The Recipe Model of Leadership: An Approach Linking Leadership to Managership

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ABSTRACT

The paper reviews contemporary literature on leadership and in particular explores the relationship between leadership and managership. Various theories of leadership are described including Trait Theories, Behavioral Theories, and the so-called Transformational theory of leadership. The cake approach of Ackerman describing the relationship between leadership and managership is discussed in detail and an alternative approach known as the recipe model is offered for further discussion. The major objective of the paper is to provide a model that links leadership and managership and discuss its application in real-life situations.

INTRODUCTION

Since man first discovered that working in groups can be more rewarding than working individually, there have been leaders and non-leaders or followers. Every group whether big or small needs a leader to ensure that it can function effectively as a group. Indeed, a group or organization would be like a ship without a rudder without a leader. The history of mankind is in many ways a history of its leaders such as Alexander The Great, Napoleon, Churchill, Lenin and Roosevelt to name only a few. In the past leaders tended to be either military men like Julius Caesar or Mark Anthony or politicians like Churchill and Bismarck. Today, however, the leaders
are found not on battle fields or in the parliment but in the board rooms of companies and firms or in public bureaucracies. Indeed, the leader of today is usually a manager or an administrator leading his troops or his staff towards the achievement of the organizational goals which in many cases may be synonymous with the goals of society. Since leaders or managers play and are playing a very important role in shaping the future, it is worthwhile to examine some of the major theories dealing with leadership. This paper will attempt to compare the various views of leadership put forward by various scholars in the hope of adding to our understanding of leaders. It is indeed very important for us to have a clear understanding of the concept of leadership especially as it relates to the functions of a manager or an administrator since the time has come for more leadership not less in just about any field. To quote the words of Leonard R. Sayles “continuously improving work effectiveness requires even greater leadership skills than old-fashioned, compartmentalized ‘people’ problems”. An attempt will also be made to compare and contrast the terms leadership and managership. Are they one and the same thing as assumed by some scholars or is it true that leadership is getting people to follow and managership is controlling things as believed by many? The paper is divided into five parts - introduction, theories of leadership and analysis, comparison of leadership and managership, an alternative model, and conclusion. It is hoped that the paper can contribute if only in a small way towards a better understanding of the term leadership and that it can highlight some of the skills and abilities that are required for the manager of today to provide effective leadership in his role as a leader of his section or department.

**Theories Of Leadership And Analysis**

According to Gandhi, “Leadership is figuring out which way your people are going and running fast enough to get in front of them”.

To James Higgins, “Leadership is the process of making choices about how to treat people in order to influence them”. While definitions of leadership abound, it seems clear that the ability to influence others is the most important quality of leadership. Influence, of course, is related to power in one form or the other. John R.P. French and Bertram Raven have identified five key sources of power: legitimate, reward, coercion, expertise, and reference.

1. Legitimate power, or authority results from a person’s position in the organization.

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2. Reward power depends on the leader's ability to control the rewards given to other people.

3. Coercive power depends on the ability to punish others.

4. Expert power depends on special skill or knowledge.

5. Referent power depends on personal appeal, magnetism, and charisma.⁴

Explanations based solely on traits ignore situational factors which are perhaps even more important than traits. It is not enough for a person to possess the necessary traits even assuming that such traits do exist. He or she must still take the appropriate or correct action and this of course depends on the situation he or she faces. As Samuel C. Certo says, "no trait or combination of traits guarantees that a leader will be successful" ⁶

A second approach to understanding leadership looked at the behavior that specific leaders exhibited. Known as the behavioral theories of leadership, the approach focused on behavioral styles of leadership. One of the most famous of behavioral studies was the one conducted at Ohio State University in the late 1940s. The Ohio State studies focused on two dimensions of leader behavior-initiating structure and consideration. Initiating structure refers to the extent to which a leader is likely to define and structure his role and those of employees in the search for goal attainment. Consideration is defined as the extent to which a person has job relationships characterized by mutual trust and respect for employees' ideas and feelings. A leader who scores high in initiating structure and also in consideration achieved high employee performance and satisfaction more frequently than one who rated low in both or in either initiating structure or consideration.⁷ Another well-known

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⁴ John R. P. French and Bertram Raven, qtd by Higgins. pp 580


⁷ Robbins. pp 297
behavioral study was carried out at the University of Michigan's Survey Research Center at about the same time as those being done at Ohio State. The Michigan group also came up with two dimensions of leadership behavior - employee oriented and production oriented. Leaders who were employee oriented were described as emphasizing interpersonal relations. In contrast, leaders who were production oriented tended to emphasize the technical or task aspects of the job and were mainly concerned with accomplishing their group's tasks. The conclusion of the Michigan studies strongly favored leaders who were employee oriented. 8

Another approach to understanding leadership focused on isolating key situational variables and is known as the Fiedler Contingency Model. The model proposes that effective group performance depends upon the proper match between the leader's style of interacting with his or her employees and the degree to which the situation gives control and influence to the leader. Fiedler isolated three situational criteria - leader-member relations, task structure, and position power that he believes can be manipulated to create the proper match with the behavioral orientation of the leader. Fiedler assumes that an individual's leadership style is fixed. He argues that leadership style is innate - a person cannot change his style to suit changing situations. 9 The main import of the model is that situational variables are very important for assessing leader effectiveness and that any attempt to understand leadership without taking into account the situational variables involved is likely to be a failure. 10

Another contingency model of leadership is known as the Path-Goal Theory. Proposed by Robert J. House and Terrence R. Mitchell the theory assumes that leaders can be effective in two primary ways. The first is by making rewards contingent on the accomplishment of objectives. Second, the leader can aid group members to attain rewards by clarifying the paths to goals and removing obstacles to performance. There are four primary styles of leadership and two major differences in leadership situations as shown in figure 1.

In directive leadership, the leader explains the performance goal and provides specific rules and regulations to guide subordinates toward achieving it. In supportive leadership, the leader displays personal concern for subordinates. This includes being friendly to subordinates and sensitive to their needs. In achievement-oriented leadership, the leader emphasizes the achievement of difficult task and the importance of excellent performance and simultaneously displays confidence

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8 Robbins, pp 299
9 Robbins, pp 302
10 Certo, pp 364
### THE PATH-GOAL MODEL OF LEADERSHIP

**Leadership Behavior**
1. DIRECTIVE
2. SUPPORTIVE
3. ACHIEVEMENT-ORIENTED
4. PARTICIPATIVE

**TO PRODUCE**
ARE MATCHED AGAINST LEADER EFFECTIVENESS IN INFLUENCING SUBORDINATES

**SITUATIONAL FACTORS**

**SUBORDINATE CHARACTERISTICS**
1. ABILITY
2. PERCEIVED CONTROL OF DESTINY
3. NATURE OF THE TASK ITSELF
   1. ROUTINE
   2. AMBIGUOUS

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**Figure 1**

that subordinates will perform well. In participative leadership, the leader consults with subordinates about work, tasks, goals, and paths to resource goals. This leadership style involves sharing information as well as consulting with subordinates before making decisions.

A leader may face many different kinds of situations. The key is to determine the appropriate leadership style for a given situation. For example, Certo points out that:

1. Directive leadership would be used when subordinates have low levels of training and the work they are doing is partly routine and partly ambiguous.
2. Supportive leadership would be used when subordinates are doing highly routine work and have been doing it for some time.
3. Achievement-oriented leadership would be used when subordinates are doing highly innovative and ambiguous work and already have a high level of knowledge and skill.
4. Participative leadership would be used

"Higgins. pp 593"
when the work is moderately ambiguous and subordinates have medium levels of experience doing it.\textsuperscript{12}

The path-goal model of leadership introduces an intriguing idea; namely, that certain substitutes for leadership exist. These are systems that help define behavior and preclude the need for direct managerial action. The model assumes that leaders are flexible. The same leader can display various leadership styles depending on the circumstances.

Another highly respected theory of leadership is the so-called Hersey-Blanchard life cycle theory of leadership. This is basically a concept that hypothesizes that leadership styles should reflect primarily the maturity level of the followers. Maturity, here, is an individual’s ability to independently perform the job, to assume additional responsibility, and to desire success. Figure 2 shows the life cycle theory of leadership model.

The theory indicates that effective leadership behavior should shift from (1) high-task/low-relationships behavior to (2) high-task/high-relationships behavior to (3) high-relationships/low-task behavior to (4) low-task/low-relationships behavior as the followers progress from immaturity to maturity. According to the theory, a style of leadership will be effective only if it is appropriate for the maturity of followers. J.R. Nicholls in an article entitled, ‘Congruent Leadership’ has this to say of Hersey and Blanchard’s situational leadership model.

“In a recent article, the deficiencies of Hersey and Blanchard’s Situational leadership model were analyzed and shown to arise from their disregard of three logical principles - consistency, continuity and conformity.”\textsuperscript{13}

Having found fault with inconsistencies in Hersey and Blanchard’s situational leadership model, Nicholls offer a corrected model which he calls congruent leadership. The major characteristics of congruent leadership are as follows:

1. The leader should always give an equal and high emphasis to concern for the relationships.

2. Congruent leadership postulates that the high and balanced concern for task and relationships has to be interpreted according to the circumstances in order to indicate the appropriate leadership style.

3. The progression from parent to developer can be seen as similar to the progression from boss-centered leadership to employee-centered leadership. To emphasize this progression and to indicate its nature better, the leadership styles have been named, ‘direct’, ‘persuade’, ‘involve’, and ‘trust’. See figure 3.

\textsuperscript{12}Higgins pp 593

\textsuperscript{13}J.R. Nicholls, “Congruent Leadership”, LOD Journal, Vol.7 No.1, 1986. pp 27
4. There are two other styles available to the leader, both of which involve an imbalance in task and relationships, namely ‘coach’ and ‘driver’ respectively.

5. The leader reduces his level of task and relationship activity as congruencies increases. Congruence may be defined as a combination of factors involving the leader, the group and the situation.¹⁴

The congruent leadership model borrows heavily from both the Tannenbaum and Schmidt’ work and the Hersey and Blanchard’s situational leadership model. In many ways, it is an improved model and offers useful insights which should help anyone interested in learning more about leadership especially as it relate to management.

As the term participative management becomes more and more popular, a new theory has emerged to relate leadership behavior and participation to decision making. Developed by Victor Vroom and Phillip Yetton in the 1970s the leader-participation model of leadership provides a set of rules to determine the form and amount of participative decision making in different situations. The model was a decision tree incorporating twelve contingencies and five alternative leadership styles. The leader may make the decision completely himself or share the problem with the group and develop a consensus decision.¹⁵ The model is very

<table>
<thead>
<tr>
<th>Effective Styles</th>
<th>High task and high relationships</th>
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<tbody>
<tr>
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<td>High relationships and low task</td>
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<tr>
<td>Low task and</td>
<td>High task and low relationships</td>
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<tr>
<td>Low relationships</td>
<td>Mature</td>
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<td>Low</td>
<td>High</td>
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<tr>
<td>Mature</td>
<td>Immature</td>
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</tbody>
</table>

The Life cycle theory of leadership model¹⁶

Figure 2

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¹⁴Nicholls, pp30
¹⁵Robbins, pp 305
¹⁶Certo, pp 360
Congruent Leadership.
Variation of Style from Parent to Developer

<table>
<thead>
<tr>
<th>High</th>
<th>Parent</th>
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<tbody>
<tr>
<td>Developer</td>
<td></td>
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<tr>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>Detailed direction of task</td>
</tr>
</tbody>
</table>

Congruence

Figure 3

promising but unfortunately far too complex for the typical manager to use regularly. It reveals that leadership behavior is indeed flexible and points out the importance of situations.

On the whole, we can see that attempts to understand leadership concentrated on three main aspects - traits that distinguish leaders from nonleaders, behavioral patterns that were unique to leaders and situational influences that affected the effectiveness of leaders. Obviously, trait theories while highly interesting are insufficient to explain such a complex concept as leadership. In the first place, it is arguable that traits that are found in leaders such as drive, desire to lead, honesty and integrity, self-confidence, intelligence, and job-relevant knowledge may also be found in nonleaders. Secondly, even supposing that we can isolate those traits that are unique to leaders, it still does not ensure that the leader will take the right action or the right decision in varying and complex situations that may confront him. As for behavioral patterns unique to leaders, they undoubtedly play a significant role in helping us to understand leadership. However, they once again fail to provide us with conclusive results concerning leadership primarily because they do not take into account situational factors that confront the leader as he attempts to make decisions or take actions that will affect not only himself but also his subordinates. Most important of all, they do not tell us how leaders would fare under varying circumstances or changing situations. Hence, it is clear that the so-called contingencies theories that focus on situational factors affecting leadership offers us the best opportunity to understand leadership. Among these theories, the leader-participation model seems to be on the right path. The only thing that is required is for the model to be simplified a bit so that it can be applied more easily to everyday decision making. It might be possible to make the model slightly less forbidding by making use of technological advances, that is, by enlisting the help of the computer.

In conclusion, we should point out
that in addition to the leadership theories we have discussed so far, there are two more approaches that deserve mention. One is known as charismatic leadership theory and the other is known as transformational leadership theory. According to Jay A. Conger and R.N. Kanungo, charismatic leaders display the following characteristics:

1. Self-confidence.
2. Vision.
3. Ability to articulate the vision.
4. Strong convictions about the vision.
5. Behavior that is out of the ordinary.
6. Appearance as a changed agent.
7. Environmental sensitivity.

According to Certo, transformational leadership is leadership that inspires organizational success by profoundly affecting followers' belief in what an organization should be, as well as followers' values, such as justice and integrity. Transformational leaders perform several important tasks. They raise follower's awareness of organizational issues and their consequences. They also create a vision of what the organization should be, build commitment to that vision throughout the organization, and facilitate changes throughout the organization that support the vision. It is clear that much more research needs to be done on the topic of transformational leadership even though it appears to hold a lot of promise.

Comparison of Leadership and Managership

To Certo, leading is not the same as managing. Although a manager can be a leader and a leader may be a manager, the two activities - leading and managing are not identical. Thomas Levitt, for instance, sees management as “the rational assessment of a situation and the systematic selection of goals and purposes; the systematic development of strategies to achieve these goals; the marshaling of the required resources; the rational design, organization, direction, and control of the activities required to attain the selected purposes; and finally the motivating and rewarding of people to do the work.” Leadership is regarded by many as a subset of management. Managing is thought to be much broader in scope. Another difference is that while management is concerned with both behavioral and nonbehavioral issues, leadership is concerned only with behavioral issues. What seems perfectly clear though is that most effective managers also turn out to be good leaders. Another apparent difference between leaders and managers is highlighted by Robbins and Cenzo who point out that, “Managers are appointed. They have legitimate power that allows them to reward and punish. Their ability to influence is based on the formal authority inherent in their formal positions. In contrast, leaders may either be appointed or emerge from within a

"Certo. pp 348

Theodore Levitt, qtd in Certo. pp 348
group. Leaders can influence others to perform beyond the actions dictated by formal authority. A somewhat different view is offered by Leonard Ackerman. He feels that the two concepts while not identical by a long shot are much closer in meaning than many may have realized. He points out that both leadership and managership deal with people and that leadership is the ability to invoke followership regardless of or in addition to, formal organizational position. Hence, to him, leadership “must be something more than managership.” Recognizing that there is interaction between managership and leadership, Ackerman proposes what he has termed ‘The Cake approach’ as a way to combine effective leadership with effective management. It is a two stage approach. Figure 4 illustrates how the cake will look.

<table>
<thead>
<tr>
<th>Leadership qualities</th>
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<tbody>
<tr>
<td>Ability to apply</td>
</tr>
<tr>
<td>principles</td>
</tr>
<tr>
<td>Knowledge and</td>
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<tr>
<td>understanding of</td>
</tr>
<tr>
<td>management principles</td>
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</tbody>
</table>

Figure 4

The first layer of the cake contains the knowledge and understanding of management principles. The second layer is the ability to apply the principles while the frosting is made up of the qualities of leadership. The cake, thus, represents the complete manager/leader who knows and understands the principles of management, can apply them and also has the qualities of leadership that attract people to him or her. However, this is only the first stage. After the cake is baked and frosted, it still has to be put into a blender. Figure 5 shows the actual interaction that takes place.

![Figure 5](image)

The figure above shows how managership and leadership can blend to produce a manager/leader. Each can exist separately, but a good blend would be in any organization’s self-interest.

While the two stage ‘cake approach’ of Ackerman has certain advantages, there appears to be one serious flaw with the approach. He regards ability to apply management principles as a separate quality from leadership qualities. The writer of this paper, however, would argue that the distinction between the two is not all that clear. Indeed, to be able to apply principles of management effectively, the manager needs to possess

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20 Robbins, pp 295
22 Ackerman, pp 18
23 Ackerman, pp 19
leadership skills as well. Ackerman also argues that managership and leadership can exist separately or independently of one another. Once, again this writer would beg to differ. Quite obviously, managership without leadership is bound to fail. It is not a matter of improving managers or developing them by somehow imbuing them with leadership skills whatever they may be. It is simply that to be truly effective managers must somehow become leaders as well. It is a myth to assume that management could somehow be carried out by a non-leader for the term management itself is linked to leadership in one form or the other.

An Alternative Model

It is clear that the ideal manager should be able to manage as well as lead. Assuming that leaders can be made and that they are not necessarily born, we can propose an alternative model that not only takes into account the relationship between leadership and managership but also provides for the training of managers or would be managers to turn them into competent leaders who also possess the necessary skills for management. For want of a better name, we will refer to our approach as the 'recipe model'. The ingredients required in our recipe are the following:

1. A manager or would be manager possessing the following qualities: drive, desire to lead, honesty and integrity, self-confidence, intelligence, and job relevant knowledge. (It should be pointed out that these qualities are regarded not as traits that one has to be born with but as abilities that anyone can acquire or can be trained to acquire.)

2. Principles of management

3. Leadership behavior

4. Leadership styles in various situations

5. A period of training

The first step in our model is to pick out those exhibiting the desired qualities from among our managerial staff or even from among the workers. The next step would be to let those we have hand-picked undergo a period of training to acquaint them with the principles of management that they would need to do their job well. Here, it should be pointed out that the time required for training would vary from person to person but should last no longer than a year. The next step would be to allow those who have successfully completed the training course to learn first hand about leadership behavior by engaging them as apprentice managers in the organization. Once again the time they would have to spend as apprentice managers would vary from person to person but should not last more than two years. As apprentice managers they would be under the guidance of experienced mangers who would attempt to expose them to various situations that call for different styles of leadership and thus give them the chance to become familiar with the various styles of leadership available to them. At the end of the apprentice period, the raw manager recruits should be ready to shoulder their responsibilities as managers/leaders who can manage the
day to day affairs of the organization and also provide leadership and vision to their subordinates. Our recipe model can be described as follows:

1. Put managers or would-be managers possessing drive, desire to lead, honesty and integrity, self-confidence, intelligence and job relevant knowledge into a program containing principles of management and train for not more than a year.

2. Put the resulting mixture into an apprenticeship program containing leadership behavior and leadership styles in various situations and train for not more than two years.

3. Use the well-trained manager/leader for any purpose you may desire. We can show this in figure 6.

   Obviously, the model has a few wrinkles to be ironed out but it does, I hope, provide a direction in which the study of leadership and management should be heading. While pure theoreticians may not be happy about the mixture of theory with training, practitioners should welcome the attempt to find a program that can actually produce leader/managers or manager/leaders as the case may be.

\[
\text{Step 1.}
\]

Manager or would-be manager with qualities such as drive, desire to lead, honesty and integrity, self-confidence, intelligence, and job relevant knowledge.

Training program

| Principles of management about one year |

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\text{Step 2.}
\]

End product of step one

Apprenticeship program

| Leadership Behavior and leadership styles in various situations about two years |

\[
\text{Step 3.}
\]

Ready to serve manager/leaders

Figure 6
CONCLUSION

The paper started out as an attempt to study and compare the various theories of leadership. But an examination of the leading theories such as trait theories, behavioral theories, and situational theories revealed that there was more to leadership than simply leading. While the myth that leaders are born, not made was completely and truly dispelled once and for all, new questions were raised regarding leadership. What was obvious was that to truly understand leadership, it has to be seen in its proper perspective. It was not enough to speak of leadership behavior as such without making reference to the situation. Once we speak of situations, we must consider other factors such as followers and conditions of work whatever it may be. Hence, the focus of the paper shifted to leadership in organization or more precisely leadership as it relates to managership. While leadership and managership are not exactly identical, neither are they completely independent of each other as believed by some scholars. The close relationship between leadership and managership was highlighted by Ackerman who proposed a two stage approach which he termed ‘the cake approach’. This approach is superior to most views of leadership as it suggests that a manager possessing leadership skills is superior to a manager who lacks such skills. However, the approach serves as a beginning only and is not meant to be a comprehensive all encompassing theory. As a result, the recipe model is offered for criticism and also as a stimulant to further discussion on the topic of leadership as it relates to managership. While the recipe model is not complete nor perfect by a long shot, it is hoped that it will point the way in which the study of leadership should be heading and encourage those who are more qualified than this writer to come up with appropriate strategies for developing a viable and feasible program of training for leadership/managership. The model draws heavily from the trait theories of leadership, the behavioral theories of leadership, the so-called contingency theories of leadership and also owes a great deal to Ackerman and his two stage ‘cake approach’. This writer is one who believes firmly that leadership skills can be taught and that a manager who cannot lead is a distinct liability to his or her organization. This writer also feels that certain aspects of both leadership and managership skills cannot be learnt in a classroom or by conventional methods of learning but must be taught through a training program such as an apprenticeship program. Thus, the recipe model is an attempt to combine theory with training and experience. Hopefully, it can inspire others with more experience in the field and with better qualifications to search for similar but more complete and workable models that will help produce manager/leaders who can be relied upon to achieve goals that will lead to the success of the organization and bring about a better society for us all.

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