

LEAP - Leaders Effective Aptitude Profile

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Abstract: Most scholars of “Leadership” now recognize that successful organisations are characterized by a distributive, collective and complimentary form of leadership. Many leadership theories are referred and considered in this research article to gain a broader understanding of the most important leadership styles/types/models to equip the leaders of today to lead, inspire and motivate people towards success. To further explore this form of leadership, 4 significant leadership styles are proposed in this paper: Director (System-driven), Coach (People person), Entrepreneur (Visionary) and Specialist (Technical expert), taking different theories of leadership into consideration.

The above leadership types are representations of ways of leading in the complex organisation. They may be seen as models to understand the leadership behaviour and characteristics. In the discussion of each of the above-mentioned leadership types, specific features, attitudes, approach and traits are explored. In addition, the specific leadership behaviour patterns of the 4 leadership styles are highlighted. These in-depth descriptions form the foundation for developing a **LEAP – Leadership Effective Aptitude Profile** assessment, a psychometric tool designed to allow leaders to identify their own leadership style to help them lead people effectively.

Each manager/leader has his or her unique approach to leading people which may be effective in some situations or may be rendered ineffective under certain circumstances. The awareness of personal leadership style and its implications is imperative to be able to develop leadership skills and flex leadership techniques according to situational demands. The insight provided by **LEAP assessment**, discussed in this research paper, acts as an underpinning for comprehensive and balanced leadership effectiveness. This tool is extensively used as a prelude to leadership skill development. It acts as an early indicator of the manner a prospective manager would dispense leadership. It determines if leaders actively provide feedback to develop subordinates, lead by providing a vision of future opportunities or by defining systems and procedures to minimize wastages and maximize predictability etc.

Key Words: Leadership types/styles, Director, Coach, Entrepreneur, Specialist, LEAP, Assessment, Skill development, Lead, Inspire, Motivate, flex leadership techniques, Manager, Management, Leader.

1. INTRODUCTION:

PETER DRUCKER’S THEORY ON LEADERSHIP

Peter Drucker believed that leadership is of utmost importance for company success. And nothing can replace leadership and that leadership cannot be taught and learned. According to his theory:

- Company management cannot create leaders. It can only create conditions in which the employees could display leadership qualities and skills
- Leadership requires talent. This gift is rare. In the world of management, the best managers are in limited numbers, and the leaders among them are many times less
- Leadership requires the existence of basic principles and concepts. They do not require genius, but only to be applied in daily practice. It is not enough just to talk about them! Few are the people who defend their principles day after day, year after year
- For the management, it is almost impossible to change the views of an employee and therefore the management cannot create leaders. The management, however, must create the correct practices to find and exploit the smallest potential for leadership among employees. The soil is best prepared for leadership through the management spirit, which: daily applies high labour standards; respects the individual and his/her work; values integrity, responsibility and fairness
- Leadership is not the magnetic personality that makes friends and influences others - this is a type of commercial spirit. Leadership is to enlarge peoples’ goals, to raise their standards, to build man's personality beyond its usual limits

- **Strategic planning is the first priority of the leader:** Drucker believed that the leader's job was to create the desired future for the company or the organization. The leader needed to be intimately involved with the strategic direction
- **Ethics and integrity are critical for leader effectiveness:** Character and ethical behaviour are of central importance for the leader. According to Drucker, followers might forgive leaders for mistakes, but will not forgive a lack of integrity
- **Model the military:** Peter Drucker had great respect for how the military developed leadership, with an emphasis on character and leaders as positive role models. The military's emphasis on commitment and "taking care of your people" are examples of what Drucker admired about military leadership
- **Motivation: Treat employees like volunteers.** Peter greatly admired non-profit organizations, and he extracted leadership lessons from them. If a leader treats employees as if they were volunteers - free to leave at any time - the leader pays greater attention to the non-monetary needs of workers, and moves from transactional motivation to transformational motivation
- **Leaders should be marketers:** This surprising lesson really means that leaders should be focused on the customer, and be concerned about how customers view the organization and its products or services. The leader must set the tone for how the organization is viewed, and be its best representative

According to Peter Drucker, everyone must discover his/her strengths and qualities and further develop them. A person that goes against his/her natural talents will reap disappointment. It is much more important to become Real Human than a mediocre leader.

2. TRANSFORMATIONAL LEADERSHIP:

Leadership expert James McGregor Burns introduced the concept of transformational leadership in his 1978 book, "Leadership." He defined transformational leadership as a process where "leaders and their followers raise one another to higher levels of morality and motivation." The model of transformational leadership includes:

- **Inspirational Motivation:** The foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. Their vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment
- **Intellectual Stimulation:** Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the "what" in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective
- **Idealized Influence:** They believe in the philosophy that a leader can influence followers only when he practices what he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers needs over their own, sacrifice their personal gains for them, and demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization.
- **Individualized Consideration:** Leaders act as mentors to their followers and reward them for creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions.



Fig.1 Transformational Leader

Bernard M. Bass later developed the concept of transformational leadership further. According his 1985 book, "**Leadership and Performance Beyond Expectations**," this kind of leader:

- is a role model for integrity and fairness
- sets clear goals
- has elevated expectations
- encourages others
- provides support and recognition
- stirs the emotions of people
- gets people to look beyond their self-interest
- inspires people to reach for the improbable

Transformational leaders show integrity, and they know how to develop a robust and inspiring vision of the future. They motivate people to achieve this vision, they manage its delivery, and they build ever stronger and more successful teams.

3. SITUATIONAL LEADERSHIP MODELS

The situational leadership concept was originally developed by Paul Hersey, author of the book *Situational leader* (1969) and Ken Blanchard, a leadership guru. The theory was first introduced as 'life cycle theory of leadership' (Blanchard & Hersey 1996) and later renamed to 'situational leadership theory' (1972). After being applied, they found that some aspects of the model were not being validated in practice. Therefore, Ken Blanchard created a second updated model called *Situational Leadership II (SLII)* (2002).

According to David Wyld (2010), 'Situational leadership brings attention to the role of the follower'. This leadership is about being flexible and using the needed leadership style to nurse a given development level of a follower to be successful in a given working environment.

As of the leadership journal (2009) 'the theory of situational leadership asserts that no one style of leadership pertains to all given workplace situations'. This means that, the leadership style changes according to the followers' knowledge and skills in a given task. Using a situational leadership model, a leader should be able to place less or more emphasis on the task, and more or less emphasis on the relationship with the people he is leading, depending on what is needed to get the job done successfully.

There are many models by different authors which describe leadership styles. Situational leadership is just one model of many and one of the most widely known approaches. For example, Goleman's point about leadership is that a leader with official authority has the ability to influence his followers' emotional state to a great extent. The leader sets the emotional tone most of the time. Goleman identifies two leaders: **Resonant** and **Dissonant** leaders and from these leaders he identifies six leadership styles: **visionary, coaching, affiliative, democratic, pacesetter and coercive** (Goleman 2002). These styles are matched according to the situation arising in an organization. They have been practiced and are still being used today. However, some critics think only a number of these leadership styles are effective, for example Alicia Kritsonis (2004) thinks 'only first four of these six styles consistently have a positive impact on a company's environment and financial success'. Apart from the criticisms, what's new about Goleman model of leadership is 'an understanding of the underlying emotional intelligence capability that each approach requires' (Goleman 2002).

Situational leadership and situational leadership II have great similarities; they both define the development level of followers' and the leadership styles required from the leaders to best handle the development levels. In the Hersey-Blanchard model, leadership is defined as task related, they both have four leadership styles to match the followers' behaviour levels.

The main difference between the Hersey and Blanchard books is the definition of followers'. Paul Hersey uses 'ability' and the 'willingness' to define a follower's readiness (Hersey 2009) while Ken Blanchard SLII model uses 'competence' and 'commitment' to rate a follower's development level (Blanchard 2008).

In the model Blanchard and Hersey talk about two fundamental concepts, development level and leadership styles, Hersey and Blanchard's (1969)

4. DEVELOPMENT LEVELS:

There are two aspects to development level, which leaders should develop for their followers to be **self-motivated** rather than dependent.

Competence is the knowledge and skills a follower brings to a specific goal or task. Commitment is the followers' motivation and confidence on that goal or task. The Blanchard and Hersey situational leadership model states that the leadership styles need to be reflected on followers' level of competence and commitment (Blanchard 2008). These two dimensions are then divided into four development levels of the followers:

Low competence / High commitment, the follower lack ability but is motivated (D1): For example, a new member of staff for a certain task, who does not have any past experience on a certain task but is excited about the job and willing to learn.

Some competence / Low commitment, the follower has some ability but is not motivated (D2): Follower has a little experience on the task but due to unmet expectation he/she loses his motivation to work on the task.

Moderate competence / Variable commitment, follower has ability but is not confident to utilize it (D3). These followers often know what to do but are in self-doubt, which makes them insecure about performing the task given.

High competence / High commitment, followers have competence to perform and are confident (D4). They are high in knowledge as well as the ability to work unsupervised.

5. SITUATIONAL LEADERSHIP STYLES:

‘**Leadership** style is a pattern of behaviours leaders use over time as perceived by others’ Blanchard et al., (2008).

Hersey and Blanchard argues (Mark 1997) ‘major factors affect an individual’s response to leadership is the amount of direction and support the leader provides’. As of Blanchard et al., (2008) ‘situational leadership styles are divided into four categories: directing, coaching, supporting and delegating’.

Based on the writer’s opinion gained from experience as well as reference from books especially Hersey and Blanchard Articles, the following examples define more in depth what this leadership styles are and how one can identify a situation and apply the best style of leadership.

Directing / Telling style is where the leader provides specific directions about roles and goals and closely tracks the followers’ performance to provide frequent feedback on results. For example; “Your company has hired new staff for your department; they have no idea how to do the task but are willing to learn. What do you do as a leader?” Here follower lacks the knowledge and skills when it comes to performing a specific task. On the other hand, the employee is interested, enthusiastic about the task and ready to learn it.

In this case the leader needs to explain about the working system in details to the new staff; it’s more about the leader being high in directing than supporting. Since they are new and do not have past experience on this kind of task, the leaders job is to make sure they understand what the task is and what is required from them making sure they both have a clear picture of the expected end results. The leader will have to work with them day by day telling them exactly what to do and when to do it, they have low competency but are willing to learn hence directing style is needed.

Coaching / selling style is when the leader explains why, solicits suggestions, praises behaviours that are approximately right and continues to direct task accomplishment. For example; “As a leader, you notice one of your staff in reception area is excellent in checking-in and out of guest and you always leave him to do the work, but when it comes to problem solving he doesn’t know how to handle it well. What would you do?”

Here, followers have developed some skills but are often frustrated due to unmet expectations. Soon after beginning a new task, followers commonly experience a period of disillusionment (difficult task, different than expected) which decreases their level of commitment.

The follower is in the second development level whereby he has some competence but the commitment is low. The leader’s role is to coach him more on the task instead of telling him what to do, working together with the follower and help him to learn how to handle different problems, as well as praising him when doing well but also it is the leaders job to say what is right at this level. The follower needs a supportive leader by his side to continue coaching him till he/she can have confidence to do the task alone.

Supporting / participating style is when the the leader and the follower make decisions together. The role of the leader is to facilitate, listen, encourage and support the follower. For example: “Members of your team are unable to solve a problem themselves. In the past, you have normally left them alone as group performance and interpersonal relationships have been good. What kind of leadership style is best when matched to this group?”

Most individuals at this level go through self-doubt, questioning if they can perform the task on their own. Their commitment fluctuates between excitement and insecurity. Followers have developed a fair level of knowledge and skills but the motivation level is varying.

The best leadership style would be supporting, as leader and follower make decision together and the leader shows more supporting behaviour and low directing behaviour. In the past, it was delegating as the team was left alone but now they need help to solve the problem, they need the leader to help in the decision towards the problem. The team has variable competence and seems to be committed as they have been working to solve past problems on their own.

Delegating Style is when the leader empowers the employee to act independently with the appropriate resources to get the job done. The leader shares responsibility for the goal setting and is available, but does not interfere with the followers’ work. For example: “As a leader, you notice a group of followers operating extremely well on given task, they get along together and deliver the best. You want to ensure that this continues, what do you do?”

On this level, the followers have mastered the task, they are committed and highly motivated. With the proper support, an individual can eventually become a self-reliant achiever (D4) who demonstrates a high level of competence and commitment.

As of this situation, it is best to reduce the leadership and let the followers take over as much as possible because the group works together very well and they have the knowledge and skill needed to do the task. If this group receives any of the other leadership style they will feel over supervised and this will have led to frustration, so the leader needs to be low in supporting as well as directing behaviour. Their competence and commitment is fully developed at this level and they can be trusted to do the task without constant leadership or directing.

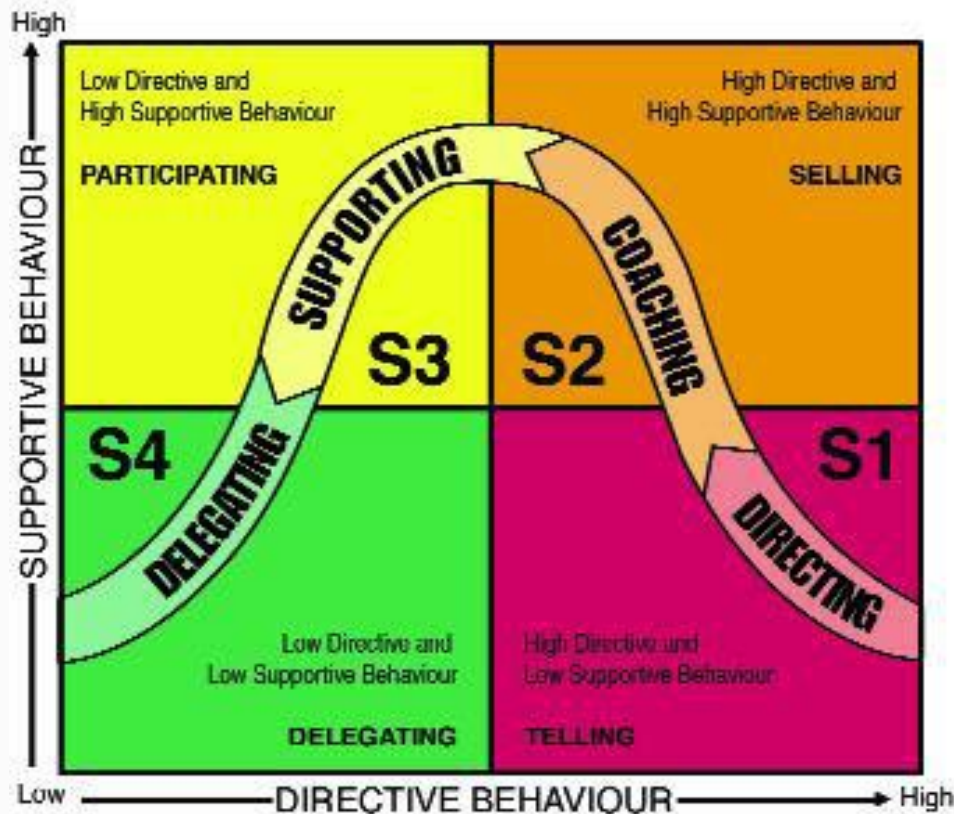


Fig.2 Behaviour

6. PATH GOAL THEORY:

Psychologist, **Robert House**, developed Path-Goal Theory in 1971, and then redefined and updated it in a 1996 article in *The Leadership Quarterly*. According to this theory, leaders are required to help, support and motivate their people for them to achieve their goals. Leaders can do this by:

- Helping them identify and achieve their goals
- Clearing away obstacles, thereby improving performance
- Offering appropriate rewards along the way

According to this theory, there are 4 types of leadership namely: Supportive, Directive, Participative and Achievement-Oriented Leadership.

- **Supportive leadership** – Here, the focus is on relationships. The leader with this style will show sensitivity to individual team members' needs, and consider team members' best interests. This leadership style is best when tasks are repetitive or stressful
- **Directive leadership** – The leader with this style communicates goals and expectations, and assigns clear tasks. This style works best when tasks or projects are unstructured, or when tasks are complex and team members are inexperienced
- **Participative leadership** – The leader with this style focuses on mutual participation. He/she consults with the group, and considers their ideas and expertise before making a decision. This approach works best when the team members are experienced, when the task is complex and challenging, and when the team members want to give their input

- **Achievement-oriented leadership** – The leader with this style, sets challenging goals for the team. He/she has confidence in the team's abilities, so he/she expects the team to perform well, and maintain high standards for everyone. This style works best when team members are unmotivated or unchallenged in their work

The independent variables of Path-Goal Theory are the **leaders' behaviour**, thus the path-goal theory assumes that people (leaders) are flexible in that they can change their behaviour or style, depending upon the situation. This coincides with the research that while **nature (genes)** may be our internal guide, **nurture (experience)** is our explorer that has the final say in what we do (Ridley, 2003).

Path – Goal Theory: How it works

Leader Behaviour	Group Members	Task Characteristics
Directive Leadership: <i>Provides guidance and psychological structure</i>	Dogmatic Authoritarian	Ambiguous Unclear rules Complex
Supportive Leadership <i>Provides nurturance</i>	Unsatisfied Need affiliation Need human touch	Repetitive Unchanging Mundane and mechanical
Participative <i>Provides involvement</i>	Autonomous Need for control Need for clarity	Ambiguous Unclear Unstructured
Achievement Oriented <i>Provides challenges</i>	High expectations Need to excel	Ambiguous Challenging Complex

7. POWER AND INFLUENCE THEORIES:

Power and influence theories of leadership take an entirely different approach – these are based on the different ways that leaders use power and influence to get things done, and they look at the leadership styles that emerge as a result.

Perhaps the best-known of these theories is **French and Raven's Five Forms of Power**. This model highlights three types of **positional power** – **legitimate**, **reward**, and **coercive** – and two sources of **personal power** – **expert and referent** (your personal appeal and charm). The model suggests that using personal power is the better alternative, and that you should work on building **expert power** (the power that comes with being a real expert in the job) because this is the most legitimate source of personal power.

8. LEADERSHIP & POWER

Leadership requires the use of power to influence the thoughts and actions of other people. And power in the hands of an individual – any individual – means risk. In the past decade or so, organizations have fostered a new power ethic that favors collective leadership over the individual exercise of power.

Teamwork and group decision-making are replacing the 'personality theory' of leadership. Employee involvement and participative management helps better commitment, a balance of power, shared risk and improved productivity. However, the organization may suffer losses in imagination (vision, creativity, innovation), speed of execution, and the danger of "group-think" (the so called "Abilene paradox").

8.1 Where Does Power Come From?

Central to any discussion of the use and distribution of power, is the issue of **source of Power**.

- Must it be given from an **outside source**?
- Does it come **from within a leader**?
- And, if so, **is it hereditary** or can it **be developed**?

8.2 Who's a Leader?

If we accept the fact that humans are successful (at work, play, family) to the degree that they are effective in influencing the thoughts and actions of others, then **we are all leaders**. And everyday use of the term "LEADERSHIP" supports this. Indeed, to lead a **LIFE**, you need Leadership; as **LIFE** stands for – **L**eadership **I**mprovement **F**or **E**veryone.

8.3 Types of leadership and their characteristics

	Director – D (Systems Driven)	Coach – C (People Person)	Entrepreneur-E (Visionary)	Specialist -S (Technical Expert)
Leadership style	Leads by defining goals and organizing systems and resources for achieving them.	Leads by coaching, motivating and rewarding others to perform.	Leads by providing a vision of how things might be in the future.	Leads by example and personal experience in the chosen field of expertise.
Looks for	Ways to get the best “inputs mix” of manpower, methods, machines, materials, and money so as to produce the desired output as cost – effectively as possible.	Ways to maintain motivation and to eliminate problems that keep employees from getting the work out.	Opportunities that haven’t been seen or realized to their fullest... ways to make life easier or the world a better place.	More time and fewer interruptions and crisis as to devote full energies to the work at hand.
Places high value on	Conformity, order, control, paperwork, systems and accountability.	Loyalty, teamwork, self-discipline, commitment and cooperation.	Self-realization, inspiration, striving and change.	Personal ability and individual excellence.
Driven by desire for	Fail-safe systems procedures and stability.	Motivated employee and teamwork.	Ideas, change, innovation and excitement.	Freedom to apply one’s talent without hassle from others.
Creates conditions for	Lower risk and predictability.	Job satisfaction for employees.	High risk, flux and uncertainty.	Job satisfaction for self-control of one’s destiny.
Time frame	Present, strongly influenced by past: “we’ve always done it this way” or “we’ve never done anything like that before.”	Present: “here’s how we’re going to do it,” or “how can we best meet our goals?”	Future, influenced by the imperfect past: “What if we were to...” or “I’ve got an idea as to how we might...”	Present: “there’s work to be done...let’s stop talking and get it done.” “How can we ever get all this work done?”
Negative Consequences	Bureaucracy, paralysis versus analysis, paperwork, Unnecessary rules and regulations.	Under pressure may revert to doing the work instead of getting work done through others.	Threat to stability of organization and job security of employees	Does it all personally to become a bottleneck, organization becomes too dependent - the “indispensable person.”
Slogan	“Getting things done smarter rather than harder.” (Doing things right)	“Getting things done through others”. (Doing everything through teamwork)	“Getting things done right is not as important as getting the right thing done.” (Doing the right things)	“Getting everything done...if you want a job done right, do it yourself.” (Doing everything personally)
Orientation	Inward/ outward...a balance of the right “input-mix” to achieve the desired “outputs” (the management cycle).	Outward, oriented toward producing products and services at predetermined levels of quality and quantity.	Outward, oriented toward customers and their future needs and present frustrations with things as they are.	Inward, using best inputs of which one is capable- primarily personal energy and expertise.
Proactive/ Reactive	Proactive and Reactive	Reactive	Proactive	Active

8.4 The Director As Leader:

Directors are product of **past conditioning**. They crave for **order** and the security of the **status quo**. They sometimes **view change as a threat**, a source of potential problems and a disruption of their orderly system. They see **entrepreneurs as intruders** who jeopardize the **neat systems** they have installed. They see Coaches as their

‘sergeants’ and ‘lieutenants’ who can muster the troops to carry the policies and procedures that are essential to maintaining order, predictability, and accountability.

They see Specialists as one component, the “**human**” resource, in the array of resources they manage:

1. **manpower**
2. **methods**
3. **materials**
4. **machines**
5. **money**



8.5 The 5 M's of Management

The Director thrives on **imposing** and/ or maintaining **systems** so that **each operation is effective, highly predictable, controllable, and efficient**. This is done through **planning, scheduling, directing, and controlling...**the four stages of the management cycle.

8.6 The Coach as Leader:

Coaches fill a leadership role that is sometimes “**boss**” (parent-child) and sometimes “**coach**” (adult-adult), getting work through others. They see the members of their team as alternately winners and losers. They move from pride and elation to disappointment and annoyance.

- We are all on the **continuum** that stretches between the two extremes
- Identified by Douglas Mc Gregor as **theory X and theory Y**.
- We see it in supervising our children, our friends, our fellow employees.

8.7 Theory X and Theory Y

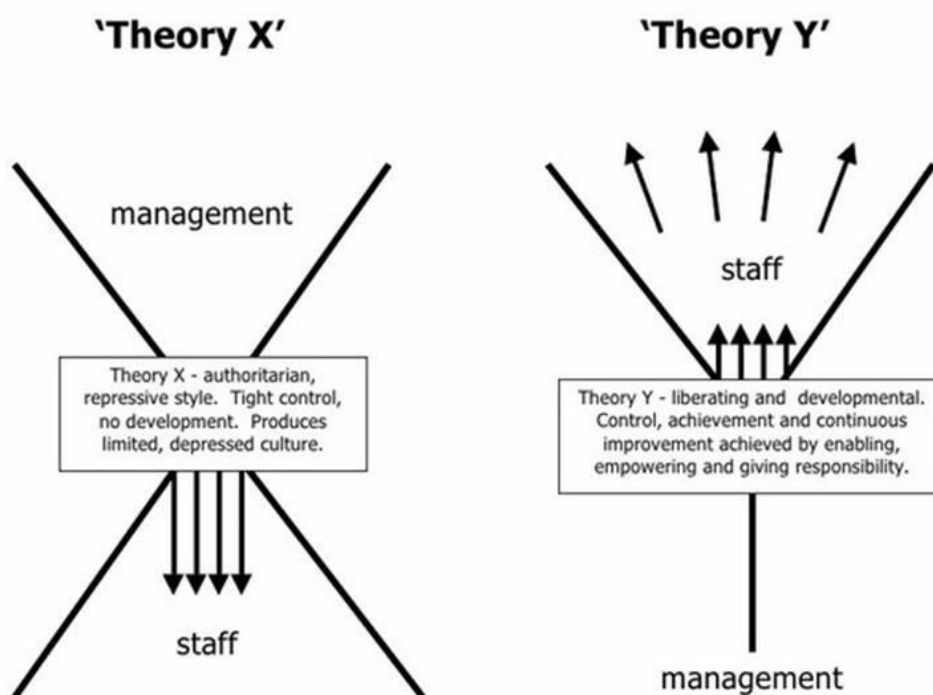


Fig.3 Theory X and Theory Y

These theories were developed by Douglas McGregor at the MIT Sloan School of Management in the 1960s. These theories describe two contrasting models of workforce motivation applied by managers in human resource management, organisational behaviour, organisational communication and organisational development. According to these models, the two opposing sets of general assumptions of how workers are motivated form the basis for two different managerial styles. Theory X stresses the importance of strict supervision, external rewards, and penalties: in contrast, Theory Y highlights the motivating role of job satisfaction and encourages workers to approach tasks without direct supervision.

Theory X:

Theory X is based on pessimistic assumptions of the average worker. This management style supposes that the average employee has little to no ambition, shies away from work or responsibilities, and is individual-goal oriented. Generally, Theory X style managers believe their employees are less intelligent than the managers are, lazier than the managers are, or work solely for a sustainable income. Due to these assumptions, Theory X concludes the average workforce is more efficient under "hands-on" approach to management. The 'Theory X' manager believes that all actions should be traced and the responsible individual should be given a direct reward or a reprimand according to the action's outcomes. This managerial style is more effective when used in a workforce that is not intrinsically motivated to perform. It is usually exercised in professions where promotion is infrequent, unlikely or even impossible and where workers perform repetitive tasks.

According to Douglas McGregor, there are two opposing approaches to implementing Theory X: the "hard" approach and the "soft" approach. The hard approach depends on close supervision, intimidation, and imminent punishment. This approach can potentially yield a hostile, minimally cooperative work force that could harbour resentment towards management. The soft approach is the literal opposite, characterized by leniency and less strictly regulated rules in hopes for high workplace morale and therefore cooperative employees. Implementing a system that is too soft could result in an entitled, low-output workforce. McGregor believes both ends of the spectrum are too extreme for efficient real-world application. Instead, McGregor feels that somewhere between the two approaches would be the most effective implementation of Theory X.

Overall, Theory X generally proves to be most effective in terms of consistency of work. Although managers and supervisors are in almost complete control of the work, this produces a more systematic and uniform product or work flow. Theory X can also benefit a work place that is more suited towards an assembly line or manual labour type of occupation. Utilizing theory X in these types of work conditions allow the employee to specialize in a particular area allowing the company to mass produce more quantity and higher quality work, which in turns brings more profit.

Theory Y:

Theory Y is almost in complete contrast to that of Theory X. Theory Y managers make assumptions that people in the work force are internally motivated, enjoy their labour in the company, and work to better themselves without a direct "reward" in return. Theory Y employees are considered to be one of the most valuable assets to the company, and truly drive the internal workings of the corporation.

Also, Theory Y states that these particular employees thrive on challenges that they may face, and relish on bettering their personal performance. Workers additionally tend to take full responsibility for their work and do not require the need of constant supervision in order to create a quality and higher standard product.

Because of the drastic change compared to the "Theory X" way of directing, "Theory Y" managers gravitate towards relating to the worker on a more personal level, as opposed to a more conductive and teaching based relationship. As a result, Theory Y followers may have a better relationship with their higher ups, as well as potentially having a healthier atmosphere in the work place. Managers in this theory tend to use a democratic type of leadership because workers will be working in a way that does not need supervision the most.

In comparison to "Theory X", "Theory Y" adds more of a democratic and feel free in the work force allowing the employee to design, construct, and publish their works in a timely manner in co-ordinance to their work load and projects. A study was done to analyse different management styles over professors at a Turkish University. This study found that the highly-supervised Theory X management affected the research performance of the academics negatively. In general, the study suggests that the professional setting and research based work that professors perform are best managed with Theory Y styles.

While "Theory Y" may seem optimal, it does have some drawbacks. While there is a more personal and individualistic feel, this does leave room for error in terms of consistency and uniformity. The workplace lacks unvarying rules and practices, and this can result in an inconsistent product which could potentially be detrimental to the quality standards and strict guidelines of a given company.

8.8 The Coach As Leader

Sometimes our children can do no wrong (after all, they are our children). Sometimes they can do no right ("What do I have to do to get you to..."). Coaches crave teamwork - cooperation, consensus, and commitment. In filling their role as coaches, they rely on goal setting (motivation), training, counseling, delegating, disciplining, and rewarding (reinforcement).

Coaches see **Directors** as **bosses** and themselves as empowering people. Directors **determine strategies**, while Coaches **deal with tactics**. Directors are sometimes seen as '**inhumane**': "*they have no appreciation for my people...no understanding of human feelings.*" Coaches see **entrepreneurs** as **agents of change** and **disruptive to productivity and commitment**. They see Specialists as **loners** and **mavericks** who don't know the meaning of **teamwork and cooperation**.

8.9 The Entrepreneur As Leader

Entrepreneurs see things **not as they are but as they might be**. Every day conditions **challenge and spark this person** to make them better... to see **innovation**, to **experiment**, to be a **catalyst for change**. Entrepreneurs **live in the future**, a world of overabundant opportunities.

We find entrepreneurs in every field: science (*Albert Einstein, Thomas Edison*), art (*Van Gogh, Matisse*), business (*Henry Ford, Tom Watson of IBM, Ray Croc of MacDonald's*). There is an entrepreneur **within each of us**—our creative side, converting matter into art, prodding the unknown, and shaping our future. The entrepreneur within us **creates havoc and unrest in those around us**.

As they fall behind or feel 'outdistanced,' we require more and more effort to pull our colleagues along, or even to get them to understand and accept what we're trying to do.

The entrepreneur's world is the conflict between boundless opportunities and people who don't share the vision and won't climb over board.

8.10 The Entrepreneur / Visionary As Leader

Similarly, entrepreneurs see Specialists as the ones who can **get things done** and **execute the change** they envision. Because entrepreneurs thrive on change, they see Directors and Coaches as clinging to the **status quo... conjuring up problems** ("we've never done anything like that before...I don't know") **instead of seeing opportunities**.

8.11 The Specialist as Leader:

Specialists are their **own masters**. They work best **alone** because they are happiest when applying their talents to the work at hand. They **work steadily** and **dependably**, one thing at a time, and have a need to control the work at hand. To the Specialist, **thinking** and **dreaming** are **unproductive**. The "**how-to-do-it**" right now is more important than planning for a new tomorrow or generating more efficient methods for today.

This leads the Specialist to **distrust Directors, Coaches, and Entrepreneurs**, all of whom are a disruption to work. "They see me as just another cog in their machine...their dehumanized system." The best way to get work done correctly, efficiently is to **do it yourself**.

Dentist, lawyer, accountant, TV repairman, and auto mechanic are probably Specialists. So are the majority of artists, musicians, and writers. So are the people in the computer room, the quality control lab, and advertising department.

Specialists are **not leaders** in the usual sense of having a loyal band of followers. Neither are Directors or Entrepreneurs, for that matter, but they are **respected** and **depended** upon by many others. They provide professional services to a society that requires the expertise. They are leaders in their own profession.

9. METHODOLOGY:

9.1 PURPOSE

The aim of the test is to identify an individual's leadership type – Director, Coach, Entrepreneur & Specialist. An understanding of which helps gain insights into how individuals **lead people and behave, think, react & respond** to their environments.

9.2 TEST AUDIENCE

LEAP assessment is applicable to individuals from all backgrounds – Leaders, Managers, Team leads, Seniors and leaders to become

9.3 APPLICABILITY OF THE TEST

The test has a wide range of applicability as it is a Leadership Style Assessment. It is used across various fields to gain better understanding of one's leadership style as well as others' including individual development, enhancing interpersonal relations, teamwork, organisational climate survey and for research purposes etc. (however, decisions ranging from career or personnel selection are not taken based just on one assessment, decisions are most accurate when taken on the basis of multiple assessment batteries).

9.4 QUALITY OF THE TEST ITEMS AND THE TEST MANUAL

The test score is reliable, as it is administered under standardized settings where instructions are read aloud (during group administration in training) and similar instructions are auto generated on the test screen for online test takers.

Extraneous variables such as test instructions and the test administrator have a minimal influence on the variation in the test scores as these are standardized across situations.

The quality of the test is enhanced due to the following:

- It is an ‘easy to use’ test with the items catering to a wide range of audiences,
- test items do not include any racial or gender stereotyped comments,
- the interpretation and scoring of the test is very simple and easily comprehensible.

The test meets the necessary practical aspects as it includes the following considerations:

1. The items are formulated in simple layman English
2. The test is legible (can be easily understood)
3. The test material is durable (does not change across time)

9.5 NATURE OF THE ITEMS

All the items in the questionnaire belong to the content domain which facilitate in assessing an individual’s Leadership Style. The 12 items in the questionnaire describe multiple situations in which an individual is most likely to respond in various environments through which his leadership characteristics are displayed. The items are repetitive in a way as to track the individual’s response to certain stimuli, which best predicts his/her leadership style across situations. The items are standardized as they are the same for every respondent with respect to the content, form and order

9.6 ASSESSMENT ADMINISTRATOR QUALIFICATIONS

The user needs to have work experience in managing people, or a PG in Psychology or Sociology or an MBA.

9.7 INSTRUCTIONS FOR THE TEST ADMINISTRATOR (for paper pencil format):

- Make sure the subject is seated comfortably in a well-lit and ventilated room
- Build rapport with the subject, make him feel at ease
- Educate the subject on the confidentiality element of the test
- Give all the instructions of the test (as specified below)
- Clear doubts, if any
- After completion of the test, give instructions on the scoring methodology
- Interpret the scores and clear doubts that may arise

9.8 INSTRUCTIONS FOR THE TEST TAKER (for online format):

“You will be responding to a series of statements that describe the behavior (values, perceptions, actions) of leaders.

These statements are presented in groups of four. You have six points to assign to each set of four statements.

You are to assign them in whatever combination best reflects your agreement with each statement. There are nine different ways you can spend your six points on a set of four statements.

6-0-0-0

5-1-0-0

4-2-0-0

4-1-1-0

3-1-1-1

3-2-1-0

3-3-0-0

2-2-2-0

2-2-1-1

Notice that the four ratings must always add up to six, since this is the total number of points you will spend on each group of four statements.”

Please Note: Your assignment of points should be based on your present (here and now) views and beliefs about your job.

10. SCORING AND INTERPRETATION:

LEAP assessment puts the magnifying glass on the leadership style and the ways in which one influences others and accomplish goals, both personal and organizational. Many assessments of style are based on the assumptions we make about employees, the nature of work, and the role of management. They yield scores on such dimensions as the degree to which you are theory ‘X’ or theory ‘Y’, parent to child or adult to adult, one who controls others or empowers them, one who prefers dependent or independent behavior in one’s associates.

LEAP Assessment is designed to identify one’s preferences among different types of leadership behavior. The scores and the explanation of their implications will serve to increase one’s awareness of how one can influence

others. The leadership scores generated will enable one to examine the appropriateness of the different behavior patterns that combine to make up one's leadership style.

The **Leaders Effective Aptitude Profile (LEAP)** identifies four styles of leadership:

- **DIRECTOR**
- **COACH**
- **ENTREPRENEUR**
- **SPECIALIST**

Each is appropriate in different situations. **All are essential** to the smooth functioning of a society (nation, community, organization).

The test taker will be responding to a series of statements that describe the behavior (values, perceptions, actions) of leaders. These statements are presented in groups of four.

How to score?

- Six points are assigned to each set of four statements
 - 6-0-0-0
 - 5-1-0-0
 - 4-2-0-0
- The test taker has to assign them in whatever combination best reflects his/her agreement with each statement
 - 4-1-1-0
 - 3-1-1-1
 - 3-2-1-0
 - 3-3-0-0
- There are nine ways the test taker can spend his/her six points on a set of four statements
 - 2-2-2-0
 - 2-2-1-1

Notice that the four ratings must always add up to six, since this is the total number of points one will spend on each group of four statements. The test taker will be entering his/her ratings in the boxes in the scoring sheet.

For example- With regard to improving our operations, I believe that:

- A. The present-day workplace must change to fit the vision of tomorrow 2
- B. Getting work done through others is the name of the game 3
- C. We should organize around functions and systems, not personalities 1
- D. Delegation sounds good, but work is better and quicker if you do it yourself 0

Answer in the present, not past:

Some of the statements describe beliefs that may be associated with leadership roles which the test taker might have held in the past. However, the assignment of points should be based on the present (here and now) views and beliefs about one's job.

INTERPRETATION OF LEAP

PRIMARY Leadership Preference:

The highest score the person possesses is referred to as the **primary leadership style**. The person would display the primary personality characteristics most often. For example:

Director	Coach	Entrepreneur	Specialist
33	18	21	0

As mentioned in the above example, the individual has a primary score of 33 on the Director dimension. Thus, he/she is more likely to operate on that dimension.

SECONDARY Leadership Preference:

The second highest score having a difference of 4 or less from the primary score is considered to be the secondary leadership style which will be displayed quite often as well. For example:

Director	Coach	Entrepreneur	Specialist
08	26	28	10

As mentioned in the above example, the individual having a primary score of 28 on Entrepreneur style and secondary score of 26 on Coach will have the ability to operate on both dimensions depending on the situation.

BALANCE over 4 Preferences

Some people have a fairly even balanced scores over the 4 styles. For example, as mentioned in the below example: a person having scores of 19, 20, 18, 15 in Director, Coach, Entrepreneur and Specialist dimensions respectively will be able to flex their leadership style to suit the need of the hour.

Director	Coach	Entrepreneur	Specialist
19	20	18	15

However, they might face a challenge in deciding upon which dimensions to operate on as they are pulled by all at once leading to confusion.

11. FINDING AND ANALYSIS:

11.1 Sample Report:

Leaders Effective Aptitude Profile (LEAP) would strive to establish the leadership style of an individual based on his/her years of experience in the organisation. This assessment is an objective tool that identifies an individual’s leadership style and quantifies the same. It is a scientific self-searching leadership tool that serves as a neutral means of stepping up one’s leadership strength. All four leadership styles are present in any given individual to varying degrees.



Fig.4 Leadership Orientation

Note: This scale does not serve as an indicator of what is right or wrong. It only provides an understanding of the leadership style(s) that come most naturally to you. As the scores are based on your years of experience in the organisation, these are subject to change with conscious effort over a period of time.

LEAP – Leaders Effective Aptitude Profile			
Director 19	Coach 24	Entrepreneur 18	Specialist 11

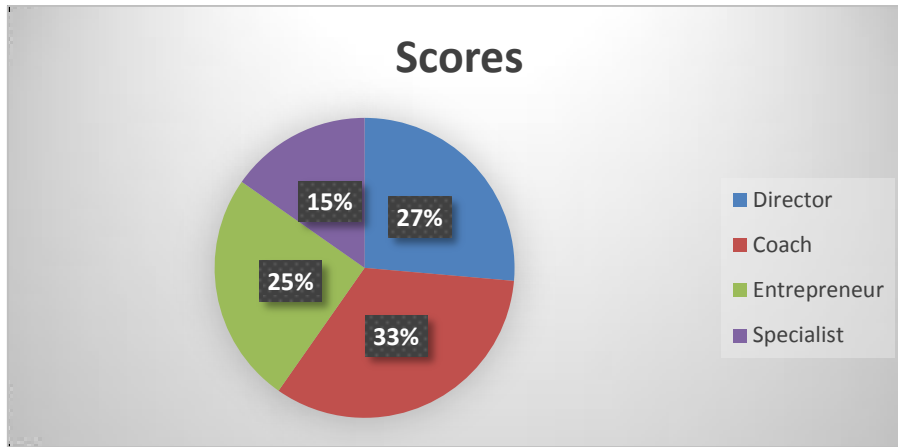


Fig.5 Individual Sample Report:

Referring to **Individual Scores Table**, the individual has scored **19, 24, 18 & 11** in the **Director, Coach, Entrepreneur & Specialist** dimensions respectively.

Referring to the **graphical representation**, it is evident that the individual is a **Coach** and tend to resort to coaching style of leadership in **most of the situations**, since his **scoring is the highest (33%)** in the **coaching dimension**. The subject can also resort to **Director (27%)** and **Entrepreneur (25%)** mode of leadership if the situation demands, as these are his/her secondary scores.

Therefore, the individual is a **coach** by nature and takes great initiative in **coaching, mentoring and motivating people**. He/she believes in the talents of others and play the role of a coach or mentor to his/her subordinates, stressing on motivating and developing them through regular feedback. He/she does this by advising and counseling as a means to encourage and support them. He/she would often tell others what to and what not to, in order to recommend a course of action that can bring about results.

Since, his/her **secondary scores are Director & Entrepreneur**, he/she tends to show the characteristics of both a director as well as an entrepreneur. He/she may define goals and organize resources in an attempt to get the most cost-effective input towards the achievement of goals. All the same, he/she is capable of taking risks, open to changing systems and procedures in light of industry trends or business development. The individual may also lead by gathering together the skills of others, combining them with their own to deliver the best performance possible. They also look for untapped opportunities for the development of the organization and inspire a vision for the future.

By actively listening to others and probing for information, he/she is likely to open the channels of communication, allowing them to express their perspectives. Moreover, he/she provides constructive feedback to people that would help them learn from their mistakes and accelerate performance. The individual might make an effort to serve as an effective mentor for others and promote a conducive environment for further growth and learning.

Group Sample Report: Company “X”

Leadership style	Number of people
Directors	17
Coach	8
Entrepreneurs	10
Specialist	1

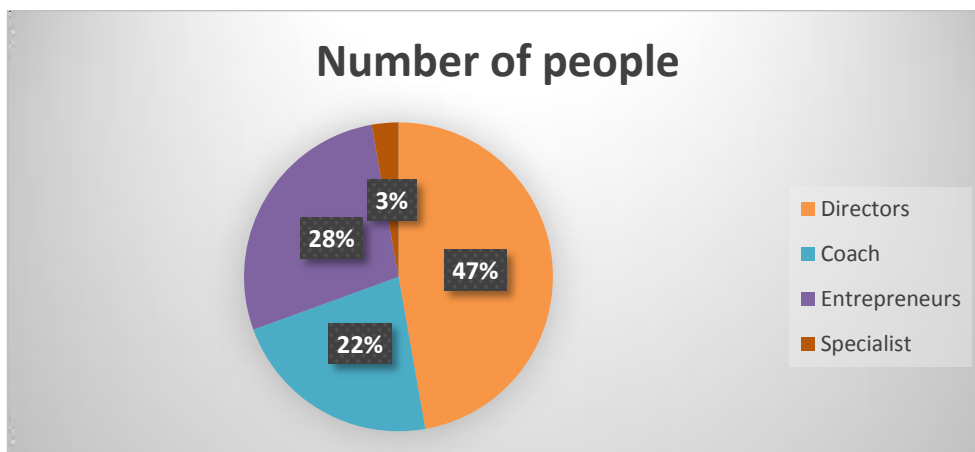


Fig.6 Number of people

40 people from Organisation “X” had taken LEAP Assessment. LEAP Assessment talks about the 4 leadership styles: Director, Coach, Entrepreneur and Specialist.

The group scores are as follows:

Total Scores		
	Primary Scores	Secondary Scores
Director	407	213
Coach	239	245
Entrepreneur	269	238
Specialist	23	148

From the above scores, it is evident that the majority of the leaders in organisation “X” exhibit Directorship followed by Entrepreneurial Leadership.

From the graphical representation, it can be noted that **47% of people in the organisation resort to directorship style of leadership, 28% are entrepreneurs, 22% are coaches** and only **3% are specialists**.

The above result implies that 47% of people are strongly driven by Systems and Processes and resort to **Directorship style of leadership**. They lead by defining goals and organising systems & resources for achieving them. They look for ways to get the best “inputs mix” of manpower, methods, machines, materials and money so as to produce the desired output as cost-effectively as possible. They place high value on conformity, order, paperwork, systems and accountability. They are driven by a desire for fail-safe systems, procedures and stability.

They create conditions for lower risk & predictability and tend to anticipate things and stay prepared for most of them. They are people who are in “present” but strongly influenced by past... for example – “we have always done it this way” or “we have never done anything like that before”. They are a product of past conditioning.

Because they are so much process driven, they may undergo paralysis versus analysis situation, too many paper works and even come up with unnecessary rules and regulations at times. They stand for the slogan – “getting things done smarter rather than harder, i.e. ... doing things right”. They sometimes view change as a threat, a source of potential problems and a disruption of their orderly system.

They see entrepreneurs as intruders who jeopardise the system they have installed. And since, the secondary average group score denotes Entrepreneurial leadership style, there might be clashes between them and the directors in the organisation because of many reasons and the above being one among them.

Directors also see coaches as their ‘sergeants’ and ‘lieutenants’ who can muster the troops to carry the policies and procedures that are essential to maintaining order, predictability, and accountability. And they see specialists as one component – “human resource”.

It can also be seen that, 28% of people are **Entrepreneurs** in the organisation. They are visionaries, who lead people by providing visions how things might be in the future. They see things not as they are but as they might be. They constantly look for opportunities that haven’t been seen to completely utilize them and make life easier.

They welcome change and resort to different/unique ways of doing things. But this attitude can scare directors, coaches and specialists in the organisation, who view entrepreneurs as a threat to the stability of the organisation and to the job security of employees. They don’t mind taking risks because it’s the ideas and uniqueness that inspires them and keep them going. They are future oriented people influenced by their imperfect past.

Because of these differing ideologies, there might be frictions and disagreements between the entrepreneurs, coaches and the director. On the other hand, entrepreneurs view specialists as the ones who can get things and implement the change they envision.

Followed by this, it can be seen there are 22% **Coaches** in the organisation. They are people person and they lead people by coaching, motivating, and rewarding. They give lot of importance to loyalty, team work, self-discipline, commitment and cooperation. They might sometimes do things themselves instead of getting it done through others when under pressure.

They see Directors as bosses and view entrepreneurs as change agents who sometimes can be disruptive to productivity and commitment. They see specialists as loners who don’t understand and believe in team work and collaboration.

The remaining 3% in the organisation are **Specialists** – a minority population in the organisation. Specialists are their own masters and experts in their respective field. They prefer to work individually and doesn’t like interruptions of any kind. They crave for the freedom to apply one’s talents without hassle from others. Because they believe in “how-to-do-it” right now approach and doesn’t believe in mere planning, they seem to distrust Directors, Coaches and Entrepreneurs. They believe that the best way to work and get work done is by doing everything by oneself.

From above discussion, it is evident that the organisation is a combination of Directors, Entrepreneurs, followed by Coaches, which is merely a good combination. Because an organisation needs all these people to move forward, as Directors set processes and strategies, Entrepreneurs come up with unique and innovative ideas and Coaches maintain the rhythm of the work environment, provided differences between them is worked out and converted into advantages and ways to improve self, people and the organisation.

12. CONCLUSION:

All four styles are present to a greater or lesser degree in each of us, shaped by heredity and environment. One's preferred or **dominant style** is the one that yields the highest score. This style is **strongly related to the role one fills in the organization**. The relative strength of one's second highest score indicates whether it is a **"back-up-style"** or a **weak second**. One can construct a **pie diagram** with four wedges to represent the relative strength of one's four leadership styles. The **Entrepreneur** is the **sail**, moving the ship into new waters (which can be both exciting and scary for those on board). The Director is the **keel**, trying to keep the boat stable and upright in uncertain waters.

- A sailboat without a **keel** is likely to blow over
- A sailboat with keel but no **sail** is dead in the water
- **Each needs the other**
- As for **the crew**, they include the **Coaches** and **Specialists**

Coaches oversee the **day-to-day activities** that keep the ship sailing. Specialists handle the **specialized functions** that require professional skills and relatively little supervision: cooking, radio operations, navigation. Many other members of the crew (sailors) are needed to operate a large sailing ship. **They are followers**, not leaders.

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