Philosophy of Management – Here are the popular philosophies of management styles.

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<th>Philosophy of Management</th>
<th>Theory L</th>
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<td>chart and job descriptions</td>
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<td>Staffing and Staff</td>
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<td>weeds out poor performance</td>
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<td>Motivating</td>
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<td>Carrot-and-stick approach</td>
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Theory L

- Collaborative efforts between or among employees will probably never occur because there is no one actively promoting or capable of coordinating such efforts.
- Those employees who might find it difficult to obtain other employment may remain in the organization but high achievers will leave.
- Some employees who have potential for becoming high performers will sink into Theory L quadrant because whatever they might do with regard to improving their performance “really doesn’t make a difference”.
- Productivity, however measured, will be low, very low.

Theory X

- The quality of decisions will suffer because the manager did not solicit ideas from his/her staff.
- The commitment of the staff members will be minimal because they were not involved in those decisions that influence their work.
- Job satisfaction of employees will be low.
- Absenteeism and voluntary turnover will be high.
- Some employees will suffer from psychosomatic illnesses as a result of job stress.
- Workers will form together to form unions.

Theory Y

- Low achieving employees may find the environment satisfying because they are never criticized.
- Achievement-oriented employees may be impressed initially with the psychological support they receive from their supervisor, but will then become disillusioned when they discover that little emphasis is placed on productivity.
- Creativity will suffer because the clash of ideas necessary for its realization will be “smoothed over”.
- Theory Y will not survived in a competitive environment.

Theory Z

- Absenteeism and voluntary turnover will be relatively low.
- Quality of decisions will be high because of the wide involvement of employees in the decision-making process.
- Commitment and motivation will be high because of the active involvement of employees in problem solving and decision making.
- Creativity and innovation will be higher than that found with any of the other styles of leadership.
- Cooperation rather than competition will prevail.
- In terms of financial measures, short term productivity may not be impressive because needed investments are made in facilities research and development and staff development.
- Long-term productivity will be higher than that found with any other styles of leadership.
Are You a Leader?

Leadership can be divided into 15 unique sections. In life, these categories flow together, building off each other, and are applied in conjunction. But in testing, we can isolate individual skills and evaluate your strength in each. The categories are as follows:

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<tbody>
<tr>
<td>1</td>
<td><strong>Diligence</strong> - How hard do you work?</td>
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<td>2</td>
<td><strong>Persistence</strong> - For how long will you work to achieve your goal?</td>
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<td>3</td>
<td><strong>Understanding</strong> - Can you listen to others’ problems?</td>
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<td>4</td>
<td><strong>Confrontation</strong> - Do you have problems confronting adversaries?</td>
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<td>5</td>
<td><strong>Public Speaking</strong> - Can you stand in front of crowds and talk to them?</td>
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<td>6</td>
<td><strong>Problem Solving</strong> - Are you able to find appropriate solutions?</td>
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<td>7</td>
<td><strong>Role Model</strong> - Do people look up to you and your values?</td>
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<td>8</td>
<td><strong>Disposition</strong> - Are you easy to get along with?</td>
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<td>9</td>
<td><strong>Flexibility</strong> - Can you change your schedule according to group majority?</td>
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<td>10</td>
<td><strong>Ambition</strong> - Do you ever settle for mediocrity?</td>
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<td>11</td>
<td><strong>Organization</strong> - Can you keep a schedule for you and your followers?</td>
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<td>12</td>
<td><strong>Punctuality</strong> - Are you on time for your appointments?</td>
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<td>13</td>
<td><strong>Loyalty</strong> - Do you drop out of programs or change votes?</td>
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<td>14</td>
<td><strong>Street Smarts</strong> - Can you hold your own voice in the real world?</td>
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<td>15</td>
<td><strong>Versatility</strong> - Are you a jack of all trades or a master of none?</td>
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Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are normally three styles of leadership (U.S. Army Handbook, 1973):

- Authoritarian or autocratic
- Participative or democratic
- Delegative or Free Reign

Although good leaders use all three styles, with one of them normally dominate, bad leaders tend to stick with one style.

Authoritarian (autocratic)

This style is used when the leader tells her employees what she wants done and how she wants it done, without getting the advice of her followers. Some of the appropriate
conditions to use it is when you have all the information to solve the problem, you are short on time, and your employees are well motivated.

Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. This is not the authoritarian style...rather it is an abusive, unprofessional style called **bossing people around**. It has no place in a leader's repertoire.

The authoritarian style should normally only be used on rare occasions. If you have the time and want to gain more commitment and motivation from your employees, then you should use the participative style.

**Participative (democratic)**

This type of style involves the leader including one or more employees in on the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness, rather it is a sign of strength that your employees will respect.

This is normally used when you have part of the information, and your employees have other parts. Note that a leader is not expected to know everything -- this is why you employ *knowledgeable* and *skillful* employees. Using this style is of mutual benefit -- it allows them to become part of the team and allows you to make better decisions.

**Delegative (free reign)**

In this style, the leader allows the employees to make the decision. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you have the full trust and confidence in the people below you. Do not be afraid to use it, however, use it **wisely!**

NOTE: Also known as lais...sez faire (or lais...ser faire) which is the noninterference in the affairs of others. [French : laissez, second person pl. imperative of laisser, to let, allow + faire, to do.]
Forces
A good leader uses all three styles, depending on what forces are involved between the followers, the leader, and the situation. Some examples include:

- Using an authoritarian style on a new employee who is just learning the job. The leader is competent and a good coach. The employee is motivated to learn a new skill. The situation is a new environment for the employee.
- Using a participative style with a team of workers who know their job. The leader knows the problem, but does not have all the information. The employees know their jobs and want to become part of the team.
- Using a delegative style with a worker who knows more about the job than you. You cannot do everything! The employee needs to take ownership of her job. Also, the situation might call for you to be at other places, doing other things.
- Using all three: Telling your employees that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure (participative). Delegating tasks in order to implement the new procedure (delegative).

Forces that influence the style to be used included:

- How much time is available.
- Are relationships based on respect and trust or on disrespect?
- Who has the information - you, your employees, or both?
- How well your employees are trained and how well you know the task.
- Internal conflicts.
- Stress levels.
- Type of task. Is it structured, unstructured, complicated, or simple?
- Laws or established procedures such as OSHA or training plans.

Positive and Negative Approaches
There is a difference in ways leaders approach their employee. Positive leaders use rewards, such as education, independence, etc. to motivate employees. While negative employees emphasize penalties. While the negative approach has a place in a leader’s repertoire of tools, it must be used carefully due to its high cost on the human spirit.

Negative leaders act domineering and superior with people. They believe the only way to get things done is through penalties, such as loss of job, days off without pay, reprimand employees in front of others, etc. They believe their authority is increased by frightening
everyone into higher level of productivity. Yet what always happens when this approach is used wrongly is that morale falls; which of course leads to lower productivity.

Also note that most leaders do not strictly use one or another, but are somewhere on a continuum ranging from extremely positive to extremely negative. People who continuously work out of the negative are bosses while those who primarily work out of the positive are considered real leaders.

**Use of Consideration and Structure**

Two other approaches that leaders use are:

**Consideration** (employee orientation) - Leaders are concerned about the human needs of their employees. They build teamwork, help employees with their problems, and provide psychological support.

**Structure** (task orientation) - Leaders believe that they get results by consistently keeping people busy and urging them to produce.

There is evidence that leaders who are considerate in their leadership style are higher performers and are more satisfied with their job (Schriesheim, 1982).

Also notice that consideration and structure are independent of each other, thus they should not be viewed on opposite ends of a continuum. For example, a leader who becomes more considerate, does not necessarily mean that she has become less structured.

See Blake and Mouton's *Managerial Grid* as it is also based on this concept.

**Paternalism**

Paternalism has at times been equated with leadership styles. Yet most definitions of leadership normally state or imply that one of the actions within leadership is that of influencing. For example, the Army uses the following definition:

*Leadership is influencing people -- by providing purpose, direction, and motivation -- while operating to accomplish the mission and improving the organization.*

The Army further goes on by defining 'influence' as a:

*means of getting people to do what you want them to do. It is the means or method to achieve two ends: operating and improving. But there¹s more to influencing than simply passing along orders. The example you set is just as important as the words you speak. And you set an example -- good or bad -- with*
every action you take and word you utter, on or off duty. Through your words and example, you must communicate purpose, direction, and motivation.

While 'paternalism' is defined as (Webster):

a system under which an authority undertakes to supply needs or regulate conduct of those under its control in matters affecting them as individuals as well as in their relationships to authority and to each other.

Thus paternalism supplies needs for those under its protection or control, while leadership gets things done. The first is directed inwards, while the latter is directed outwards.

Geert Hofstede's (1977) studied culture within organizations. Part of his study was on the dependence relationship or Power Difference -- the extent to which the less powerful members of an organization expect and accept that power is distributed unequally. Hofstede gave this story to illustrate this Power Difference:

The last revolution in Sweden disposed of King Gustav IV, whom they considered incompetent, and surprising invited Jean Baptise Bernadotte, a French general who served under Napoleon, to become their new King. He accepted and became King Charles XIV. Soon afterward he needed to address the Swedish Parliament. Wanting to be accepted, he tried to do the speech in their language. His broken language amused the Swedes so much that they roared with laughter. The Frenchman was so upset that he never tried to speak Swedish again.

Bernadotte was a victim of culture shock -- never in his French upbringing and military career had he experienced subordinates who laughed at the mistakes of their superior. This story has a happy ending as he was considered a very good ruled the country as a highly respected constitutional monarch until 1844 (his descendants still occupy the Swedish throne).

Sweden differs from France in the way its society handles inequality (those in charge and the followers). To measure inequality or Power Difference, Hofstede studied three survey questions from a larger survey that both factored and carried the same weight:

- Frequency of employees being afraid to express disagreement with their managers.
- Subordinates perception of their Boss' actual decision making style (paternalistic style was one choice).
- Subordinates' preference for their boss' decision-making style (again, paternalistic style was one choice).
He developed a Power Difference Index (PDI) for the 53 countries that took the survey. Their scores range from 11 to 104. The higher the number a country received, the more autocratic and/or paternalistic the leadership, which of course relates to employees more afraid or unwilling to disagree with their bosses. While lower numbers mean a more consultive style of leadership is used, which translates to employees who are not as afraid of their bosses.

For example, Malaysia has the highest PDI score, being 104, while Austria has the lowest with 11. And of course, as the story above illustrates, Sweden has a relative low score of 31, while France has a PDI of 68. The USA’s is 40. Note that these scores are relative, not absolute, in that relativism affirms that one culture has no absolute criteria for judging activities of another culture as 'low' or 'noble'.

Keeping the above in mind, it seems that some picture paternalistic behavior as almost a barbaric way of getting things accomplished. Yet, leadership is all about getting things done for the organization. And in some situations, a paternalistic style of decision-making might be required; indeed, in some cultures and individuals, it may also be expected by not only those in charge, but also the followers. That is what makes leadership styles quite interesting -- they basically run along the same continuum as Hofstede's PDI, ranging from paternalistic to consultive styles of decision making. This allows a wide range of individual behaviors to be dealt with, ranging from beginners to peak performers. In addition, it accounts for the fact that not everyone is the same.

However, when paternalistic or autocratic styles are relied upon too much and the employees are ready and/or willing to react to a more consultive type of leadership style,
then it normally becomes quite damaging to the performance of the organization.

References


What is Participative Management?
1. A process of involving those who are influenced by decisions, in making decisions.
2. Where everyone makes certain that everyone gets their needs met.

Where have you seen participative management work well?

What Participative Management is NOT.
1. It is not permissiveness. PM holds people responsible.
2. It is not weakness. PM takes character to apply.
3. It is not involvement in trivia. Only significant decisions should go through the PM process, however, what one person sees as trivia may be very important to another.
4. It does not mean giving up authority. We don't give up authority, rather we delegate authority with matching amounts of responsibility and accountability.
5. It does not mean giving up all decision making. We delegate only the amount of decision-making that we think is appropriate under the circumstances. Delegated authority may require a person to recommend action rather than take action.
6. It does not mean postponing action. PM should occur quickly and avoid constant fixes.

Sharing Authority through delegation

Common response:
I'll be darned if I'll let my people make the decisions when I’m the one who is responsible for the operation. If it’s a bad decision, my head will roll, not theirs.

The Sharing (Delegating) Process:
Responsibility + Authority + Accountability
We Negotiate the Following Steps
1. Goals: We start with the end in mind.
2. Guidelines: We negotiate parameters, history, policies, boundaries, etc.
3. Resources: We negotiate the money, equipment, supplies, human resources, time, and authority available.
4. Accountability: We negotiate what information will be tracked, how, when, and to whom it will be reported.

   1. Reward: Unless there are special spifs, bonuses, or incentives, rewards usually include good reviews, higher raises, greater opportunity for promotion, greater authority, etc.

What is the difference between sharing and delegating authority?

Skills Required for Participative Management
1. Interest and concern. Some people prefer to be told what to do.
2. Recognize and enhance talents in others. Some people fear they will lose power if they build others.
3. Recognize and work around weaknesses in others. Some people are so irritated by deficiencies of others that they can’t they can’t recognize and work with their strengths.
4. Communication. Particularly listening. We often would rather inform than become informed.
5. Conflict resolution. It is easier to create a conflict than to resolve one. It usually requires forgiving others. Something most people don’t do well.
7. Negotiation. It can seem difficult to negotiate when we already have the power to simply decide and act.
8. Compromise. We often must compromise short-term personal or departmental goal to achieve a company goal or help another achieve a personal goal.
9. Synergy. The PM process relies on the belief that 1 + 1 = 3.
10. Teachability. When the team answer is different than our preconceived desire we must learn from the team.
11. Flexibility. We must learn from others and then implement the better alternatives.
12. Correction. The PM process constantly makes it clear that, .I was mistaken,. .I didn’t think of everything,. .I wasn’t considering another’s viewpoint,. etc. Most people don’t like this process.

Why do you think participative management not widespread?

Symptoms of PM Shock
1. They can’t understand. .This PM stuff doesn’t make sense.. This usually means that participative management is so foreign to their perspective that they can’t even picture it working.
2. Anger. They may say, .I don’t like people questioning me. Particularly those who report to me,. or .Don’t you think I’m capable?.
3. Conflict. Some people see their right for input as an opportunity to argue, criticize and
condemn, show that they are smarter than others, lobby for their own goals and interfere with others getting theirs, and cause general conflict. Leaders have to guide the process and avoid an impasse.

4. Authority. .Give me the authority I need to do my job. You’re micro-managing..

What should we do when we find people who can’t function under the PM process?

Vocabulary of PM
The concept of control is generally replaced by the concept of self-control and accountability.
The word manage is generally replaced by the words lead, encourage, persuade, lift, serve, help, understanding, and inspire.
The words negotiate and review and discuss and decide replace words like orders, inform, tell, assign, direct, and require.
The attitude of negotiation is encouraged by phrases like.
We are thinking. It seems to me. I was wondering.
I don’t know but. What if. How about.?
What would happen if we were to do ____?
Let’s brainstorm. Let’s think outside of the box.
How would you improve this?
The word I is generally replaced by the word we.

Why might PM vocabulary be important?
Benefits of Participative Management
1. Increase Productivity (Effectiveness and efficiency)
2. Better Decisions
3. Employee Morale
4. Improved job satisfaction
5. Greater Commitment
6. Faster Adaptation to Change
7. Greater trust
8. Better Communication
9. Better Teamwork

When might it be better not to use PM?
Will Participative Management Work Here?
The situation suggests where participative management will work best.

Where does our organization fit in this model?
ENVIRONMENTAL ORGANIZATION
DECISION MAKING
FACTORS
HOMOGENOUS HETEROGENOUS
STABLE SHIFTING
II Centralized, Rule oriented
I Centralized, rule orientation
III Less centralized, some rules
IV Participative, planning emphasis
Beware of monkeys on your back by managing your time

by Debra Nussdorfer, MS, RN, PMHCNS-BC

Do you feel like everyone and everything is vying for your attention? Is your to-do list growing, calendar bulging, and deadlines looming? In today's healthcare environment, complexity, time compression, information overload, and change are the norm.

An excellent time management article, "Management Time: Who's Got the Monkey?" published in Harvard Business Review, uses a monkey on the back metaphor to describe the pressure, stress, and heaviness managers, and staff members, can feel from all the demands on their time. While you cannot increase the number of hours in your day, you can increase the energy and mental performance you put into those hours and the quality of life you get out of them. Ensure you (and your staff) make the most out of each and every day by practicing the following tips:

1. Examine your perspective of time. Good time managers possess a heightened sense of time and recognize time has boundaries. You have the power to make deliberate decisions even if the choice is acceptance vs. resistance. Recognize these choices.
2. Activities is a process, not a set of tasks or a simple checklist. However, the activity process provides a useful structure. Establish goals, make a list of actions to complete those goals, and create a timetable. Focus on outcomes, then analyze your list of actions and delete any nonessential steps. Give your brain a chance to come up with new and efficient solutions. Routines can be beneficial for straightforward and repetitive tasks, but they can thwart creativity and resourcefulness.
3. Use a scheduling tool that supports your schedule with reminders and recurring appointments. Enter designated time blocks to work on specific projects. Concentration and productivity is easily lost when unfinished tasks circulate in your mind. The simple step of putting projects on your schedule will allow you to focus on the task at hand. If some new, unplanned task comes up, add it to the list and prioritize among your other tasks.
4. Expect the unexpected. Be flexible and allow for the reality of surprises. Procrastinating or planning every minute of your day are recipes for frustration.
5. Use your strengths. Is it possible to trade tasks with a peer? Identify a mentor for professional development.
6. Promote expertise and professional development. Consider the "monkey." When someone asks a question or makes a request, decide if accepting this "monkey" is constructive. It may seem easier to say yes, but saying no and being a coach can keep your workload down while simultaneously promoting the professional development, confidence, and competence of colleagues.
7. Simple words can change energy and attitudes that surround you. Imagine the effect of saying, "I have time" while making eye contact with another staff member. Eliminate "so busy" from your vocabulary.
8. Limit perfectionism, clutter, distractions, and lack of purpose. Do not forward or reply to an e-mail unless it is absolutely necessary. Reduce redundancy and meeting times.
9. Focus, focus, focus. Thirty focused seconds is usually more meaningful for both parties than five multitasked minutes.
10. Leave work with a sense of accomplishment. Reflect on each workday to identify at least one way you made a difference. Make notes of your thoughts and free your mind. Keep a pad of paper and a pen in the car in case a thought arises on the ride home.

There is never enough time to do all of the things required and desired. Everyone struggles to balance work and personal activities. Be deliberate and choose how to use each moment. When reflecting on the work day, take a moment to feel a sense of accomplishment and professional pride, and know that what is done each day makes a difference.

*Editor's note: Nussdorfer is the coordinator for the ANCC Magnet Recognition Program® at Penrose St. Francis Health Systems in Colorado Springs, CO.*