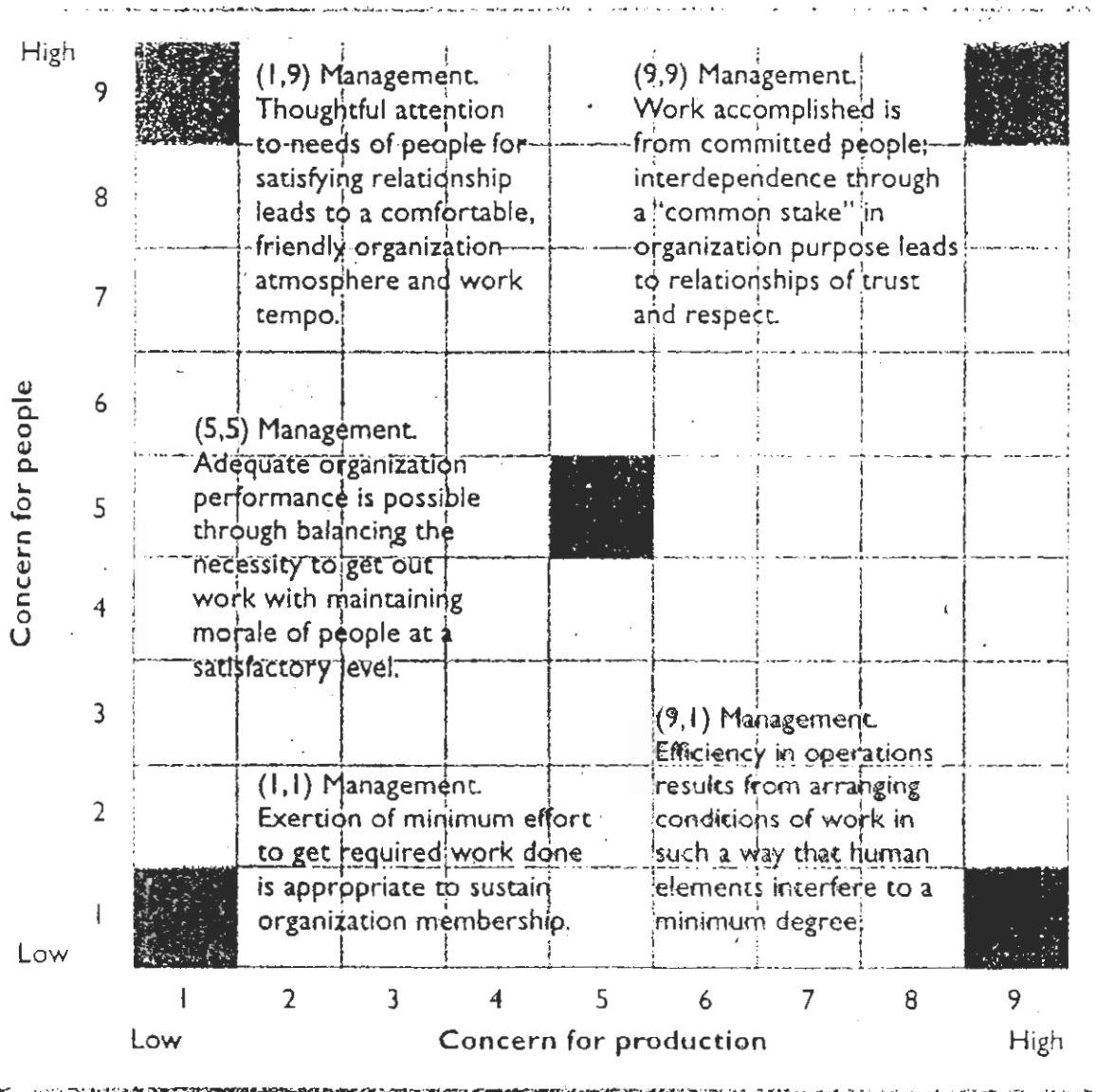


**Table 8-1**  
**THE LESS EFFECTIVE AND MORE EFFECTIVE VERSIONS OF THE FOUR**  
**BASIC MANAGEMENT STYLES**

BASIC STYLE	WHEN USED IN THE APPROPRIATE SITUATION, EFFECTIVE	WHEN USED IN THE INAPPROPRIATE SITUATION, INEFFECTIVE
Coaching	An <i>executive</i> is a good motivating force who sets high standards, treats everyone somewhat differently, and prefers team management	A <i>compromiser</i> is a poor decision-maker, one who allows various pressures in the situation to influence her too much and avoids or minimizes immediate pressures and problems rather than maximizing long-term production
Delegating	A <i>bureaucrat</i> is primarily interested in rules and procedures for their own sake, wants to control the situation by their use, and is conscientious	A <i>deserter</i> is uninvolved and passive or negative
Directing	A <i>benevolent autocrat</i> knows what he wants and how to get it without creating resentment	An <i>autocrat</i> has no confidence in others, is unpleasant, and is interested only in the immediate task
Supporting	A <i>developer</i> has implicit trust in people and is primarily concerned with developing them as individuals	A <i>missionary</i> is primarily interested in harmony

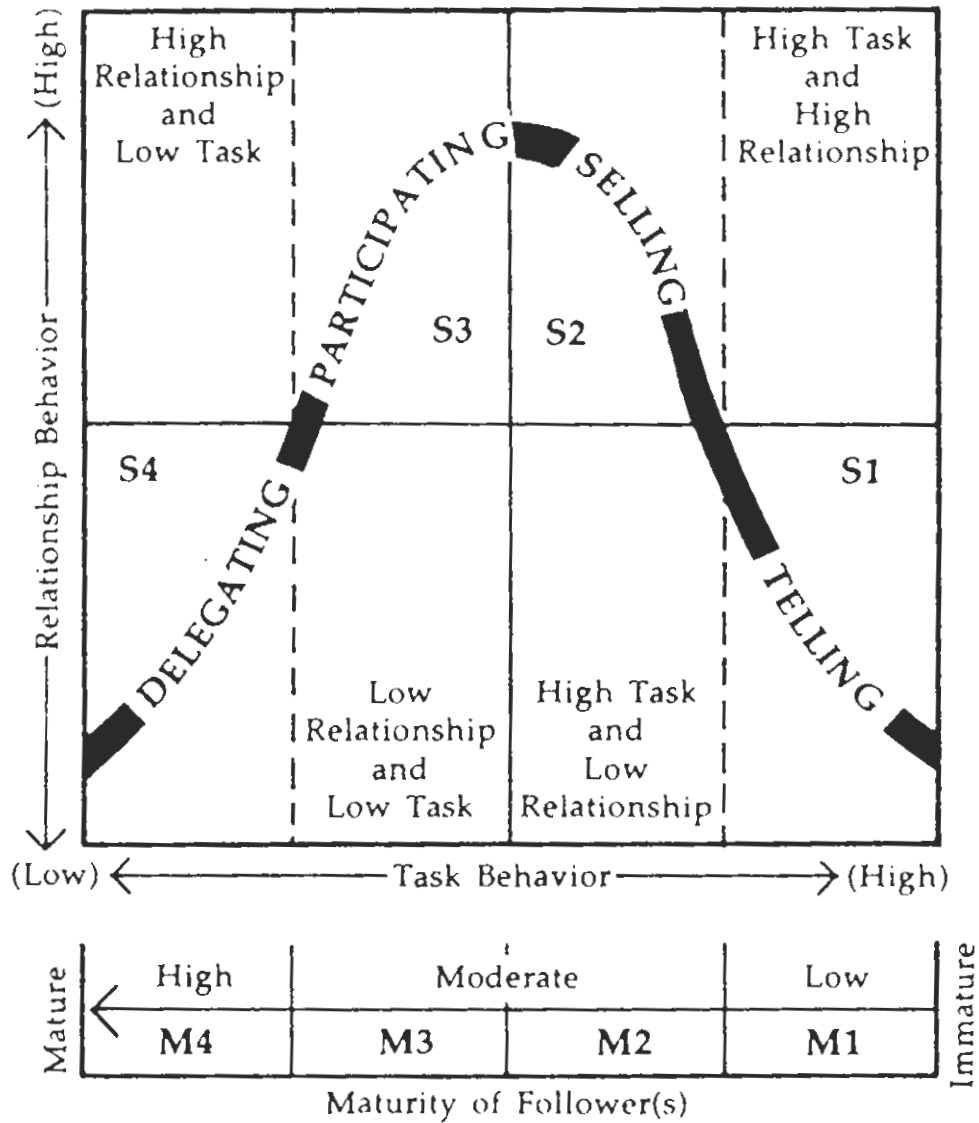
Source: Based on W. J. Reddin, *Managerial Effectiveness* (New York: McGraw-Hill, 1970).



### Exhibit 10-1 The Managerial Grid

Source: R. R. Blake, J. S. Mouton, L. B. Barnes, and L. E. Greiner, "Breakthrough in Organization Development," *Harvard Business Review*, November-December 1964, p. 136. Copyright © 1964 by the President and Fellows of Harvard College; all rights reserved.

Figure 5-3 Grid for the Follower-Based Model of Leadership Style



Source: Paul Hersey and Kenneth Blanchard, *Management of Organizational Behavior: Utilizing Human Resources*, © 1982, pp. 153, 154, 248. Reprinted by permission of Prentice-Hall, Englewood Cliffs, New Jersey.

**Table 5-3** Implications of Follower-Based Theory for Leadership Style

Maturity Level	Description	Leadership Style	Description
Low	Workers are <i>unable</i> and <i>unwilling</i> to perform; insecure	Telling	Leader defines roles, explains how to accomplish tasks, closely monitors compliance and performance
Low to moderate	Workers are <i>unable</i> to perform but are <i>willing</i> and/or confident	Selling	Leader combines directive and supportive behavior to reinforce workers' willingness and enthusiasm; engages in two-way communication and explanation of tasks
Moderate to high	Workers are <i>able</i> to perform but <i>lack willingness</i> or confidence	Participating	Leader is supportive but nondirective; decision making is shared; primary role is to facilitate the work process through reinforcement and communication
High	Workers are <i>able</i> and <i>willing</i> to perform; they are confident and competent	Delegating	Leader adopts a "low profile"; may still identify goals and problems but leaves task accomplishment to the workers

Source: Adapted from Paul Hersey and Kenneth Blanchard, *Management of Organizational Behavior*, 2d ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1982), 153-154.

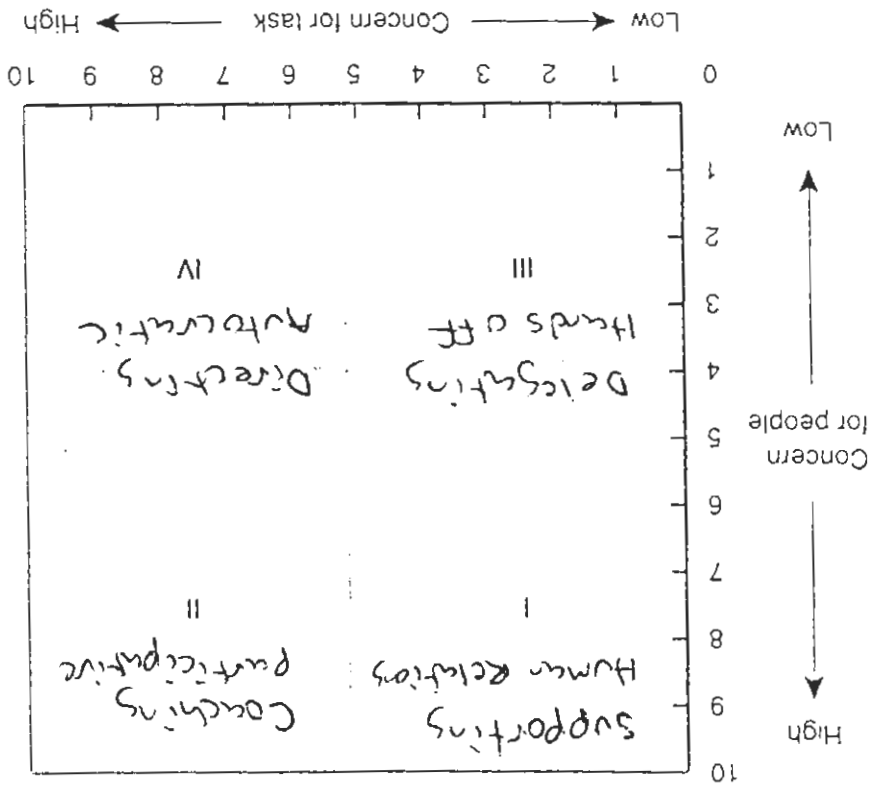
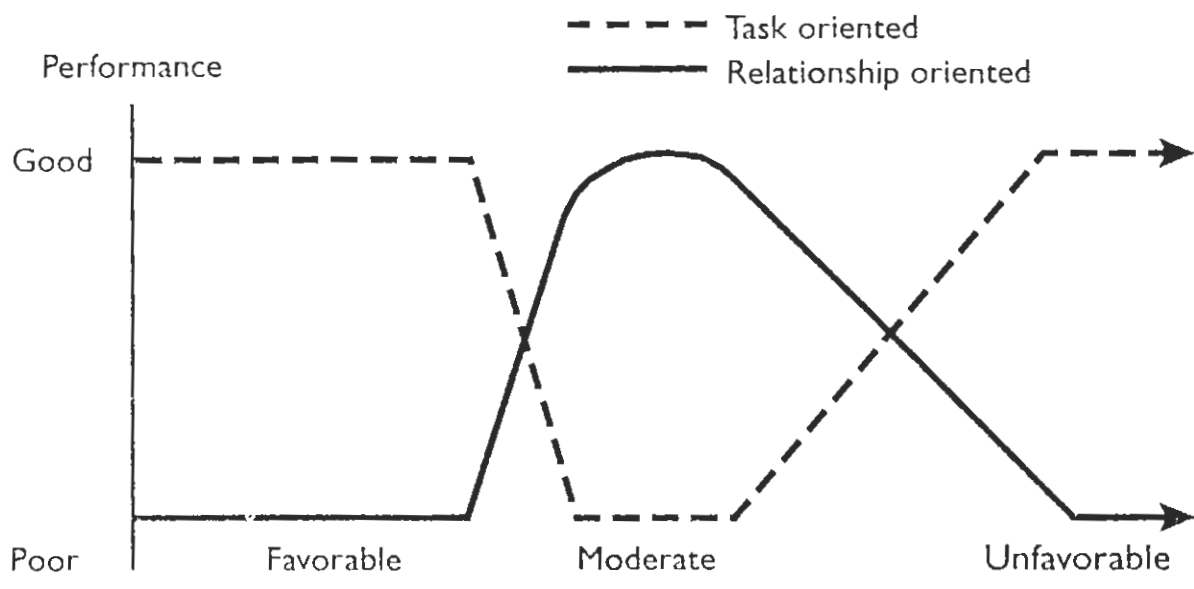
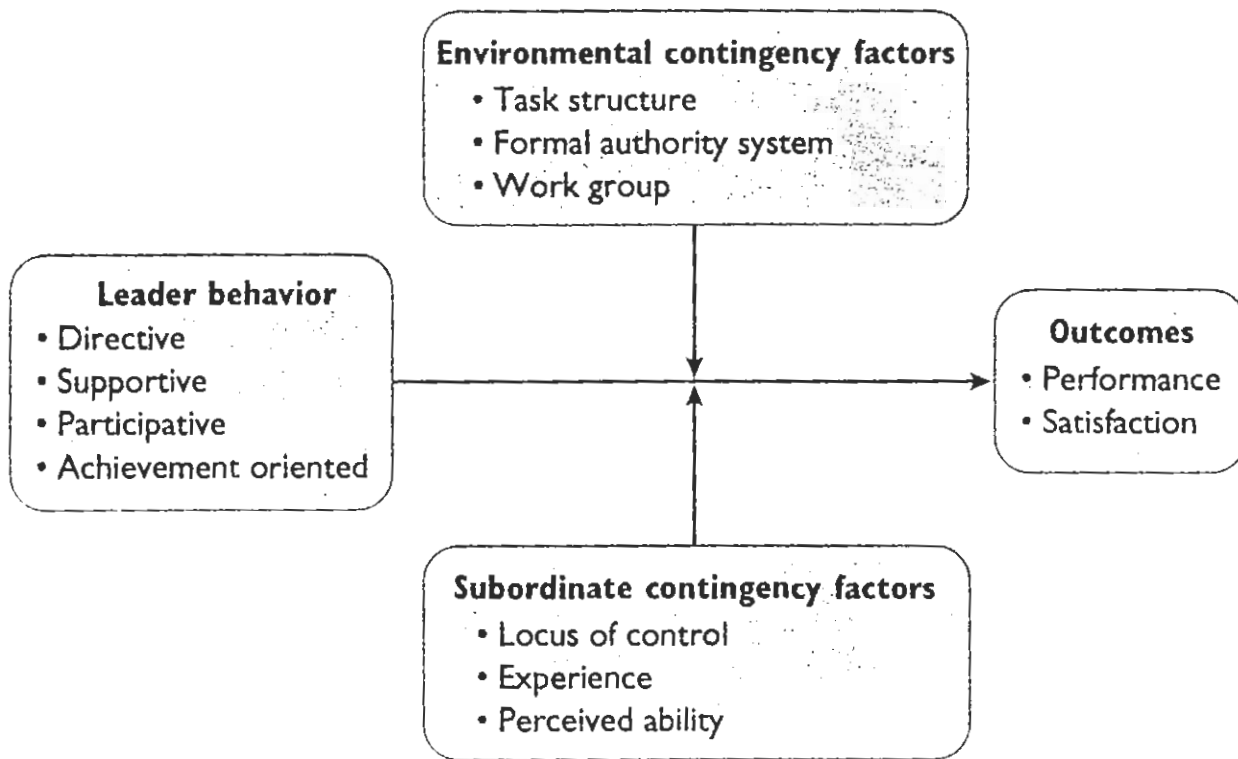


Figure 8-1  
LEADERSHIP STYLES

**Exhibit 10-2** Findings from the Fiedler Model

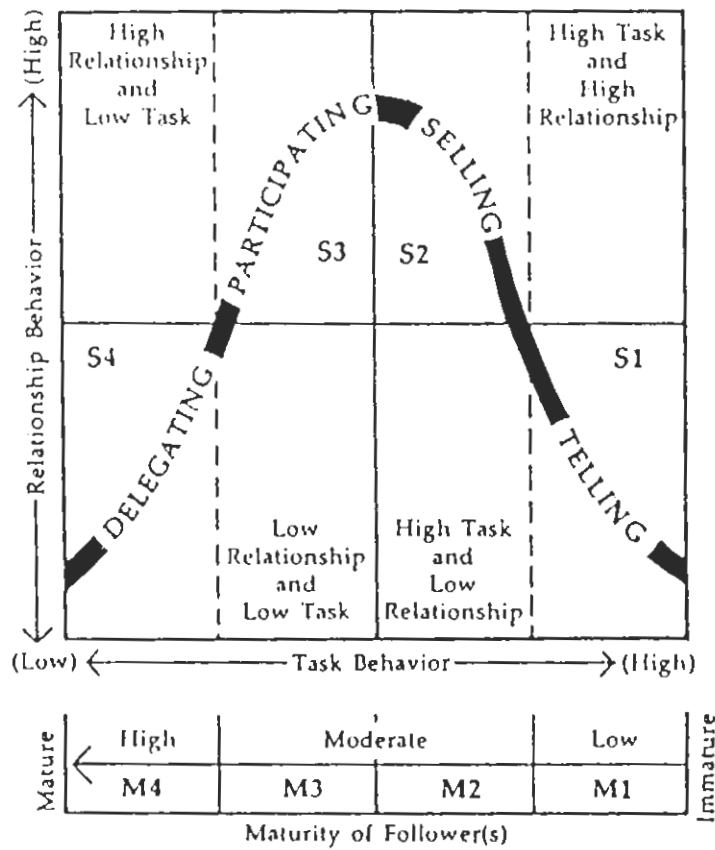


Category	I	II	III	IV	V	VI	VII	VIII
Leader-member relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
Task structure	High	High	Low	Low	High	High	Low	Low
Position power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak



**Exhibit 10-3** The Path-Goal Theory

Figure 5-3 Grid for the Follower-Based Model of Leadership Style



Source: Paul Hersey and Kenneth Blanchard, *Management of Organizational Behavior: Utilizing Human Resources*, © 1982, pp. 153, 154, 248. Reprinted by permission of Prentice-Hall, Englewood Cliffs, New Jersey.



Table 3-3 Implications of Follower-Based Theory for Leadership Style

Maturity Level	Description	Leadership Style	Description
Low	Workers are <i>unable</i> and <i>unwilling</i> to perform; insecure	Telling	Leader defines roles, explains how to accomplish tasks, closely monitors compliance and performance
Low to moderate	Workers are <i>unable</i> to perform but are <i>willing</i> and/or confident	Selling	Leader combines directive and supportive behavior to reinforce workers' willingness and enthusiasm; engages in two-way communication and explanation of tasks
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High	Workers are <i>able</i> and <i>willing</i> to perform; they are confident and competent	Delegating	Leader adopts a "low profile"; may still identify goals and problems but leaves task accomplishment to the workers

Source: Adapted from Paul Hersey and Kenneth Blanchard, *Management of Organizational Behavior*, 2d ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1982), 153-154.

## Aspects of Leader, Manager, and Supervisor's Functions

### Leader

1. Diagnoses organizational needs
2. Develops goals and directions (visionary)
3. Develops strategies and monitors implementation
4. Recognizes opportunities and takes initiatives (entrepreneur)
5. Maintains the integrity of the institutional processes
6. Resolves threatening conflicts
7. Represents the organization to its environment and vice versa (statesman)

### Manager

1. Maintains effective functioning of the managerial processes
2. Mobilizes financial and human resources to achieve defined goals
3. Plans, organizes, staffs, and coordinates
4. Sets ethical and professional standards of performance
5. Maintains effective communication among all parts of the unit

### Supervisor

1. Provides technical and operational know-how to staff
2. Motivates staff
3. Attends to bureaucratic routine
4. Complements the manager's functions and activities
5. Evaluates staff
6. Reports to the manager on the performance of the unit and its workers

Figure VIII-3

# Proper Attire Required; Working Late Discouraged

A sampling of the rules of President Bush's White House, as explained by Andrew H. Card Jr., the chief of staff.

**ATTIRE** Men must wear ties and jackets at all times in the Oval Office; women must wear proper business attire.

"I have not seen the president in the Oval Office without a suit and tie on."

**BREVITY** Briefing papers should not run over a page — or two pages at most.

"He doesn't like memos that state the obvious. If he gets talking points that say, 'Welcome to the White House. I'm pleased to have you there,' he'll say, 'Don't put that in my speech!' He'll say, 'Oh, you think the president doesn't know enough to say, 'Welcome to the White House?'"

**PUNCTUALITY** Be sensitive to the clock.

Staff members must be on time for meetings — or early.

"The president begins meetings on time and ends them on time."

**RESPECT** Staff members are told to respect each other, and return each other's calls promptly.

"I remind everyone that we are just staffers, and no more important than anyone working at H.H.S. or HUD or the Department of Transportation — or the people opening the mail. If you like to get your calls returned, return other people's calls."

**WORK HABITS** Don't be a workaholic.

The president leaves the office by 6:30 usually and expects his staff to spend time with their families — and enjoy their weekends.

"He knows how to get that all-important battery recharged."