills--flexibility, diagnosis, and contracting--are three of the most important skills managers can use to motivate better performance on the part of the people with whom they work. What the entrepreneur had built was an organization in which people's contributions were valued. Her responsive style encouraged others to take risks and responsibility until, in time, it was hard to distinguish who the entrepreneur was" (105-106).

This chapter has discussed the historical development of leadership research, leadership practices and approaches, and a practical application of Situational Leadership. While the research cited has contributed to the understanding of leadership, the author feels Situational Leadership is particularly useful. Situational Leadership is

an effective tool for managers in today's world of business. The next chapter will discuss the research methodology of the Culminating Project.

The research methodology was based upon a series of interviews with top management officials and other key personnel in the organization. The purpose of these interviews was to identify the key areas of the organization that were most important to the organization's success. The interviews were conducted with the following individuals: [Name], [Title], [Company]; [Name], [Title], [Company]; [Name], [Title], [Company].

The sample group for this Culminating Project was selected from a report generated by Proctor, Inc. entitled "St. Louis Performance Ranking" which assigns a numerical ranking to each manager based upon skill and performance. This performance includes the use of the St. Louis Performance Questionnaire, a self-rated questionnaire, and a rating by others. Of all of the St. Louis managers listed on this report the top 10 were selected as being high performers and the bottom five were listed as low performers.

The instrument used in the Culminating Project entitled "Strategic Self-Assessment of Style Performance" was designed by the researcher to assess the manager's

Chapter III

RESEARCH METHODOLOGY

The research conducted was based upon a rating of managers whose limits were high performers and those who were low performers as determined by corporate policy and standards. The responses of both groups of managers were collected on a Situational Leadership measurement instrument constructed by Oliver L. Niehouse, founder of Niehouse & Associates, Inc., located in Forest Hills, New York.

The sample group for this Culminating Project was selected from a report generated by Foodmaker, Inc. entitled "St. Louis Performance Ranking" which assigns a numerical ranking to each manager based upon overall unit performance. This performance includes not only QSC&F but also: customer questionnaires, labor cost, food cost, staffing, and staffing turnover. Of all of the St. Louis managers rated on this report the top five were selected as being high performers and the bottom five represented the low performers.

The measurement instrument used in the Culminating Project is entitled "Strategic Leadership: Analysis of Style Preference." Niehouse designed the instrument so that it gave the manager an

opportunity to select appropriate styles for given situations.

The survey instrument was personally delivered and explained to each of the ten managers in the research group by the author of this Culminating Project. Each manager was told they were selected randomly from a list of Foodmaker, Inc. managers (in an attempt not to bias their responses on the survey). In actuality the selection was not random as was previously mentioned.

Manager		Relation- ship	Relation- ship	Relation- ship	Relation- ship
1	Most Used	4	2	2	5
	Least Used	1	8	0	15
2	Most Used	8	4	2	1
	Least Used	3	1	0	8
3	Most Used	1	4	2	0
	Least Used	6	1	1	4
4	Most Used	1	8	2	1
	Least Used	4	0	1	7
5	Most Used	0	5	2	0
	Least Used	5	0	0	7
Totals		9/20	26/1	10/2	2/36

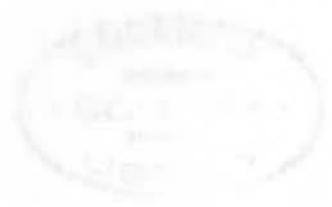


Table 1

Responses by Managers in High Performing Units
(12 Responses Per Manager)

Manager		High Task Low Relation- ship	High Task High Relation- ship	Low Task High Relation- ship	Low Task Low Relation- ship
1	Most Used	4	5	3	0
	Least Used	2	0	0	10
2	Most Used	3	4	4	1
	Least Used	3	1	0	8
3	Most Used	1	4	7	0
	Least Used	6	1	1	4
4	Most Used	1	8	2	1
	Least Used	4	0	1	7
5	Most Used	0	5	7	0
	Least Used	5	0	0	7
Totals		9/20	26/2	23/2	2/36



Table 2

Responses by Managers in Low Performing Units
(12 Responses Per Manager)

Manager		High Task Low Relation- ship	High Task High Relation- ship	Low Task High Relation- ship	Low Task Low Relation- ship
1	Most Used	3	2	7	0
	Least Used	2	0	0	10
2	Most Used	0	5	6	1
	Least Used	4	1	0	7
3	Most Used	3	3	4	2
	Least Used	5	0	1	6
4	Most Used	2	6	4	0
	Least Used	3	0	1	8
5	Most Used	0	5	7	0
	Least Used	5	0	0	7
Totals		8/19	21/1	28/2	3/38

Chapter IV

EXECUTIVE SUMMARY

This chapter will serve as the author's summation of the Culminating Project. This will include a discussion of limitations and actions taken by the author to reduce the effect of limitations to the project, the author's interpretation of the research results, and suggestions for possible future research.

Limitations

The author recognizes the existence of limitations to this Culminating Project. In an effort to extend the rating of the managers and to add to the credibility of the study the author discovered and chose a ranking from the "St. Louis Performance Ranking" report generated by Foodmaker, Inc. which includes: (in addition to QSC&F scores), labor cost performance, food cost performance, employee turnover, and ratings on questionnaires received by guests. While this rating gives a greater picture of manager's performance, it is recognized by the author as an arbitrary measurement which may not completely reflect the total picture of success as a manager.

Another limitation understood by the author is the fact that the selection of the two groups to be surveyed was based upon their performance ratings during one specific period of time (three month period). Due to the constant fluctuation in ratings it would not be unusual to generate a list containing different managers given a different three month period.

The sample group was limited to Foodmaker, Inc. managers from the St. Louis area. It is possible that similar managers from a different area would respond differently to the survey.

Another potential limitation perceived by the author concerns the possibility of managers resisting answering the survey questions or a tendency to pull the responses in search of a 'right answer'. In an effort to nullify this potential limitation, prior to giving each manager the survey, the author explained that the survey results would only be seen by the author and used strictly for the purpose of this Culminating Project. It was also explained that there were no right or wrong answers on the survey. This method turned out to be effective. Only one manager refused to respond to the survey. (She stated she was uncomfortable with filling out a survey because it may reveal too much). This manager was from the successful manager group. The author then selected the sixth most successful manager to complete the successful manager group.

Recognizing the limitations imposed by the size of the sample, a Pearson Product-Moment formula was applied to test the conclusion of

similarity. Based upon this sample, a .979 correlation exists between responses most often used by managers in each group. A correlation of .998 was determined for the responses least often used by each group.

Interpretation of Results

The intent of this study is to describe the response behaviors of managers of high performing and low performing units to Situational Leadership criteria.

Upon examination there is a striking similarity in the responses of managers of high performing and low performing units. Managers of both units tended to avoid high task and low relationship behavior, and almost exclusively avoid the low task and low relationship behavior leadership style. Managers of high performing units slightly exceed managers in low performing units in their preference for a high task and high relationship style. Both groups do not avoid this style. Managers of low performing units demonstrated a slightly stronger preference for low task and high relationship behavior. Both groups do not avoid this style.

As previously mentioned the Pearson Product-Moment formula was used to determine the high degree of correlation (refer to Limitations Section).

Conclusion

The Situational Leadership concept that leadership styles can be developed and implemented by managers is interesting. Managers are faced with increased responsibilities in today's ever changing organizations and marketplace. The development and refining of leadership styles can provide strong direction that is needed for future growth. The author suggests and encourages future exploration in leadership research.

It is the conclusion from this study that neither managers rated as high or low performers have and/or use the appropriate mix of task and supportive leadership behavior suggested by the Situational Leadership model. While not a part of this study, it is likely that the procedures and regimen required in this type of operation tend to automate management responses and consequently success or failure of the unit is probably a factor of how the managers implemented the rule book rather than how they related to their people.

APPENDIX A
STRATEGIC LEADERSHIP
ANALYSIS OF STYLE PREFERENCE
-Self Analysis-

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STRATEGIC LEADERSHIP

Analysis of Style Preference

— *Self Analysis* —

Instructions

The following situations are "what-if" leadership scenarios — what would you do as a leader if you faced this situation. Each situation has a set of four alternative actions. Consider each carefully in terms of how you would act. Then, in the space provided, **WRITE** in the "M" box the letter of the action you would **MOST LIKELY** take; in the "L" box, the letter of the action you would **LEAST LIKELY** take.

NOTE: Use your present organization as your frame of reference for all twelve situations. If you are not in a leadership position now, assume you are in a position of leadership within that same organization. Make your choices today as if you might face any one of these situations tomorrow.



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SITUATION

ACTIONS

1. Your organization is taking the first step toward automating many of its operations, including your entire department. One of your subordinates (who has been highly productive during his ten years in the department) has made suggestions on how best to handle the first stages of this change. He is the only one volunteering any suggestions.

- A) Discuss his suggestions with him and work out steps for him to implement the worthwhile ones.
- B) Ignore his suggestions and plan the changes yourself.
- C) Discuss his suggestions. Then, decide on a plan and maintain control of its implementation.
- D) Let the subordinate handle these changes on his own, but require periodic progress reports from him.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

2. A promising branch office worker transferred to your department at headquarters quickly blossoms under your close supervision. Within a few months, she is implementing on her own several of her suggestions regarding the department. Now, she comes to you with a good idea that cuts across departmental lines.

- A) Let her proceed with that idea on her own.
- B) You take charge of the idea, telling her what to do, where to do it, when to do it, and how to do it.
- C) Discuss the idea with her and, between the two of you, agree on her steps for its implementation.
- D) Discuss the idea with her, but supervise her closely regarding its implementation.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

3. As division head, six months ago you hired a new manager for each of two departments. Each does good work, but seem increasingly unable to get along with each other. Their mutual growing dislike is negatively affecting division performance.

- A) Let the two managers work out their differences.
- B) Involve both managers in discussion of results of their conflict, and direct each to be more tolerant of each other. Then closely monitor the results.
- C) Act quickly and firmly to correct the situation.
- D) Involve both managers in discussion, point out not just their differences but also points of agreement, and encourage them to find ways to develop more tolerance.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

4. A newly hired staff member of your data processing group is a genuine "computer whiz," who concentrates on his projects at the expense of submitting written progress reports.

- A) Discuss with him the problem created by the absence of his reports; then encourage him to set his own dates.
- B) Discuss with him the importance of submitting written progress reports, set due dates for each, and follow closely to see that dates are met.
- C) Accept the situation as an eccentricity of the truly talented, and do nothing.
- D) Direct him to complete his reports in the prescribed manner and by the dates you set.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

5. You recently took over a work group which has produced good results. Whenever they need help they turn to the senior member of the group. You have not been engaging in much interaction with this senior member. As you review your first three months on the job, you feel uneasy about not being consulted since you were assigned this duty.

- A) Start engaging the senior member in friendly interaction, but make sure he is familiar with his role and standards.
- B) Set up a weekly progress review meeting with the senior member and discuss the direction he plans for each program.
- C) Begin to provide direction on steps the senior member should take with the group on each program.
- D) Tell the senior member you are available whenever he wants to discuss anything, but otherwise leave him alone.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

6. A worker does excellent work and has good rapport with fellow workers. You feel that he deserves to be promoted to a more responsible position. But, he has clearly expressed no ambitions other than to provide for his family and stay with his buddies.

- A) Counsel him on the advantages of promotion and why he was chosen. Then, promote him and monitor his feelings through interactions.
- B) Leave the situation alone.
- C) Without promoting him, involve him in important tasks of increasing responsibility which you discuss with him whenever he needs to.
- D) Simply promote him despite his feelings.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

SITUATION

ACTIONS

7. You have replaced a highly authoritarian group head who was increasingly critical regardless of the group's performance. The group formerly showed capability, but now their performance has declined sharply and they seem confused about the job requirements. One worker reported to be your best, tells you as much your first day on the job.

- A) Explain to the worker exactly what is expected of him, and how his performance will be measured.
 B) Thank him for coming to you, reassure him that you are not like the former group head, and explain to the worker his roles and standards.
 C) Thank the worker for his comments, but take no action.
 D) Discuss with the worker how he thinks his job should be handled and performance measured.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

8. As division manager, you approve all expense account vouchers for division personnel. One manager has just submitted some hefty expenses for items clearly exceeding the guidelines you recently published.

- A) Discuss the situation with him and what he should do about it.
 B) Approve the voucher without comment.
 C) Spell out the guidelines to him and disallow his excessive items.
 D) Discuss the guidelines with him, and ask him to submit a new expense account voucher within the guidelines.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

9. You head a department which your assistant managed while you were away for five weeks. She has done well and all projects are on or ahead of schedule. When you sit in on the next staff meeting, which you let her run, you observe she uses a style different from yours and the meetings take much longer.

- A) Let your assistant continue to run the meetings even if you occasionally attend them.
 B) Discuss with your assistant how to combine the best elements of both your styles in order to reshape future meetings, and who will run them.
 C) Thank your assistant for a job well done and provide reasons for returning future meetings to the way they were.
 D) Reassert your authority by taking over and directing the next meeting in the style you formerly used.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

10. One of your senior people has always completed his work on time and without fanfare. Lately, he increasingly asks to sit down with you and talk through new assignments as well as jobs already under way. You are careful not to provide too much direction for he seems able to work out for himself what he needs to do. He is scheduled to retire in three years.

- A) Continue to meet with him whenever he asks to and be supportive of him, but continue to avoid providing directions.
 B) Start providing specific directions for him so as to reduce the amount of time these meetings take.
 C) Set goals for him in each instance, outline steps to reach those goals, and discuss why you chose each action.
 D) Tell him you have confidence in his ability to work through the answers, and beg off spending any time with him except in an emergency.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

11. Your people's performance is improving. You have been stressing individual responsibilities and the performance levels you expect each person to achieve.

- A) Provide for more subordinate involvement in department decisions.
 B) Increase your friendly interactions, while continuing to stress individual responsibilities and performance goals.
 C) Shift to no action.
 D) Continue to do what you are doing.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

12. You promote a female subordinate to head an important group; her responsibilities soon mushroom. You subsequently hire more personnel for her group, and discuss her role in their need for training. Six months later they remain untrained, and you find she is trying to do all the work herself. Meanwhile, completion dates are being missed.

- A) Instruct her to begin training her people immediately and set a deadline for completing this task.
 B) Discuss the situation with her, but take no action.
 C) Reassure her of your faith in her capabilities, but insist that she start training her people immediately.
 D) Discuss with her the need for getting her people trained, and negotiate a date when this will be completed.

M	<input type="checkbox"/>
L	<input type="checkbox"/>

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