

Effective Leadership

Applied to Different Types of Small Groups
in an Organization

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1 : Summary

This study reveals effective leadership for each follower from the perspective of Path-Goal theory (R.House:1971). The classification of the personalities of followers by Johari window, determines the type of small group they create, and consider effective leaderships for them. This study will enable leaders to exercise leadership according to small groups created within the organization.

2 : Introduction

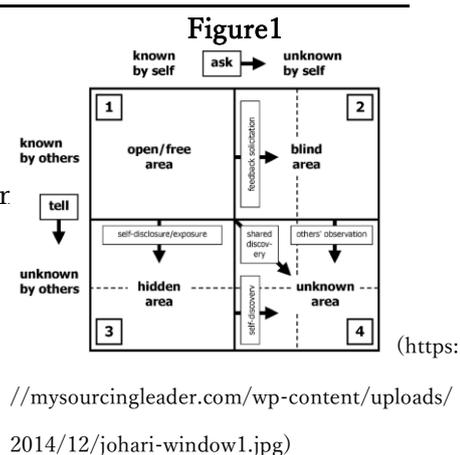
Have you ever seen a school cleaning with collaborating or skipping people? As a class leader and a member of the baseball team, I see people gathering, making some groups, and causing some conflicts because their motivation is different. In some situation, for example, in a classroom, on a sports team, or in a business situation, small groups are inevitably generated within the organization. They make small groups with good friends, sometimes they contribute to the organization, and sometimes they may have an adverse effect on the organization. As a class leader and as a member of a baseball team, it is very helpful to learn how leaders should behave. However, there is little research on effective leadership styles to make some small groups function effectively. Therefore, I decided to make a research question about the relationship between the Pass-Goal theory and small groups in the organization, and to study whether the leadership theory connecting leaders and individuals could be expanded.

According to the previous research by House, Michel, and Ms. Asai (Asai, R. 2015), effective leadership differs depending on the follower's personality, and leaders need to use different type of leadership according to his or her personality. However, the leadership that the leader should have is limited to one follower, and effective leadership for the entire small groups which the followers belong have not been clarified. This study will reveal leadership that guides such small groups to contribute to the organization by expanding Pass-Goal theory (R.House:1971).

3 : Fundamental

Johari Window: Used to define small groups that occur naturally in an organization. "The Johari window is a model describing how receptive or open an individual is to giving and receiving feedback." (Joseph L, Harrington I.1955) Like Figure1 shows, if you regard the four fields as column two columns represent 'myself' and the two rows 'the group'. Column 1 represents what I know about myself, Row 1 shows what the group knows about me, and row 2 what they don't know about me. The size of the fields will depend on the degree of mutual confidence. This confidence depends largely on the group's ability to give and receive feedback. The size of the different fields vary within the frame of the window.

The first field, Arena, or Open/Free Area shows what I know about myself and what the group knows about me. This field is characterized by an open exchange between myself and others. The field becomes larger when the trust between group members increases, which occurs when they exchange personal information with one another. The second field, Blind, shows what I don't know about myself, but what others know about me. When I participate in a group, I communicate both verbally and non-verbally in a number of different ways, some of which I am unaware of, for example gestures and actions, the way I say things, the way I approach people etc. The third field, Front, or Hidden Area (sometimes called Façade),

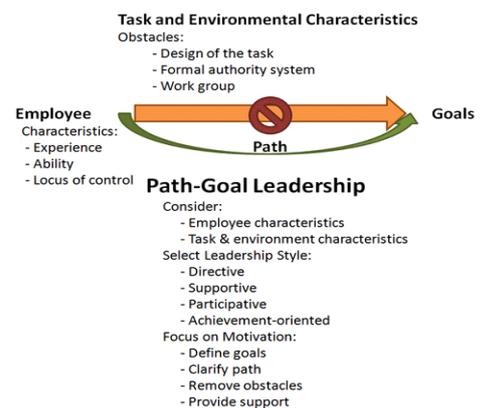


shows what I know about myself, but the group doesn't know about me. There can be reasons why I conceal this information from the group. For example, I may feel that I don't have the support of the group, or I may feel insecure. I assume that they dislike my sentiments, ideas and reactions, but never know this for sure since I avoid revealing more of myself. Another reason for omitting to provide certain information is that I want to manipulate or control the group. The last field consists of things which neither I nor the group know about me. Some of this material lies hidden so deeply under the surface that I perhaps will never become aware of it, while other material may lie closer to the surface and can emerge through feedback. This field is called the Unknown and represents, for example, childhood experiences, hidden strengths and undiscovered abilities. It is impossible for a person to know everything there is to know about themselves, and for this reason this field has a supplementary field to illustrate that certain materials will always remain under the surface, the Unconscious." (<https://mysourcingleader.com/category/group-leadership/johari-window/> 2014: 12-4) The "group" mentioned in this cited document is the "organization to which the small group (defined below) belongs" described in this paper.

Small group: Small groups are made up of people with similar Johari windows

and are naturally occurring within the organization. There are many different small groups within the organization, just as the personal Johari windows vary. Small groups are influenced by their boss's leadership, sometimes contributing to the organization, and sometimes adversely affecting the organization. The leadership that a boss should give differs because small groups have different personalities.

In small groups, personal Johari windows become denser. That's because people come together with similar windows. The darkened personal Johari window appears as a small group



Path-Goal theory: Path-goal theory is one of the leadership conditions adaptation theories proposed by R. House in 1971. The essence of leadership is based on the idea that “the leader should show what path (pass) the member should take in order to achieve the goal (goal)”.

(<http://www.nwlink.com/~donclark/leader/ahold/path-goal.png>)

In other words, “helping members achieve their goals is the job of the leader, and giving the direction and support necessary to achieve the goals is an organizational goal”. House categorized leader leadership styles into four: directed, supportive, participative, and achievement-oriented.

1 Directed leadership

Task-oriented, clearly instructing members about what to expect, setting up a work schedule, and giving specific instructions on how to accomplish the work.

2 Supportive leadership

Based on mutual trust, respect members' ideas, consider emotions and show consideration for needs.

3 Participatory leadership

Talk to members and make use of their suggestions before making a decision.

4 Achievement-oriented leadership

Set difficult goals and ask members to do their best.

In addition, House has two conditions: “environmental conditions” such as clarity of business, management responsibility system and team organization, and “personal characteristics of subordinates” such as

independence, experience and ability of members. If the behavior of the leader is excessive with respect to environmental factors or does not harmonize with the characteristics of the subordinates, leadership cannot be demonstrated. (<http://www.nwlink.com/~donclark/leader/ahold/path-goal.png>)

4 : Methods

The purpose of this study is to prove that the path goal theory holds true for small groups as well as for conventional individuals. This reveals effective leadership for small groups. For example, the following will be clear: “In business, the instructions that the boss, such as the president or general manager, should give to subordinates and, in education: the approach that teachers should provide to students.”

There is a program called Reach Cambridge where international high school students gather and work at the University of Cambridge. This program is like a summer school at Cambridge University, one of the world's leading high-level universities. A variety of high school students can experience Cambridge University's educational system through university classes, activities and interesting lectures. The Reach Cambridge staff is the person who organizes the high school students participating in this program and manages it smoothly.

My hypothesis: Path-Goal Theory works on the relationship between a leader and its small groups. It has already been proved between a leader and its follower by Path goal theory. It is thought that the personality is strengthened by similar people gathering in a small group that occurs naturally and grouping them together.

When the unknown area of the small group Johari window is large, in other words, when leadership occurs in a small group, or when the small group has less experience and is still inexperienced, directed leadership is particularly effective. Achievement-oriented leadership is especially effective for small groups who are inexperienced and want strong efforts and want to move forward. When the open / free area of the small group Johari window is large. In other words, supportive leadership and participatory leadership are particularly effective if the small group has high motivation and ability. (Asai, R. 2015).

To prove this hypothesis, an interview of a staff member who leads a high-level international high school student program called Reach Cambridge was done. It is speculated that various types of small groups such as country, gender, hobbies and SNS will occur, so investigate “How do the staff who operates the program deal with small groups and handle the problem with them in the program; organization.

The following questions were asked to: Ms. Yung-Hsiu Lin, Mr. Jon Roozenbeek. Ms. Yung-Hsiu Lin, who was born and raised in Taiwan, is a graduate of Cambridge University and a staff member of the Reach Cambridge program. Mr. Jon Roozenbeek is a Cambridge Graduate Researcher. His research uses big data, which is useful for research involving large numbers of people.

Question to Lin.

Q1: Do you have any hard time with small groups?

※Those small groups are in a setting of international students from different background regarding politics, religion or ethnicity.

Q2: Students make groups based on gender, nationality, or personality. As a Reach Cambridge Staff, how do you manage and support those groups?

Q3: What do you think about the relationship between Path-Goal theory (4 types of leaderships) and small groups?

Question to Jon

Q1: For data concerning my research (Q1, Q2, Q3), what type of data collection is available?

5 : Results

Questions to Lin and answers from Lin

Q1: Do you have any hard time with small groups?

※Those small groups are in a setting of international students from different background regarding politics, religion or ethnicity.

A1: Lin: : Not so much, but once they students had conflicts on political topics because they were from different cultural background. When some younger students have some difficulty in their academic course (language or content), we give them direct support, though the course curriculum is designed by the organizer.

Q2: Students make groups based on gender, nationality, or personality. As a Reach Cambridge Staff, how do you manage and support those groups?

A2: Lin : It is natural for them to make some groups. We encourage them to interact with each other through doing some activities like team sports or field trip. They can make some opportunities to chat with each other.

Q3: What do you think about the relationship between Path-Goal theory (4 types of leaderships) and small groups?

A3:Lin : I think they are linked from my personal experience. In the environment of supervisor's meeting, senior staffs will be supportive and open to discuss some issues. They don't need to direct us. It is like an achievement-oriented style. So, I think it is largely true. But in other cases, some students are young on this program, so we must be directive. I think it is largely true, but it is difficult to reach the definite conclusion.

A question to Jon and an answer from Jon

Q: For data concerning my research (Q1, Q2, Q3), what type of data collection is available?

A: Jon: In order to do experiment, basically around two hundred sample (from some generation) are necessary. Give them a series of questions: a questionnaire. (See appendix)

Another way is using Google form. It is easy to use for younger generation.

By sending an e-mail, or using social medias are also good tool. But it is not for seniors. To get some response from seniors, you can ask your parents or relatives.

6 : Discussion

A very meaningful answer to my hypothesis was obtained from two experts. In the Reach Cambridge program, staffs like Lin are challenging. In some cases, some conflicts about political issues, religions and so on happen between small groups from different cultural backgrounds. In such a case, they provide some

activities such as team sports or entertainment shows so that students can share fun time together. The program went smoothly. This is a directed leadership, which guides you to a task “goal” by instructing several steps “passes”. At the Reach Cambridge staff meeting, Lin and others received Achievement-oriented leadership from their boss. Her boss set high goals in the Reach Cambridge program because Reach Cambridge staffs are highly motivated and talented.

When, the open / free area of Johari window is large, the small group is immature, inexperienced, conflicting, and the gap between the small groups is deepening, the leader is required to direct the steps to make the task successful. When the unknown area of the small groups Johari window is large, small groups are highly capable and motivated, such as the Reach Cambridge staff, leaders are required to set high goals and blast to make an effort. However, this is just Lin's own experience, and is only one example, backed by data limited to the Reach Cambridge staffs, in the Reach Cambridge program. Lin also states that it is difficult to conclude my hypothesis. Jon stated that, while interested in my hypothesis, there was still only one data set and the scope of the experiment was too narrow to conclude.

The results received positive answers from two experts. I was able to find the possibility that this hypothesis would be valid for a wider subject, given the internationality and scale of the Reach Cambridge program. I did not prove my hypothesis because of the lack of data.

7 : Conclusions

In this study, it was not possible to conclude what kind of leadership leaders were required for a naturally occurring small group in the organization. However, using leadership for small groups that occur naturally in high school student organizations can be effective for organization. The leader should be supportive if the small group is mature but be directed if the small group is immature. For example, a homeroom teacher and a class leader can take the following step in school cleaning: Show the specific steps of the cleaning to the group who tends to skip the school cleaning, and the students who work on the cleaning of the school are expected to improve the atmosphere of the whole class by talking about familiar topics and cleaning together. In this way, the head of the organization can contribute the small group to the organization by using properly the directed and supportive leaderships according to the maturity of the small group naturally occurring in the organization. However, it is not known whether this idea holds true in various categories, such as generation, size of organization, nationality and gender. The reason is that the number of data is small. For further research, this questionnaire can be used to collect a larger sample from different generations, nationalities, and genders. Using a function of “Social media-Google Form”, a large amount of data can be gained. That result will lead to reliable and quantitative research. This will lead to more concrete conclusions on the leadership that guides within the organization to contribute to the organization.

8 : Acknowledgements

I would like to thank Yung-Hsiu Lin and Jon Roozenbeek, as well as Ms. Keiko Kurokawa, Ms. Misaki Nakamura and Mr. Masato Suzuki for all their help.

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Path–Goal Leadership Questionnaire

Instructions: This questionnaire contains questions about different styles of path–goal leadership. Indicate how often each statement is true of your own behavior.

Key: 1 = Never 2 = Hardly ever 3 = Seldom 4 = Occasionally 5 = Often
6 = Usually 7 = Always

- | | |
|---|---------------|
| 1. I let subordinates know what is expected of them. | 1 2 3 4 5 6 7 |
| 2. I maintain a friendly working relationship with subordinates. | 1 2 3 4 5 6 7 |
| 3. I consult with subordinates when facing a problem. | 1 2 3 4 5 6 7 |
| 4. I listen receptively to subordinates' ideas and suggestions. | 1 2 3 4 5 6 7 |
| 5. I inform subordinates about what needs to be done and how it needs to be done. | 1 2 3 4 5 6 7 |
| 6. I let subordinates know that I expect them to perform at their highest level. | 1 2 3 4 5 6 7 |
| 7. I act without consulting my subordinates. | 1 2 3 4 5 6 7 |
| 8. I do little things to make it pleasant to be a member of the group. | 1 2 3 4 5 6 7 |
| 9. I ask subordinates to follow standard rules and regulations. | 1 2 3 4 5 6 7 |
| 10. I set goals for subordinates' performance that are quite challenging. | 1 2 3 4 5 6 7 |
| 11. I say things that hurt subordinates' personal feelings. | 1 2 3 4 5 6 7 |
| 12. I ask for suggestions from subordinates concerning how to carry out assignments. | 1 2 3 4 5 6 7 |
| 13. I encourage continual improvement in subordinates' performance. | 1 2 3 4 5 6 7 |
| 14. I explain the level of performance that is expected of subordinates. | 1 2 3 4 5 6 7 |
| 15. I help subordinates overcome problems that stop them from carrying out their tasks. | 1 2 3 4 5 6 7 |
| 16. I show that I have doubts about subordinates' ability to meet most objectives. | 1 2 3 4 5 6 7 |
| 17. I ask subordinates for suggestions on what assignments should be made. | 1 2 3 4 5 6 7 |

- | | |
|---|---------------|
| 18. I give vague explanations of what is expected of subordinates on the job. | 1 2 3 4 5 6 7 |
| 19. I consistently set challenging goals for subordinates to attain. | 1 2 3 4 5 6 7 |
| 20. I behave in a manner that is thoughtful of subordinates' personal needs. | 1 2 3 4 5 6 7 |

Scoring

1. Reverse the scores for Items 7, 11, 16, and 18.
2. Directive style: Sum of scores on Items 1, 5, 9, 14, and 18.
3. Supportive style: Sum of scores on Items 2, 8, 11, 15, and 20.
4. Participative style: Sum of scores on Items 3, 4, 7, 12, and 17.
5. Achievement-oriented style: Sum of scores on Items 6, 10, 13, 16, and 19.

Scoring Interpretation

- Directive style: A common score is 23, scores above 28 are considered high, and scores below 18 are considered low.
- Supportive style: A common score is 28, scores above 33 are considered high, and scores below 23 are considered low.
- Participative style: A common score is 21, scores above 26 are considered high, and scores below 16 are considered low.
- Achievement-oriented style: A common score is 19, scores above 24 are considered high, and scores below 14 are considered low.

The scores you received on the path–goal questionnaire provide information about which style of leadership you use most often and which you use less often. In addition, you can use these scores to assess your use of each style relative to your use of the other styles.

SOURCES: Adapted from *A Path–Goal Theory Investigation of Superior Subordinate Relationships*, by J. Indvik, unpublished doctoral dissertation, University of Wisconsin–Madison, 1985; and Indvik (1988). Based on the work of House and Dessler (1974) and House (1977) cited in Fulk and Wendler (1982). Used by permission.